

**Ohio Board of Regents Special Meeting Minutes
Inclusive Competitiveness Subcommittee (Summit)
Ohio University
Margaret M. Walter Hall, Walter Rotunda, Building 156
Athens, OH**

June 11, 2014

I. Welcome and Call to Order

Chair Patricia A. Ackerman called the **June 11, 2014**, Ohio Board of Regents (BOR) Special Meeting of the Inclusive Competitiveness Subcommittee (Summit) to order. Charles See, Assistant Deputy Chancellor said that proper public notice of the subcommittee meeting was given in accordance with the State of Ohio's Open Meetings Act.

II. Roll Call

Chair Ackerman called the roll. Those subcommittee members present were:

- Patricia A. Ackerman
- Lana Z. Moresky (Vice Chair of the BOR)

Chair Ackerman declared that there was a quorum of the subcommittee members present.

III. Approval of Minutes

Chair Ackerman asked if there were any additions or corrections to the draft April 9, 2014, minutes. Vice Chair Moresky made a motion to approve the April 9, 2014, minutes as drafted and the motion was seconded by Chair Ackerman. All Regents voted in favor of the motion approving the minutes as submitted from April 9, 2014.

Chair Ackerman asked if there were any additions or corrections to the draft May 7, 2014, minutes. Vice Chair Moresky made a motion to approve the May 7, 2014, minutes as drafted and the motion was seconded by Chair Ackerman. All Regents voted in favor of the motion approving the minutes as submitted from May 7, 2014.

IV. Welcome - Lynn Gellermann, Executive Director TechGrowth Ohio and Center for Entrepreneurship at Ohio University

Chair Ackerman introduced herself and said she was appreciative of everyone who joined them for the culminating Summit at Ohio University (OU). She said that some of them may not be aware that she is also a 'Bobcat' and her sojourn in higher education began at OU. She is quite delighted to be back at OU for this particular occasion and for this purpose. Her significance of attending OU back in the 1960's when others were making 'left-handed' comments about minorities attending the university wasn't a big deal to her. However, the fourth African-American to earn a college degree graduated from OU in 1828 and his name was John Newton Templeton. The significance of this for her is that OU has been committed to Inclusive Competitiveness at least since 1828. It is altogether fitting that they are at OU debating the topic of Inclusive Competitiveness in a place where that idea has been reflected for a very long time.

Chair Ackerman introduced Lynn Gellermann, Executive Director, TechGrowth Ohio (TechGrowth) and Center for Entrepreneurship, OU. She said she has only known him a few years but their meeting was auspicious and very important. She said that this relationship continues to grow and she welcomed Mr. Gellerman to offer his remarks.

Mr. Gellerman began his remarks by saying that the summit was being held in the right venue – the Walter Rotunda of the Margaret M. Walter Hall. He said that it was sponsored and funded by a graduate of OU, Robert D. Walter, CEO of Cardinal Health Inc. one of the nation's largest health organizations. Mr. Walter's spirit of entrepreneurship is part of the reason why the Rotunda Hall is here at OU.

Mr. Gellerman said that OU has been involved with the Inclusive Competitiveness project since meeting with Johnathan Holifield, Vice President of Inclusive Competitiveness of NorTech in the summer of last year. They also participated in the convening of the project in November of last year as well. He said they really enjoy working with the BOR again and with their new partner NorTech in Northeast Ohio. He congratulated and thanked Regent Ackerman and Mr. Holifield for including them in this work. He said they look forward to doing many more things with them and the organizations.

Mr. Gellerman said he was involved in a few forums and it was a great learning, networking and idea-generating experience. It was really interesting to hear from other institutions, non-profit organizations, industry leaders and educators on what Inclusive Competitiveness means; what are they doing; and what more could they do. It has caused him to come back to OU and reflect and evaluate what they are doing in the areas of Inclusive Competitiveness and innovation.

Mr. Gellerman said over the last ten years, OU has built some organizations and intermediaries that have helped them tremendously in terms of innovation and entrepreneurship. It has really helped them extend their reach throughout the campus and across the region. A few of these resources that have helped OU are the following: TechGrowth and the Center for Entrepreneurship. Through The Voinovich School of Leadership and Public Affairs at OU they were able to receive funding called the Appalachian New Economy Partnership. He said they were able to leverage this funding and it has survived over the years. He said the point is they have policy makers that led to funding that led to action. This action led to results that has led to real change over the last ten to twelve years. He said you have an Appalachian Ohio that is included in the state's economy and that is competitive. He said this initiative has caused him to reflect on what they have been able to do in Appalachian Ohio in the areas of inclusion and competitiveness. He said that it is an example of how policy, funding and hard work can make a difference.

Mr. Gellerman introduced Dr. Roderick J. McDavis, President of OU. He said as they have celebrated entrepreneurship and economic development over the years he has had the honor of introducing President McDavis. He said they are blessed to have his leadership in the areas of innovation, entrepreneurship and economic development. He said that under his leadership he believes that OU has turned a new day and they are grateful to have him at the helm of their team. He said his leadership has extended beyond OU, Appalachia and the State of Ohio. He welcomed Dr. McDavis to provide his remarks.

V. Greetings - Dr. Roderick J. McDavis, President, OU

Dr. McDavis thanked Mr. Gellerman for his role with TechGrowth and the Center for Entrepreneurship. He said these were both very successful ventures for OU.

Dr. McDavis made the following remarks by addressing Chair Ackerman and the Inclusive Competitiveness Subcommittee. Thank you for attending today's inclusive Competitiveness summit, hosted by BOR's Subcommittee on Inclusive Competitiveness. It's great to see so many industry leaders, policy professionals, scholars and citizens gathered together to discuss ways that we can incorporate underrepresented and low income populations into state efforts to spur Ohio's Innovation Economy.

By our nature, higher education has a tendency to unite organizations, industries, and communities around issues of importance. And when it comes to the future competitiveness of our state, diversity and inclusivity in innovation and entrepreneurship are critical.

It seems appropriate that this conference is taking place at OU. Not only do we serve as a leader in innovation and its commercialization, but we also hold inclusivity among our core values.

Today, OU's entrepreneurial Ecosystem is spearheading a range of initiatives that support economic prosperity, growth and diversity.

We aim to benefit inventors and entrepreneurs of every background and socio-economic status through programs like: TechGrowth; the Innovation Center; their Technology Transfer Office; Edison Biotechnology Institute, and the Center for Entrepreneurship. These programs in collaboration with our academic colleges, four incubators, three seed funds and two angel funds aim to equip all Ohioans to achieve success in today's Globalized marketplace.

The Inclusive Competitiveness Summit has the potential to increase access to Ohio's innovation economy, which translates to: more startup companies; better nonprofit and public organizations; more jobs; more experiences, and more education across the board. In other words... more access means more opportunities for all!

Together, Ohio's 14 research universities, 24 regional campuses and 23 community colleges can lead the way to dramatically improve opportunities and outcomes for underrepresented Ohioans. Together, we have the power to make Ohio the national model of 21st century education and economic inclusion and competitiveness. Thank you for your support as we seek a brighter future for Ohio Universities and for our great state!

It is now my pleasure to introduce Regent Patricia Ackerman. Regent Ackerman is president and C.E.O. of CHALKDUST Inc., a consulting firm serving education professionals. She also volunteers as Executive Director of Chalkdust Education Foundation, a non-profit organization created to offer enrichment opportunities and training programs to students, parents and faith leaders in urban communities.

Regent Ackerman is a retired public school educator and has served as a teacher, principal and K-12 curriculum administrator. Today, she continues to be actively involved in the community as: a board member of the Greater Cleveland Delta Foundation Life Development Center; an active member of Delta Sigma Theta Sorority, and Chair of the Education Braintrust of the International Women's Aviation and Space Museum.

Regent Ackerman also happens to be an OU alumna. She serves our alma mater tirelessly as an emerita member of the OU Board of Trustees and a current member of the OU Foundation Board.

Regent Ackerman was appointed to the Ohio Board of Regents in 2010 and currently serves as Chair of the Inclusive Competitiveness Subcommittee. Please join me in welcoming Regent Ackerman.

VI. Goals for the Day

Chair Ackerman thanked Dr. McDavis for his kind words. She thanked him for welcoming the guests to OU and setting the tone for today's summit. Chair Ackerman introduced herself and said good morning to everyone. She introduced the Lana Moresky, Vice Chair of BOR.

Vice Chair Moresky began her remarks by thanking Dr. McDavis for hosting the Inclusive Competitiveness Subcommittee and for all the work that OU has done in this area. She also thanked Chair Ackerman for her leadership on the Inclusive Competitiveness Subcommittee and Mr. Holifield for educating them on how important inclusive competitiveness in the innovation economy is to success in the State of Ohio. She thanked the participants and speakers for traveling to OU and said that they have had a great deal of participation in the forums to date. She said she believes that this process has enabled them to focus on areas that they have not before. She said if this is realized they will improve the economy of the State of Ohio and the quality of life of the people in the state. Chair Ackerman thanked Vice Chair Moresky for her participation and said without her their work could not have proceeded.

Chair Ackerman introduced Johnathan Holifield, Vice President of Inclusiveness Competitiveness for NorTech and asked him to provide opening remarks. She said that he is a consultant to the Inclusive Competitiveness Subcommittee. Mr. Holifield began his comments by bringing attention to Dr. McDavis's remarks. He said that he believes that his remarks was the first such statement ever given by a university president focused on inclusion and competitiveness in the innovation economy – and that they witnessed something special today. The State of Ohio is positioned to be a model throughout the state.

While they certainly recognize this is a matter of equity, more important than a matter of equity it is an economic competitiveness imperative. As a matter of physics, the incumbents do not have enough to turn our state towards 21st Century prosperity. He said there has been increasing pressure of global competition for all of our jobs and increasing pressure of technology and innovation where productivity has skyrocketed but jobs have lagged. The decoupling of business productivity from actual job creation means it is incumbent upon Ohioans to create the jobs of the 21st Century. They need 'all hands on deck'. Inclusive Competitiveness is improving the performance of underrepresented populations – Women, African-American, Latinos and Rural populations - in our state's innovation economy. This includes our innovation ecosystems, industry clusters, emerging technology and all manner of economic inclusion or competitiveness. They have an opportunity to set the bar for the nation and catapult the State of Ohio to a leadership position. They are the first movers in this space. He thanked the participants for their support and said he looked forward to their presentations.

Chair Ackerman said that the goals for the day were two fold. First, for those that were not able to attend every forum, a 'taste' of the forums that they did not attend. Second, they want to ensure that they have a better sense of those activities that are going on throughout and across the State of Ohio. She said this afternoon they will review the themes that emerged from all of the forums. They will use the themes as a backdrop to take advantage of their creativity in an ideation session. The participant's comments, information and comments will assist the subcommittee with the preparation of the final report which will include recommendations.

VII. Regional Presentations

A. Cincinnati USA Regional Chamber, Minority Business Accelerator - Rodney Swope, Director

Rodney Swope, Director of the Minority Business Accelerator (MBA), Cincinnati USA Regional Chamber presented a PowerPoint presentation which can be found as Attachment #1.

Mr. Swope began his comments by saying that the MBA is part of the Cincinnati USA Regional Chamber of Commerce. He said that it is comprised of fifteen counties in Ohio, North Kentucky and Indiana and supports over 5,000 members. He spoke about the riots and racial unrest in Cincinnati some years ago and said as unpleasant and difficult as those times were this helped them begin to work more effectively on inclusion in their region.

Mr. Swope said the MBA's mission is to create larger minority firms in their region. When the MBA was founded about eleven years ago it recognized that there was only one African-American company in Greater Cincinnati over \$20M – today there are approximately forty companies that are minority-owned that are this size. This is also about influencing and expanding the entrepreneurial community in their region. Because many of the new jobs are created in this part of the economy and it is going to be important to the MBA that it remains inclusive.

Mr. Swope said the MBA's work is divided into three main areas: Foundational Technical Work (providing assistance to the firms that they support to build their capacity); Revenue Creation Work (stimulating accelerated growth to build the firms to lines faster); and Influencing Work (fostering economic inclusion in the region and trying to create institutional change). With this part of their work they have begun to contribute to inclusive competitiveness.

Mr. Swope continued and said the MBA uses two strategies and they are the Supply Side Strategy and the Demand Side Strategy. He said that the criteria for the MBA companies are as follows: \$1M in sales; a Business-to-Business or Business-to-Government company; and African-American owned or Latino owned. The Supply Side Strategy relates to improving the readiness of minority businesses; and the Demand Side Strategy is

companies have to be committed to engaging support from the corporate community through committed annual spending with local minority firms.

Mr. Swope shared the number of MBA companies and actual goal setter spending from 2009 through 2013. He said that the industries that they support are very diverse. Relating to the revenue history, he said it is a 100% increase from 2009 and an 11% increase from 2012. He said the primary work that they do is management consulting, human resource planning and assisting the companies with fast growth. They also assist with strategic access – connecting them with large key buyers in the region.

Mr. Swope said that the Cincinnati Regional Partnership's economic development initiative, 'Ready Cincinnati' has identified six industries that they believe are key to the growth of the Greater Cincinnati region. These six key industries are: Consumer Products and Brand Development; BioHealth; Food Processing and Agriculture; Advanced Energy; Advanced Manufacturing; and Finance, Insurance and Information Technology and Financial. He said the challenge is if these are the companies of the future these companies are not very diverse or inclusive. It is important that they begin to affect inclusion in these industries.

Mr. Swope said the MBA must continue to work on the pipeline if they want to continue to grow this population of companies. He said if they want to harness the region's greatest economic potential they must have diverse companies and entrepreneurs in the fastest growing industries. The most innovative start-ups and growth firms will likely come from the six key industry clusters. The MBA's future depends on the diversity of entrepreneurs within these clusters. The MBA has done the following: begun to cultivate a pipeline of high potential minority firms with an eye for fast growth industry firms; and provided tactical services to entrepreneurs and start-up businesses which are ready to pursue capital. They have found and supported twenty firms.

Mr. Swope said they collaborate with other economic development organizations within their region – especially those that focus on minority populations. They cultivate a pipeline that they collaborate with monthly so they can direct the entrepreneur to the right resource when the time is right. He said they are trying to understand how to work with entrepreneurs at all levels of the entrepreneurial process.

Relating to pipeline constrictions, Mr. Swope said that the innovation ecosystem has: low throughput of minority founders and entrepreneurs; too few minority innovation entrepreneurs to push through the pipeline; and too little accountability of inclusion measures to pull them through. He said this is the opportunity that the MBA thinks they can affect. They would like to make clear there needs to be more accountability into the systems that supports the funding that enables inclusion to occur in their region and across the State of Ohio.

Mr. Swope said when looking at the Inclusion Gap there are three major communities where inclusion is needed and is absent. They are the following: Minority Start-up Entrepreneurs; Minority Start-up Advisors, Mentors, Coaches; and Minority Investors, Angels and Venture Capitalists. He said the challenge is to create more awareness and opportunity to attract more minority students, entrepreneurs and career transition professionals to seek the opportunities and resources in the innovation ecosystem. He said they need to strive to make the Advisors, Mentors and Coaches more diverse as well.

Mr. Swope finished by recommending strategies to affect innovation. He recommended the following: Standardize and report consistent and transparent Inclusion metrics across Ohio's innovation ecosystem; Introduce technology and best practices (and practitioners) to the innovation ecosystem; Target outreach by developing relationships with minority and women-focused professional organizations and associations; and Engage publicly funded start-ups to do speaker series on campuses to encourage and invite students to join the innovation ecosystem.

B. TechGrowth - John Glazer, Director and Lynn Gellermann, Executive Director and Center for Entrepreneurship OU

Lynn Gellermann, Executive Director, TechGrowth and Center for Entrepreneurship, OU and John Glazer, Director, TechGrowth presented a PowerPoint presentation which can be found as Attachment #2. Mr. Gellerman began his remarks by saying that they primarily work in rural Appalachia but they have also had the opportunity to work with women, minority, student and international entrepreneurs.

Mr. Gellerman said they have talked a great deal about the Ohio Third Frontier Commission (OTFC) being the 'North Star' of innovation and entrepreneurship in the State of Ohio. He said that the OTFC is nationally recognized and it has created opportunities that need to be made more available to more individuals. He said that TechGrowth is an Entrepreneurial and Signature Program (ESP) through the OTFC and is a rural, university-sponsored, venture development organization that provides services and capital to technology-based startups and entrepreneurs. They have served over 500 clients in Southeast Ohio. More than 130 of these clients have produced significant economic activity in the form of new sales; new capital; federal grants; or other resources. For every OTFC \$1.00 that was spent they have returned approximately \$12.00 in economic activity.

Mr. Gellerman said imagine the OTFC without any representation of Southeast Ohio or in the rural/Appalachian counties. The OTFC leadership reached out to them and they have provided guidance and they have made a significant impact in this area. This in itself is inclusive competitiveness and was real change.

Mr. Gellerman said that TechGrowth was a principal in the creation of the Center for Entrepreneurship. This was named the 2014 National Finalist for 2014 Outstanding Emerging Entrepreneurship Program by the United States Association for Small Business and Entrepreneurship. He said they are trying to take the Voinovich School of Leadership and Public Affairs into the realm of public and social innovation.

Mr. Gellerman said they have a number of partners to deliver services and identify entrepreneurs. He displayed and described the Innovation Ecosystem with their key partners. The Innovation Ecosystem includes four Incubators, three PreSeed Funds, two Angel Funds, Higher Education, state and local Government, the Philanthropic community, Industry, Economic Development Organizations and Communities. He said angel funds are very important. As it relates to higher education he said they have Shawnee State University and Zane State College (ZSC) engaged. He said they want to grow in the philanthropic community and corporate areas.

Mr. Gellerman finished by saying he has seen OU extend its reach many folds. They are in the innovation and entrepreneurship arena. They know there is a great deal of work that still needs to be done and they have been made aware of those opportunities through the subcommittee process.

Mr. Glazer began his remarks by reiterating Mr. Gellerman's comments about the OTFC not having any representation in Southeast Ohio or in the rural/Appalachian counties prior to their program and said that by including this area in the talent they force an inclusiveness program. He said the experiment of an ESP program in Southeast Ohio has demonstrated that if the needs and resources are put into place you have success. He said TechGrowth is the 'proof of concept' that results will happen.

Mr. Glazer shared the demographics of this part of Ohio and said the population is disenfranchised with a sparse population. The minority population is not represented in a way that they are in other areas of the state. He said that OU has a 10.1% population of minority students as compared to the 8.2% of the minority population. Their efforts to maintain a diverse campus have been very successful. Prior to the OTFC, there was no support for the innovation economy in Southeastern Ohio. The conditions prior to the OTFC are exactly what the underrepresented population face – they do not have access.

Mr. Glazer said the Appalachian New Economy Partnership (ANEP) made OU a leader in business development throughout the region. He said funding from ANEP has enabled them to have a strong foundation in the entrepreneurship and innovation arena. He shared the following examples of Southeast Ohio's innovation

economy: Centers of Innovation; Entrepreneurial Support; Capital Access; and Technology Commercialization and STEM-Based Entrepreneurs. He said that their two angel funds received funding again this year.

Mr. Glazer said that OU shares their message in many ways in their access and outreach program. They have a number of events that have been particularly successful. OU has a very rich and diverse alumni organization and they are very attentive to programs. With this in mind, the OU sponsors a number of events, such as the Black Alumni Reunion. He also mentioned the Youth Entrepreneurship and the Appalachian Cohort for Engineering Scholars Program.

Mr. Glazer shared TechGrowth's success metrics and some of them were the following: 10% Active Clients are Minority-Led; and 80% of client companies have \$0 startup funds (low income). He said these are ongoing activities that help create a sustained culture in the region. He said OU is 20% of their 'deal flow' the other 80% of their 'deal flow' is in the region. He said the high-tech 'deal flow' is derived from talented researchers and other individuals at OU.

Mr. Glazer finished by making a concluding remark about the nature of underrepresented populations by asking 'what is innovation'. He said what is a business, what is an enterprise, what is a start-up in the innovation economy – it solves a problem. If the problem is really large then you have an opportunity to create an organization based on that problem. He said that disenfranchised and underrepresented individuals solve problems every day – that is the nature of being underrepresented. This is the culture they need to create – the awareness and the services that need to be organized and made available to individuals to turn natural entrepreneurs into economic activity. TechGrowth is an important part of inclusive competitiveness initiative because they have demonstrated the proof of concept.

C. Zane State College - Larisa Harper, Interim Vice President for Student Services

Larisa Harper, Interim Vice President for Student Services at ZSC presented a PowerPoint presentation which can be found as Attachment #3. Ms. Harper began her remarks by saying that the presentation was given by a former colleague of hers, Greg Dart at a previous forum. He has since taken a position at Utah State University.

Ms. Harper said that ZSC is embarking on their second year of their strategic plan and they are looking at various measures within that strategic plan. She shared ZSC's mission statement which has been updated - Empowering people, enriching lives, and advancing the region through education, collaboration, and opportunities. She said their five guiding principles are as follows: Climate, Access, Quality, Image, and Stewardship. The principles are driving ZSC's strategic plan. She said that diversity is within the Access principle and they have embedded that with a variety of key performance indicators.

Relating to underrepresented, Ms. Harper said that 81% of ZSC students received some type of financial assistance in the fall of 2013 (and this has increased steadily since 2001); 72% are first-generation; and 5-6% are considered minority (traditionally the college reflected this same percentage of minorities, but in recent years it has grown to 11%). She said within the STEM-related fields the minority population representation is very good at 13% which is an increase in the last three years.

Ms. Harper continued and said that they have found several strategies to respond to diversity in their community. First, for many years ZSC has had a full-time Multicultural Outreach Specialist on their roster. This title may change because they need to respond to the current needs. This person meets with students and coordinates various events such as: Minority Health Fairs and an Ethnic Food Fair. Second, they are recipients of the Choose Ohio First (COF) Scholarship through the BOR. This Program has been tremendously successful for them. She said 65% of more of COF students are in underrepresented areas.

Ms. Harper finished by sharing ZSC's barriers and challenges. She said that ZSC is in the Appalachian area with a college-going tradition that is still being nurtured. They are still seeking financial support through scholarship opportunities. She said they are working hard to create an atmosphere of engagement for students. They address the traditional commuter students in many different ways. She said they also want to provide

support services for students in STEM-related fields. They try to get faculty and community leaders to connect with the students to provide the support they needs as much as possible.

D. Lorain County Community College - Terri Burgess Sandu, Director of the Entrepreneurship and Innovation Institute

Terri Burgess Sandu, Director of the Entrepreneurship and Innovation Institute at Lorain County Community College (LCCC) presented a PowerPoint presentation which can be found as Attachment #4. Ms. Sandu began her remarks by saying that she would spend a great deal of her time talking about LCCC's K-12 coordination and she is excited to say that she is able to expand on that because of some new announcements that have been made within the last month.

Ms. Sandu said that over half of first-time students begin their education at a community college. She said LCCC takes this issue to heart as part of their mission. They have long recognized they have to be a partner for both preparing talent and creating jobs. She said when Dr. Church joined LCCC their area was at approximately a 25% unemployment rate. Things have improved since, but it is still not where they want it to be. Therefore, focusing on job creation is part of LCCC's DNA.

Ms. Sandu said the keys to bringing the talent into the pipeline are the following: college readiness; completion; market-driven skills and entrepreneurship and innovation. They have a full-range of programs starting in kindergarten through Masters Degrees to support individuals throughout the continuum. She said The University Partnership was designed to meet the specific need of their county as it relates to the highest population of Associates Degree holders but the lowest population of Bachelor's and Masters Degree holders. This program has grown over the years and they now have over fifty-one Bachelor's and Masters Degree Offerings; 12 partner institutions (nine public and three private); and 4,000 graduates through the University Partnership. She outlined recent announcements of the University Partnership and said the key is individuals can earn these degrees without having to leave Lorain County. This has resulted in a significant increase in the number of Bachelor's and Masters Degree holders. They partner with other institutions to bring specific degree programs to their campus with outreach centers as well. This will help students continue their education.

LCCC along with other area community colleges recently launched the "Our Promise" Tuition Guarantee Program. This is a way to incentivize students into full-time enrollment. She said a majority of LCCC students are part-time students. They know based on research that if students are pursuing their education full-time that their odds of completion and success are much greater.

Ms. Sandu continued and said that LCCC enrolls more than half of the Lorain County Public System graduates. She said that there continues to be a great deal of K-16 collaboration as it relates to college readiness. She said despite a decline of overall enrollment they continue to see a continuing increase in Post-Secondary Enrollment Options (PSEO) – earning college credit while students are still in high school. They have experience with the Early College High School (ECHS) model which was initially a Bill and Melinda Gates funded initiative. She shared the statistics of ECHS and said that this population is very diverse. Since 2008 they have had great results and students have earned both their high school diploma and their Associates Degree. LCCC has partnered with Lorain High School. Titan College will take college to the high school and they just finished up their first year.

Dual Enrollment, Titan College as well as the changes the legislature has made possible has led to the My University initiative. In addition to Lorain, two additional school systems will be rolling out the concept of My University in the fall. The goal is for students to earn a college degree but also recognizes that not all students are ready in the 9th grade. This program is designed to allow students to enter the program when they are ready and earn some level of college credit. For families there is a huge savings, 80% or more of the cost of traditional university costs.

Ms. Sandu said there is a tremendous amount of activities going on at LCCC relating to STEM activities. She said that they are proud to be one of the Completion by Design schools under the Bill and Melinda Gates Foundation.

Ms. Sandu discussed LCCC's work surrounding industry engagement. She said they are reaching such a diverse range of students in the K-12 area but they are also aware that they have the transitioning adults. They have to assist the transitioning adult be prepared for the workforce. One of the ways they are addressing this is the Regional Economic Technology Engagement (RITE) Board. This initiative began in 2007 with state funding and continues today with vibrant corporate leadership. They are looking at addressing the gap of IT careers that are going unfilled in the region. She discussed the Northeast Ohio Speed to Market Accelerator Grant and said there were four partners (LCCC, NorTech, Magnet and Jumpstart, Inc.) involved in this project. This initiative is focused on assisting new companies with commercializing new technology in Advanced Energy and Flex Electronics. She shared a visual map of the regional talent partners involved of the project. She said they meet quarterly to share information.

Ms. Sandu finished by talking about entrepreneurship and innovation. She said that they have a very entrepreneurial culture at LCCC as they know they are a key part in helping to create the jobs as well as prepare the talent. She said that they are partners in the Blackstone LaunchPad along with three other institutions in the region. From Great Lakes Innovation and Development Enterprise (GLIDE) to the Small Business Development Center, she said they have a wide range of opportunities for students in the region. She said 41% clients using Blackstone LaunchPad services are female (they are paying attention to these statistics). The LCCC Foundation Innovation Fund provides early stage pre-seed financial support to entrepreneurs and emerging businesses. She shared the statistics on the fund and said it OTFC was key to this. She discussed the FabLab and said they were one of the first institutions other than MIT to have one. She said they recently launched The Richard Desich SMART Commercialization Center for Microsystems and have a new degree program. This will open up a lot of opportunities for students to be involved in the innovation economy.

E. University of Cincinnati - Kenneth Simonson, Director of Academics, Director of Emerging Ethnic Engineering Program

Kenneth Simonson, Director of Academics and Director of Emerging Ethnic Engineering Program at the University of Cincinnati (UC) presented a PowerPoint presentation which can be found as Attachment #5. Mr. Simonson began his remarks by thanking the Inclusive Competitiveness Subcommittee for offering him the opportunity to present again.

Mr. Simonson said they have heard presentations today that spoke about the innovation economy and they need to look at the job trends. He shared Help Wanted data from the Georgetown University Center of Education and the Workforce (June 2010) and said the following: Between 2008 and 2018, new jobs in Ohio requiring postsecondary education and training will grow by 153,000 while jobs for high school graduates and dropouts will grow by 29,000; Between 2008 and 2018, Ohio will create 1.7 million job vacancies both from new jobs and from job openings due to retirement; 967,000 of these job vacancies will be for those with postsecondary credentials, 600,000 for high school graduates and 142,000 for high school dropouts; Ohio ranks 36th in terms of the proportion of its 2018 jobs that will require a Bachelor's degree, and is 34th in jobs for high school dropouts; and 57% of all jobs in Ohio (3.3 million jobs) will require some postsecondary training beyond high school in 2018. He said this data sets the stage for discussion in terms of the innovation economy and the role of K-12 in higher education.

Mr. Simonson said there was a report by the National Academy of Sciences and the National Academy of Engineering Institute of Medicine (Chaired by Dr. Freeman Hrabowski) that outlined the barriers for expanding the minority participation in STEM. They were: Preparation (Bridge Programs); Access and Motivation; Affordability; and Academic and Social Support. He said the challenge for the State of Ohio is that most students take the ACT and shared the ACT benchmarking - 'The College Readiness Benchmark Score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding Credit-bearing college courses, which include English

Composition, Algebra, Social Science and Biology.¹ He said in the State of Ohio the average of 49% of students meet the ACT Benchmark Math Score of 22 and the average of 44% of students meet the ACT Benchmark Science Score of 23. He said a student cannot get into most College of Engineering Schools in Ohio with an ACT Benchmark Math Score of 22 and it likely will not get a student into most STEM-related disciplines. He shared the percentage of students meeting college readiness Benchmark Scores by race and ethnicity for Mathematics and Science. He said this data is very significant if they are talking about the innovation economy where vocational training is very high-tech.

Mr. Simonson shared recent BOR data of Ohio High School students that graduated and who enrolled for the first time in an Ohio institution that needed developmental math. He said based on the data there are 2,196 students - 57% that needed developmental Math from the three largest school districts (Cleveland Municipal, Columbus City School District, and Cincinnati Public School District). There are only three universities that can conduct developmental courses on the main campus.

Relating to internal and external barriers for successful inclusion of underrepresented populations in the innovation economy, Mr. Simonson said they are the following: Lack of number of students proficient in English, Math, and Science that can be considered for admission to STEM disciplines; Lack of investment in successful programs for increasing ethnic, low-income, and first generation STEM students and the over reliance on external funding and grants; Lack of critical mass of K-16 educators who use evidence-based strategies for learning/teaching methodologies for educating all STEM and in particular ethnic, low-income, and first generation students; The need for data driven decision making for developing a K-16 state-wide STEM strategy for increasing the number of underrepresented ethnic, low income, and first generation students who enroll/graduate from disciplines for the "New Innovation Economy"; and they don't know and/or measure the impact of current Ohio STEM recruitment, student success, learning/teaching methodologies initiatives associated with building the "New Innovation Economy".

Mr. Simonson said they have a few different strategies for increasing participation of underrepresented ethnic students. He discussed their Louis Stokes Alliances for Minority Participation (LSAMP) participation - 11 four year and 7 two year institutions with the goal of doubling the number of underrepresented ethnic STEM graduates in five years. The Emerging Ethnic Engineers (E3) Dr. Edward N. Prather Summer Bridge Scholars Program is in its 26th year and he said they have extended this beyond engineering to include Allied Health. This year they have forty-three students participating in this program.

Relating to identifying resources to improve performance of underrepresented Ohioans in STEM and in the State's Innovation Economy, Mr. Simonson said they are the following: Re-authorize the COF Program with emphasis on underrepresented ethnic, low-income, and first generation STEM students; Direct BOR investment funding to complement federal grant funding like the LSAMP; Direct BOR investment in university engineering/STEM bridge programs and academic year successful strategies for increasing the number of ethnic, low-income, and first generation STEM graduates; Develop an BOR STEM Advisory Council of "practitioners" to develop state-wide STEM education policy for increasing the number of ethnic, low-income, and first generation STEM graduates; Re-direct BOR, Department of Education, and OTFC to direct funds to evidence-based initiatives, and programs that are increasing the number of ethnic, low-income, and first generation STEM graduates students; and Use OTFC funds in collaboration with industry in providing internship opportunities for students who do not have access to co-op programs as a strategy to recruit students.

Mr. Simonson finished by providing reference information including: national statewide systemic STEM program information in California and recommending they watch the video on Dr. Freeman Hrabowski relative to evidence-based strategies in terms of teaching.

F. JumpStart, Inc. - Gloria Ware, Senior Advisor

Gloria Ware, Senior Advisor of JumpStart, Inc. (JSI) presented a PowerPoint presentation which can be found as Attachment #6. Ms. Ware began her remarks by thanking OU for hosting the event and thanking the Inclusive Competitiveness Subcommittee for asking her to present again. She said that JSI is a ten-year old ESP from the

Northeastern area of the State of Ohio. They work with fifteen other entrepreneurial organizations in the region and their primary focus is creating high growth technology-based businesses.

Ms. Ware said from the beginning JSI has had a focus on being inclusive. A great deal of this is created by the demographics of their region. Initially their focus was to develop entrepreneurs specifically. They have evolved that strategy in the last two years - given their partnership with some of the other entrepreneurial organizations - by leveraging all of the resources in Northeast Ohio that touch innovation-based entrepreneurship.

Ms. Ware said they have had a challenge finding minorities and women that are interested in pursuing STEM-based innovation. They decided they wanted to do a better job of connecting those communities to the innovation economy with a four-prong approach. These four prongs are: Outreach and education; Storytelling; Intensive, hands-on assistance; and Access to capital and first clients. For the first eight years they had a division of JSI led by Darrin Redus, President and CEO of MainStreet Inclusion Advisors, LLC manage their outreach efforts. She said approximately two years ago they began to embed inclusion throughout all of their activities.

Ms. Ware summarized each of the four phases as follows: Outreach (everyone in the organization has inclusion outreach goals as it is incorporated throughout, host educational events with a goal of 33% attendance of minority and women, and celebrating successful entrepreneurs); Storytelling (they connect with the diverse populations in multiple ways – videos, YouTube, blogs, podcasts, and a quarterly Ezine with 3K recipients per issue); Hands-On Assistance (36% of JSI-assisted companies are minority-or women-owned and the Burton D. Morgan Mentoring Program allows these companies to be assigned mentors who have experience with raising capital or leading companies); and Access to Capital: Women and Minorities (16% of all businesses seeking funding were women-owned businesses, 13% of Venture Capital deals went to women-led businesses in the first half of 2013, 1% of Venture Capital-backed founders were African-American in 2010).

Relating to Access to Capital, Ms. Ware said they have two funds that they use to fund early stage companies and they are the Evergreen Fund and the Emerging Market Fund (EMF). She said 30% of JSI's portfolio companies are either led by women or minorities – the national average is 5-10%. She attributed a great deal of this to their early commitment to inclusion. She said the EMF makes investments in technology-based women or minority-owned companies. She said the EMF also serves as an educational tool for first time individual investors.

Ms. Ware continued and said that JSI recently updated their core values and they decided that they wanted to be 'Actively Inclusive'. By this, they strive across the organization to: Encourage community engagement that leads to inclusive deal flow; Provide the best resources across the organization to guide company growth; and Reach out to possible minority/women subject matter experts, startup talent and resource providers to engage them in the ecosystem. She gave examples of the ways they are making progress in these areas.

Ms. Ware finished by sharing examples of how their activities have led to deal flow and success. She shared examples of their entrepreneurs: Dr. Kevin Trice (JSI met him at Minority Biomedical Conference, member of STMA Program, newest member of Burton D. Morgan Mentoring Program); Laura Bennett (one of first companies that JSI invested in with a successful exit, Founded Burning River Coffee Community); and Nichelle McCall (JSI met her at Burning River Coffee Community event, won several national awards, featured in several publications, recent recipient of an investment from the EMF, member of Burton D. Morgan Mentoring Program).

G. Parker Family of Businesses - Karl Parker, President and General Manager

Karl Parker President and General Manager of Parker Family of Businesses (PFOB) presented a PowerPoint presentation which can be found as Attachment #7. He began his remarks by sharing his education and professional background. He also outlined some of his professional roles and he shared that he is currently on a variety of boards in the region. He said his background is in Engineering and Technology.

Mr. Parker said that the PFOB is about changing the lives of people in the community around people, planet and profit. He said they focus on "Transforming Tax Consumers into Tax Producers". He said over 50% of their

employees are formerly incarcerated individuals who now are working in the field of Energy Efficiency, Engineering projects, and other technological projects in the marketplace.

Mr. Parker explained the 'right to left' thinking concept and said that this should replace the traditional status quo thinking. He said this will drive imagination, creativity and the innovation economy. He said PFOB is built upon this principle.

Mr. Parker said the PFOB is headquartered in Toledo, Ohio and they have a small office in Cincinnati. They also have an operation in Houston, Texas and a strategic partner in Amman, Jordan (with a company that does training around Lean Six Sigma and Energy). He said they take pride in making sure that their employees are adding value to the community. He said they try to put things in place to ensure that your business, the community and their people are prepared for the 22nd Century.

Mr. Parker continued and said that from the Urban Green and Sustainability Forum (UGSF) led to the creation of the Urban Center of Excellence for Sustainability and Renewable Energy (UCOE). He said the UCOE focuses on Nano-Technology, Urban Gardening, Solar Energy, etc. He said they piloted this program in the Frederick Douglas Community Association (Toledo, Ohio). The goal was to drive the talent in the community to dream and believe about innovation.

Mr. Parker explained the evolution and organization of PFOB from 2008 from construction-based to energy-based. He said they created a training academy in their 'space' and this helped them tremendously. He said the two areas that they focus on in their academies are about sustainability. They believe any organization needs to have a balance around social, economic and environmental issues. He said this mindset drives innovation. With over 60% of the workforce retiring over the next five years they need a pipeline of inclusive talent to drive innovation so they can be a competitive world.

Relating to the UGSF, Mr. Parker continued and said that they understood that they had the pipeline of talent and they had the interest in the community. He said they reached out to several funding sources and they were finally successful with securing funding from the Local Port Authority with primary funding from PFOB. He said they brought the concept of globalization to the table.

Mr. Parker finished his comments by saying the UCOE is focused on bridging the 'Green and Technology Divide'. This is why they created their business model around energy, engineering and education. They will be participating in the Central Ohio Energy Forum in Columbus, Ohio to discuss the jobs that are available in the Fossil Fuel/Green Economy. He said they want minorities and all individuals to understand that there are jobs available in this industry.

VIII. Ideation Group Session

Mr. Holifield said that so much that they learned throughout the four stakeholder forums was reaffirmed this morning and they are looking forward to this ideation session. Based on both their personal and professional experiences; what they have learned during the stakeholder forums; and what they may have learned from other regions they would like to pose two leading questions for their expertise. First, what specifically can Higher Education (including private institutions) do to help improve the performance of underrepresented Ohioans in the state's innovation economy? Second, he said what they are doing is not just advocacy – the foresight of the administration and those advocates around the innovation economy in the State of Ohio – there are outreach provisions of the OTFC Program focused on minority and rural populations. How can their statewide ecosystem infrastructure collaborate to truly activate and energize those outreach provisions?

Mr. Holifield said that the ideation teams would be led by the following facilitators: Bob Gordon, Project Manager, Voinovich School of Leadership and Public Affairs, OU; Luke Pittaway, Director, Center for Entrepreneurship, OU; Shmuel Roth, Business Consultant, TechGrowth; and John Glazer, Director, TechGrowth. Mr. Glazer divided the participants into four teams and said they have approximately fifty minutes for deliberations. The individual teams reported the following:

A. Team #1 – Led by - John Glazer, Director, TechGrowth (Team #1 included: Stephanie Forstner, Academic Affairs and the STEM Scholars Program at Baldwin Wallace University, Gloria Ware, Senior Advisor, JSI, Dr. Robert Midden, Director, COSMOS/ Associate Professor, Chemistry for Bowling Green State University and Mark Weinberg, Director of Ohio University's George V. Voinovich School of Leadership and Public Affairs).

Mr. Glazer said that Team #1 responses were the following: The way to energize and activate inclusive competitiveness in the entrepreneurial ecosystem is to hold the ecosystem accountable for achieving goals related to it. Relating to higher education, Mr. Glazer said that there are a lot of challenges. He said they distinguished the areas of the pipeline and generating deal flow. He said without a critical mass of students in the program they will not have any results working with them.

When discussing the topic of reaching students in the communities that were underrepresented in higher education, they believed they were doing well in high schools, however they needed to do better in the K-12 pipeline overall. They should also look at the residential learning communities (creates a sense of community amongst the students and faculty that are involved and extends learning beyond the formal classroom) as a way of generating the pipeline. Residential learning communities have proven to be successful in developing the K-12 pipeline for higher education.

Mr. Glazer said that the difficulties and challenges in the entrepreneurial ecosystem are everyone's. He said there are no special challenges for the inclusive competitiveness goals it is just extending the opportunity to evolve into those challenges to underrepresented communities. He said they discussed the infrastructure needed to ensure students success and they recommended providing support services. He said what curriculum K-12 teaches and the manner in which it is taught also plays a role in a student's success as well (pedagogy and evidence-based learning techniques).

Mr. Glazer said creating a value chain would be a valuable piece of clarity that individuals could organize around. This increased clarity and strategic alignment would be served by articulating the value chain connecting higher education, entrepreneurial development, innovation economy, underrepresented communities, and inclusive competitiveness.

Mr. Glazer finished the remarks for Team #1 by discussing the manner in which policy and programs are now structured (from the state policy and the funding that supports it and federal level research funding as well). He said that they believed that the people in authority generating policy are not 'grounded' in the day-to-day practitioner world. If practitioners were there at the time of policy formation they would have an evidence and standard -based and not top-down imposed set of standards and programs.

B. Team #2 - Led by - Bob Gordon, Project Manager, Voinovich School of Leadership and Public Affairs (Team #2 included: Charles Harkness, Chief Diversity Officer of Baldwin Wallace University, William Holdipp Jr., Assistant Executive Director of the Consortium of African American Organizations, Tiffani Gottlieb, Regional Director of Programs, Philanthropy Ohio, Jacqueline Williams, Chief of the Minority Business Development Division of the Ohio Development Services Agency, Shari Rethman, Dean of Liberal Arts, Communication and Social Sciences Division at Sinclair Community College).

Team #2 was led by Mr. Gordon; however, Mr. Harkness spoke on behalf of the team. Mr. Harkness began by saying that they discussed capturing best practices in a way they can be widely distributed so individuals are aware what they are and that they are able to be replicated as they relate to promoting inclusive competitiveness, entrepreneurship, and creativity.

Mr. Harkness continued and said they also discussed changing the narrative. He said individual's perception is they go to college so they 'can have or get a good job' and this narrative is probably 100% accurate in the founding of higher education. It also places a wall around what higher education can be. Individuals don't come to college with the idea of 'creating a job' but 'getting a job'. He said changing the narrative externally and internally is very important.

Speaking of the narrative, Mr. Harkness said they need to start at the P-16 level to start framing the conversation. This will include everyone that may not be able to naturally conform to the way school is traditionally conducted. They also discussed reclaiming adults and included in this conversation was ex-offenders (who are unemployed; under-employed; or not employed in a way that maximizes what they could be contributing to society).

Mr. Harkness discussed the ecosystem. He said that metrics were very important in measuring whether or not they have reached the communities that are underrepresented in the ecosystem. They need to know whether they have reached MBEs or whether they reached communities that will create jobs with sustainable expansion of an economy in the communities where it is needed. He said all of the 'players' need to be introduced as they do not know each other and are not aware of what is going on. The philanthropic community also needs to be engaged in the process. He said they need to engage the entrepreneurs in the process as well.

Mr. Harkness finished by saying the communication strategy needed to be thought out, vetted and clearly articulated. This will ensure that there is a singular and consistent message when communicating with these communities. He said they also need to use the business development centers to engage the message to the underrepresented populations where the growth potential is.

C. Team #3 - Led by - Luke Pittaway, Director, Center for Entrepreneurship (Team #3 included: James Treacle, Dean of Sciences and Assistant Professor Biology/Biotechnology of the Stark State College, Nancy Bridgman, National Emerging Technology Incubator of Central State University, Connie Atkins, Executive Director Emeritus of the Consortium of African American Organizations and Alethea V. Ganaway, Career Coordinator, Workforce & Economic Development Division at Cuyahoga Community College).

Mr. Pittaway said Team #3 discussed encouraging institutions to use some of the more advanced and newer technology that is available to engage with communities and to make higher education more accessible. In the area of finance, he said they felt there was a clear need to educate individuals about the availability of scholarships. He said there are many scholarships available for various communities and they are not always aware of them. The number of scholarships for underrepresented populations should also be expanded. They also believe first generation students should be given greater assistance with their scholarship applications and other types of college applications and documentation.

Mr. Pittaway said they had a number of recommendations that revolved around higher education. He said that if collaboration is not done well it creates barriers for individuals to move from a two-year to a four-year institution. He said they need to review the credit transfer system and ensure that the system is working effectively. Mr. Pittaway said they also believed there should be a focus on looking at the barriers that exist with the articulation agreements between two-year and four-year institutions. He said there needed to be a centralized resource made available at the BOR level for the inclusion of 'gender'. They could assist institutions with their inclusion strategies.

Mr. Pittaway said that they also discussed representation at the institutional level. This would be in the form of a subcommittee or board that has inclusion that has inclusion as its principle focus. He said each institution should be encouraged to review its barriers as it relates to inclusion.

Mr. Pittaway said that developmental education should be improved so that students with weaknesses in the STEM-related areas are better prepared for the college experience. Relating to career planning, he said that the space needs to be bridged from high school to college.

Mr. Pittaway finished by making remarks about outreach efforts at institutions. He said that Team #3 felt that there was a lot related to innovation but there were weaknesses as it relates to the way institutions manage these outreach programs. The areas of improvements they noted were: partnerships with industry; more representation from the underrepresented communities into the classroom; having more individuals leave the classroom and go into the underrepresented communities; more specific efforts to seek out the talent in the

underrepresented communities; encourage mentoring programs; and having employers set target recruitment from institutions. Ms. Atkins added that they discussed roadmaps as well. These are important for a variety of things – whether an individual is building a career or trying to become a minority entrepreneur in the higher education environment. Roadmaps will assist an individual with navigating and being engaged in this environment

D. Team #4 - Led by - Shmuel Roth, Business Consultant, TechGrowth (Team #4 included: Karl Parker President and General Manager of PFOB, Terri Burgess Sandu, Director, Entrepreneurship and Innovation Institute at LCCC, Dr. Shari Clarke Vice Provost for Diversity and Inclusion at OU, Lynn Gellermann, Executive Director TechGrowth and Center for Entrepreneurship at OU, Edward Collins, Ph.D., Director of Diversity Assessment and Research, Division of Diversity, Equity and Inclusion at Kent State University).

Mr. Roth said that Team #4 began their discussions by asking these key questions. What metrics needed to be collected to track what they are currently doing to build a path for the future; What is success going to look like; and If they achieve all of the established goals and action items that are set forth today, What is that going to look like in the future. He said the best way to get there is defining what they believe success is. The collection of data is paramount in order to define where the success that is currently being experienced and where to build on in the future (whether that is in the area of specific genders groups or communities etc.). He said they also wanted to have stories of success as it relates to inclusiveness in order generate additional activity.

Mr. Roth said said Team #4 did not differentiate between the technology and entrepreneurship environment at the institutions. He said they needed a higher level of facilitation and inclusiveness of relationships. He said right now these are two separate entities and the collaboration must be built so that this is no longer the case.

Mr. Roth finished by saying they would also ask companies to give back. If a company has received assistance from organizations such as JSI or TechGrowth the company should try to find a way to 'give back' to the community and leverage their experience in such a way that it builds awareness for the program. This will build advocacy awareness and more people will be able to take advantage of the program.

IX. Review and Final Comments

Mr. Holifield said the ideation session was a great exercise for the subcommittee and these were great presentations. He said a lot of the things that they heard this afternoon were also things that they have heard throughout the forums held throughout the State of Ohio. He said this further affirms that they are on the right track and the State of Ohio has an emerging cache of talent that is committed to economic inclusion and competitiveness and improving the performance of underrepresented Ohioans in the innovation economy. He said that contribution is poised to be made and they along with the subcommittee are at the forefront of that opportunity.

Mr. Holifield reinforced and reaffirmed three themes that he continued to hear and they were the following: First, Déjà vu – some of them think they have examined the question of underrepresented populations and economic inclusion. What they have not done is focused on the innovation economy – this has not yet been done in the State of Ohio. They are beginning to compliment all of the outstanding programs that our communities and state offers with an additional thrust towards the innovation economy. Second, over the course of the forums the participants have sharpened the presentations to focus, not necessarily on the broader challenges of economic inclusion, but the narrower job-creating opportunities of the innovation economy. He gave kudos to them for sharpening their message and connecting to what they are trying to address. Third, Policy, which Mr. Holifield said is defined as the expression of important objectives. This can range from government, community, private sector, or philanthropic. He said policy drives everything. Without the declaration that these things are important they will have no change to attract the kind of investment and ultimately engage in the kind of new activity that is necessary that will ultimately lead to the result.

Mr. Holifield said TechGrowth and JSI are excellent examples of the point they are trying to make. Now their challenge is how to proliferate those kinds of activities with those 'proofs of concept' as their anchor throughout the State of Ohio. He said he looks forward to engaging further with his fellow subcommittee members and BOR and believes they will deliver an outstanding report. They will make a meaningful contribution to the State of Ohio.

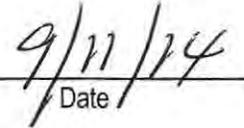
On behalf of Vice Chair Ackerman and herself, Chair Ackerman thanked everyone for their active engagement today and in previous forums. She said that they are engaged in a process that will result in a very significant and meaningful report. One of the things she has come to appreciate in the process is the value of revisiting the past. She said the topic of the BOR 4th Condition Report was on underrepresented groups and looking back on page 39 of this report there was a reference to the OTFC. She said this reference did not appreciate that there was a commonality that the OTFC and the BOR shared. The OTFC is required by law to reach out to underrepresented groups. They have not realized they need to be working more closely together to assure that underrepresented groups are getting the kind of active participation in higher education and the opportunity that the OTFC presents.

Chair Ackerman said that if they had not looked back they would not have accomplished what they have in the last six months. She is appreciative that the participants of the forums have helped them correct an oversight of their own part. She said whatever is included in the report will probably appreciate the idea of the having a common shared interest that they are going to pursue. She said she is grateful for their involvement in the process and will be getting back to them with the report and recommendations.

X. Adjourn

Chair Ackerman asked if there were any further items to be brought before the subcommittee. There being none, Chair Ackerman declared the subcommittee meeting adjourned.


Ohio Board of Regents


Date



Ohio Board of Regents Inclusive Competitiveness Forum

Ohio University

June 11, 2014

Minority Business Accelerator



Mission of the MBA

The Minority Business Accelerator is the economic development initiative of the Cincinnati USA Regional Chamber designed to **accelerate** the development of **sizable minority businesses** and **strengthen and expand** the regional minority entrepreneurial community.

Work of the MBA



Building MBE Capacity

- This is the **FOUNDATIONAL TECHNICAL** work of the MBA that creates “**BETTER**” firms.

Stimulating Accelerated Growth

- This is the **REVENUE CREATION** work of the MBA that creates “**BIGGER**” firms.

Fostering Economic Inclusion

- This is the **INFLUENCING** work of the MBA that is about regional inclusion efforts that creates “**INSTITUTIONAL**” change.

Components of the MBA Concept



The MBA uses a two-pronged strategy:

Supply Side Strategy – Improving the readiness of minority businesses;

Demand Side Strategy – Engaging support from the corporate community through committed annual spending with local minority firms.

2013 Snapshot: Local Minority Spending

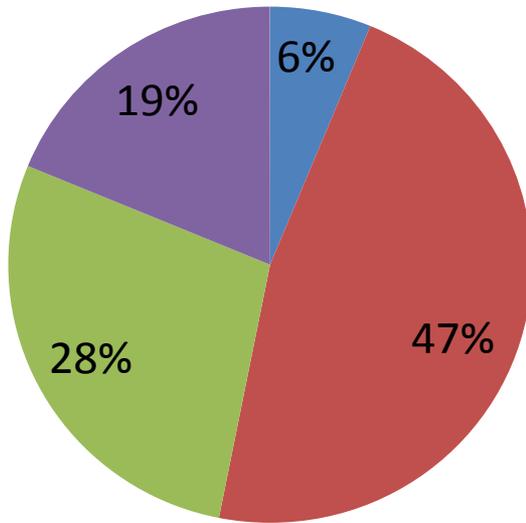
RESULTS	2009	2010	2011	2012	2013
Number of Corporate Goal Setters	19	26	28	31	36
Actual Spend	\$405 Million	\$474 Million	\$594 Million	\$771 Million	\$1.04 Billion

MBA Portfolio Distribution

by # of firms

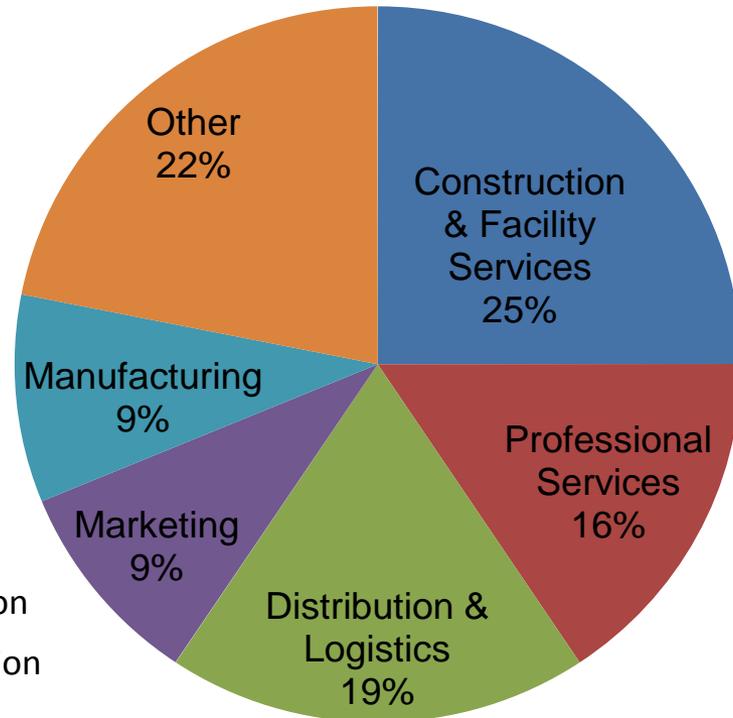


Revenue

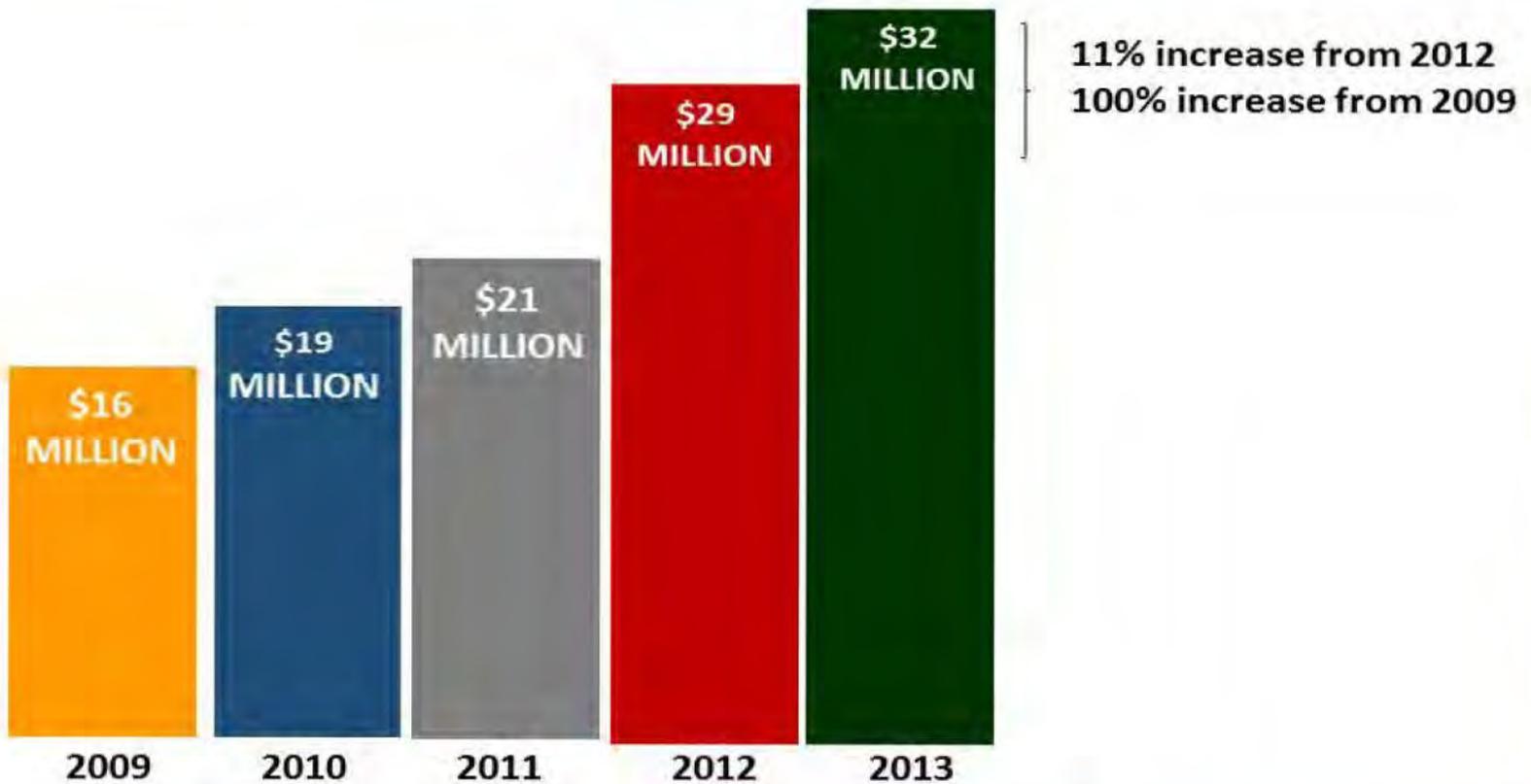


■ Less than \$1 million ■ \$1 million to \$10 million
■ \$10 million to \$50 million ■ Greater than \$50 million

Industry



MBA Portfolio Revenue History





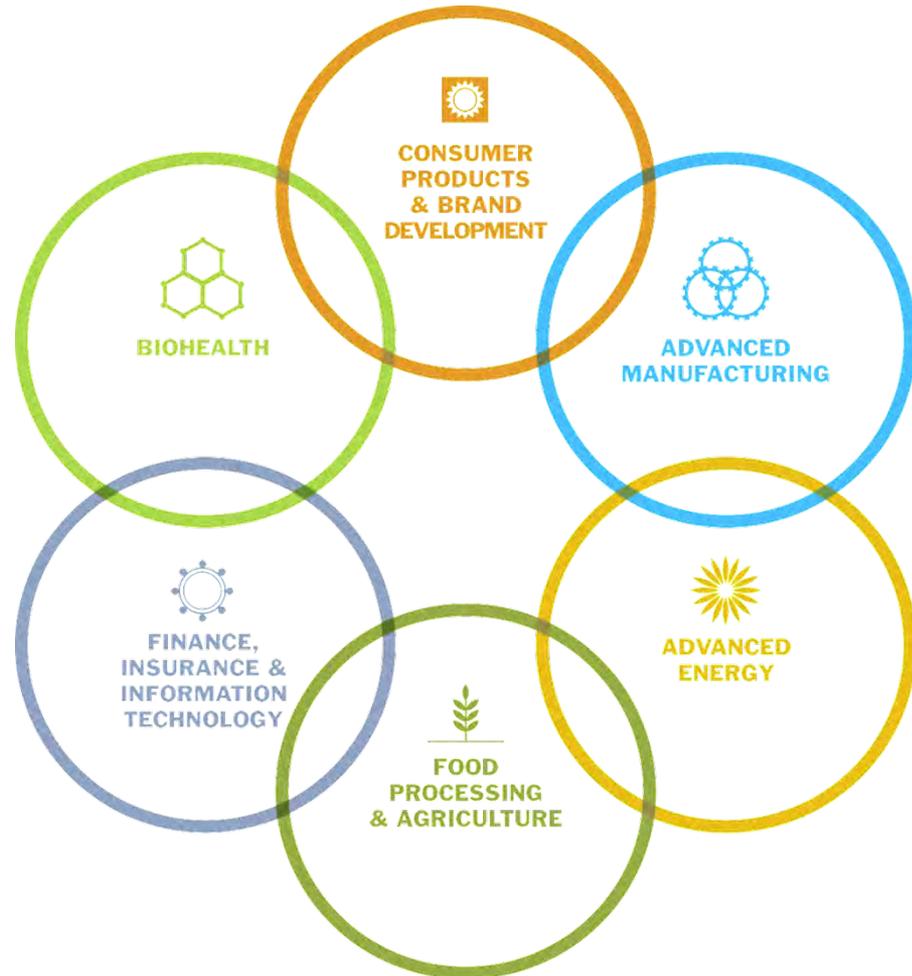
**Fostering
Economic
Inclusion**

INFLUENCING THE REGION

Cincinnati's Industry Strengths



Our economic development efforts are targeted in specific industries to catalyze growth.



MBA Pipeline



- To harness the region's greatest economic potential we must have diverse representation in today's fastest growing industries.
- The most innovative start-ups and growth firms will likely come from these industry clusters.
- The MBA's future depends on the diversity of entrepreneurs within these clusters.

MBE Innovation Efforts



- **Cultivate a pipeline** of high potential Minority firms with a eye for fast growth industry firms;
- **Provide** tactical services to entrepreneurs and start-up businesses which are ready to pursue capital (angel investing, early stage or venture capital).
 - We have found and supported 20 firms with less than a FTE
 - This is not our space, we push from outside

“Creating a Pipeline”

Cincinnati Minority Business Collaborative

**Start Up
Assistance &
Lending**

Greater Cincinnati
Micro-Enterprise
Initiatives

Business Literacy

*Urban League
Small Bus. Assist.
Center &
AABDP*

**Business
Development**

Hamilton County
Development
Center

**Workforce
Development**

Cincinnati State

Start-Up

Growth

Sustaining

**New Venture/Start
Up & Certification**

Minority Business
Assistance Center
@ AACCC

**Training,
Networking,
Advocacy**

African American
Chamber &
Hispanic Chamber

**MBE Certification
& Corporate
Engagement**

Ohio Minority
Supplier
Development
Council

**Accelerated
Growth &
Expansion**

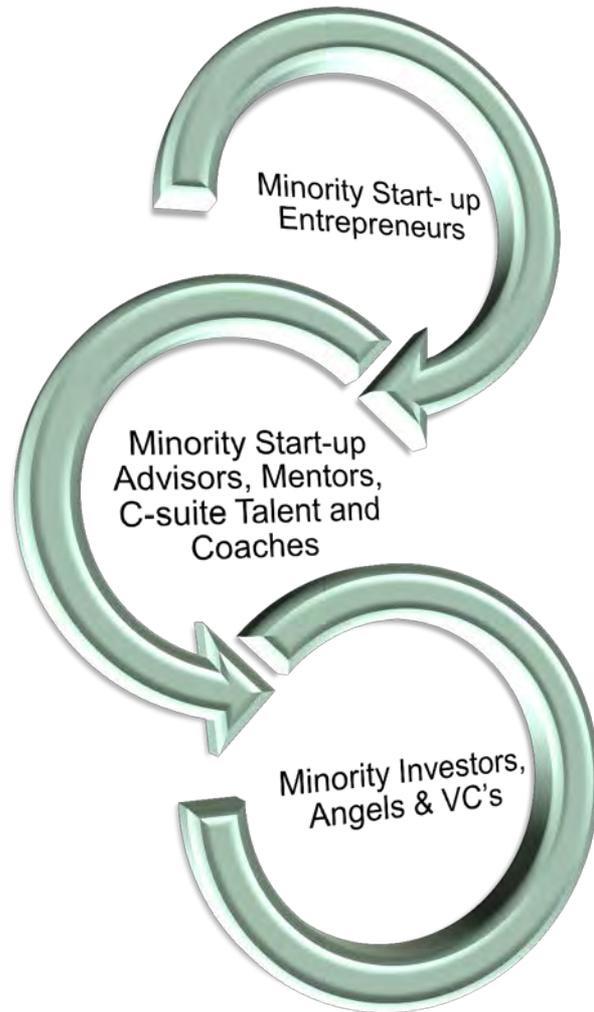
***Minority
Business
Accelerator***

Pipeline Constriction



- Innovation Ecosystem- has low throughput of minority founders and entrepreneurs;
- Too few minority innovation entrepreneurs to push through the pipeline;
- Too little accountability to inclusion measures to pull them through.

The Inclusion Gap



- Advisors, mentors and coaches;
- Entrepreneurs in Residence;
- Subject matter experts (as panelists, keynote speakers, etc.);
- Board members (of start-up companies);
- C-level talent (of start-up companies);
- Investors;
- Entrepreneurs and founders.



- **Standardize & report consistent & transparent Inclusion metrics** across Ohio's innovation eco-system to reinforce the inclusion imperative with appropriate goals and supportive strategies;
- **Introduce technology and best practices** (and practitioners) to the innovation eco-system for adoption and ownership that will increase diversity among all participants and stakeholders;
- **Target outreach** via the development of relationships with minority and women focused professional organizations and associations;
- **Engage** publicly funded start-ups to do speaker series on campuses to encourage and invite students to join the innovation ecosystem.

Attachment#2



Southeast Ohio ESP: TechGROWTH Ohio Ohio University

Ohio Board of Regents

Subcommittee on Inclusive Competitiveness

June 11, 2014



Overview

- Innovation Ecosystem
- Regional Demographics
- Innovation Economy in SE Ohio
- Diversity & Inclusiveness
- Success Measures
- Highlights

Opening Remarks

- TechGROWTH Ohio is a rural, university-sponsored, venture development organization that provides services and capital to technology-based startups and entrepreneurs.
- TechGROWTH has served >500 clients in Southeast Ohio and >130 of them have produced significant economic activity in the form of new sales, debt and equity capital raised, federal research grants obtained, and other resources acquired.
Approximately \$11.50 to every \$1.00 Third Frontier spend.

Opening Remarks

- Can you imagine Ohio Third Frontier without TechGROWTH Ohio?
- Third Frontier leadership reached out and strongly encouraged the development of an Entrepreneur Signature Program for Southeast Ohio and have provided significant advice and guidance to help us stand up TechGROWTH.
- This, in and of itself, is inclusive competitiveness addressing rural, Appalachian, and under-represented Ohioans.

Opening Remarks

- TechGROWTH has now directly led to the development of new innovation and entrepreneurship assets in the region.
- Center for Entrepreneurship – national finalist for 2014 Outstanding Emerging Entrepreneurship Program.
- Center for Public and Social Innovation – a companion center for social and public sectors.

Southeast Ohio Innovation Economy Underrepresented Populations

Demographics

- Rural Poverty (16%+)
 - “Distressed” and “At Risk” County Economic Designations
 - Low Population Density, Aging
 - Low employment, low per capita income
- Diversity: 8.2% minorities
 - Ohio University Student Enrollment: 10.1% minorities
- Entrepreneurial Ecosystem
 - Prior to TechGROWTH
 - Emphasis on Traditional Industry & Lifestyle Companies
 - No StartUp Capital Access
 - Ohio University’s Voinovich School Business Support Services
 - ANEP: Appalachian New Economy Partnership – catalytic state line-item crucial to the development of an entrepreneurship, innovation, and business development infrastructure in Southeast Ohio. Restoration to original funding levels and beyond would be of enormous help.

SE Ohio's Innovation Economy

- Centers of Innovation
 - Ohio University
 - Regional Incubators
 - Increasingly: Regional Higher Education Institutions
- Entrepreneurial Support
 - ANEP – OU's Voinovich School's Rural Acceleration Program
 - OU / EDA Partnership: University Centers Program
 - OU Center for Entrepreneurship
 - SBDCs & PTAC
 - TechGROWTH Ohio
- Capital Access
 - TechGROWTH Pre-Seed Funds
 - Angel Funds
 - Access to Statewide Network
- Technology Commercialization and STEM-Based Entrepreneurs

Diversity & Inclusiveness

- Access and Outreach
 - County-Level Economic Development Organizations
 - Community Improvement Corporations
 - Economic Development Organizations
 - Regional Higher Education Institutions
 - Partnerships with Shawnee State and Rio Grande and OU Branch Campuses
 - Regional Incubators
 - Regional Events, Panels, Workshops
- Events & Activities
 - OU Black Alumni Reunion
 - Celebration of Entrepreneurship
 - Pairing Student Entrepreneurs with Alumni Mentors
 - Youth Entrepreneurship
 - Appalachian Cohort for Engineering Scholars Program (NSF funded)
 - Appalachian Scholars Program
 - Innovation Challenge
 - Regional Innovation Awards
 - Regional and Student Pitch Competitions
- Policy Framework
 - Ohio University “is committed to equal opportunity for all people and is pledged to take direct and affirmative action to achieve that goal.”

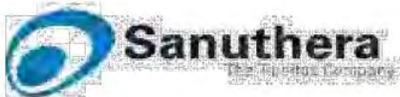
Success Measures*

- Access & Opportunity
 - Culture of Inclusiveness & Outreach
- Low Income
 - 80% of client companies have \$0 startup funds
- Minority Populations
 - 10% Active Clients are Minority-Led
 - 13% Metric-Producing Companies with Minority Founders
- Women in Entrepreneurship
 - 11% Active Clients are Female-Led.
 - 10% Portfolio Companies with Female Founder
 - 14% Metric-Producing Companies with Female Founder
 - 67% Regional Entrepreneurship Awards to Women
 - Including 2013 Entrepreneur of the Year Award
- Employment Opportunity
 - 43% Professional Staff are Women
 - 11% Jobs Created filled by Minorities

Highlights

- Student Club Diversity
- Black Alumni Reunion – *entrepreneurship reception*
- Women Entrepreneurs
 - E3 Clean Technologies (Portfolio Company)
 - Yost Engineering (2013 Entrepreneur of the Year)
 - Third Sun Solar (2014 Outstanding Woman in Innovation)
- Minority Entrepreneurs
 - Youth Entrepreneurs
 - My Campus
 - InitioCreative
 - OU Faculty Researchers
 - Community College Athletics Data Company

Company Highlights



Attachment #3

Zane State College

Strategic mission as it relates to diversity



Our Mission

- **Mission Statement:** Empowering people, enriching lives, and advancing the region through education, collaboration, and opportunities
- **Five guiding principles**– Climate, Access, Quality, Image, Stewardship
- **Diversity** – Committed to Access



Underrepresented students

- **Economically disadvantaged** – 81% with need-based aid in fall 2013 (Increased every year since 2001)
- **First generation** – Estimated that 72% of our students are first generation
- **Minority** – Only 6% of our surrounding area are minorities, while Zane State College is at 11% (13% in STEM fields, an increase each of the last three years)



Strategies to connect

- **Multicultural Outreach Specialist**
 - Minority Health Fair, Ethnic Food Fair, Multicultural Club Advising
- **Choose Ohio First**
 - Occupational Therapy Assistant; Medical Laboratory Technology; Environmental Science, Safety, & Health
 - 65% of COF students are underrepresented in two or more areas



The barriers

- Establishing a college-going tradition and culture
- Providing financial support
- Creating an atmosphere of engagement
- Providing support services for students in STEM fields



Thank you

Larisa Harper

Interim Vice President for Student Services

lharp@zanestate.edu



Attachment #4



*Lorain County
Community College*

Engaging Underrepresented Groups in the Innovation Economy

Presentation to the Inclusive
Competitiveness Subcommittee



Board of Regents
University System of Ohio

April 9, 2014

Updated June 11, 2014

Truman Commission Vision for Community Colleges (1947)

Mission

1. Baccalaureate Parallel Degrees
2. Applied Degrees
3. Developmental Education
4. Continuing Education
5. Community Service

Today:

- 1,250 Community Colleges Nationwide
- 8 million students
- 45% of All Students
- 55% of All First Time Students

Among low-income youth attending college,
58 % begin their educational journey at a community college

Lorain County Community College Mission and Vision

Mission:

Lorain County Community College, an innovative leader in education, economic, community and cultural development serves as a regional catalyst for change in a global environment through accessible and affordable career-oriented education, lifelong learning and community partnerships.

Vision

Impacting...

- Lives through Quality Education
- Economy through Innovation
- Community through Partnerships



Vision 2.0: Strategic Priorities

Talent

- 1. Drive Student Completion and Academic Success
- 2. Meet Industry-Identified Talent Needs

Jobs

- 3. Foster Entrepreneurship and Business Innovation
- 4. Accelerate Commercialization to Enhance Regional Competitiveness
- 5. Stimulate a Vibrant, Connected Community
- 6. Expand College's Resource Capacity



Keys to Success



**College
Readiness**



Completion



**Market-Driven
Skills**



**Entrepreneurship
and Innovation**



College Readiness



Completion



Market-Driven

K-12 Initiatives	Associate Degree and Certificate Programs	Bachelor and Master Degrees through University Partnership
<ul style="list-style-type: none"> • Post-Secondary Enrollment Options • College Opportunity Partnership Program • Early College High School • College Tech Prep • Project Lead the Way • Dual Enrollment • College for Kids/Teens • KnowHow2Go (to college) 	<p>120 plus Associate Degree and Certificate Programs</p> <p>Fall 2013: Mechatronics</p> <p>Fall 2012: Mobile Device Application Development Major</p> <p>Fall 2011: Alternative Energy, Solar Technology Major</p> <p>Culinary Arts Major</p> <p>Fall 2009: Alternative Energy Technology, Wind Turbine Major</p> <p>Allied Health and Nursing</p> <p>Arts and Humanities</p> <p>Business (including ENTREPRENEURSHIP!)</p> <p>Engineering Technologies</p> <p>Health, Physical Education and Recreation</p> <p>Science and Math</p> <p>Social Sciences and Human Services</p>	<p>Over 51 Bachelor and Master Degree Offerings</p> <ul style="list-style-type: none"> • Ashland University • Bowling Green State University • Cleveland State University • Hiram College • John Carroll University • Kent State University • Ohio State University • Ohio University • University of Akron • University of Cincinnati • University of Toledo • Youngstown State University
<p>13,800 students (Over 100% increase since 2000)</p>		<p>3,000 students</p>





"Our Promise" Tuition Guarantee:

All students who enroll full-time in fall semester 2014 and spring semester 2015 will be guaranteed a price-lock on their tuition and general fees.

Students sign a completion pledge to:

- maintain continuous enrollment in fall and spring semesters for three years or until degree completion
- Create an academic plan with an LCCC Success Coach

The University Partnership



- 40 BACHELOR'S DEGREES
- 12 MASTER'S DEGREES
- OVER 4,000 GRADUATES
- 12 PARTNER INSTITUTIONS
 - 9 PUBLIC UNIVERSITIES
 - 3 PRIVATE UNIVERSITIES



Announcing...

University Partnership Expansion



- YSU– Bachelor of Arts in Journalism
- YSU– Bachelor of Arts in Political Science
- YSU– Masters of Business Administration
- YSU– Master's degree for Respiratory Care



- BGSU– Bachelor of Arts in Telecommunications



- KSU– Bachelor of Arts in Paralegal



- UT– Master of Public Administration

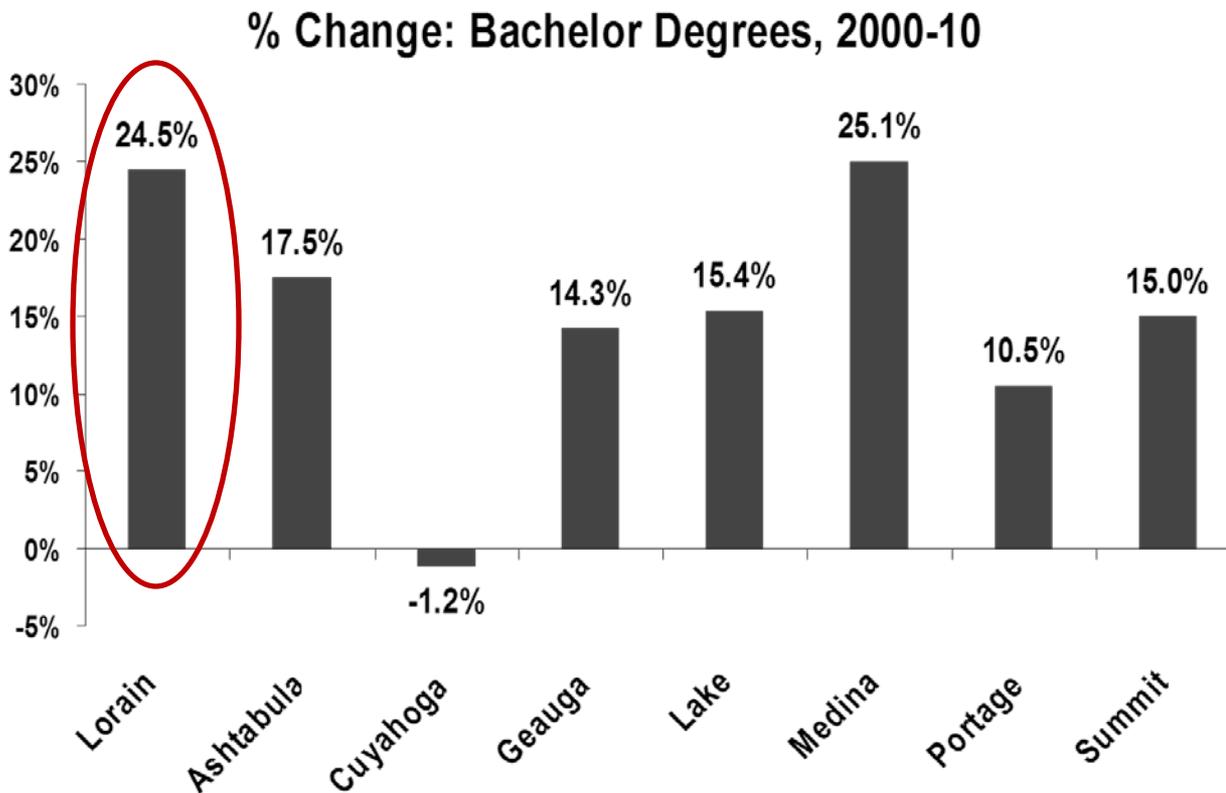


- OSU– Master of Social Work (tentative)



- UC– Bachelor of Fire & Safety Engineering Technology

University Partnership is making significant difference in Lorain County's Completion



89%

Of all bachelor and graduate degree attainment in Lorain County since 2000 involved students who had academic experience with Lorain County Community College

College Readiness: K-16 Collaboration

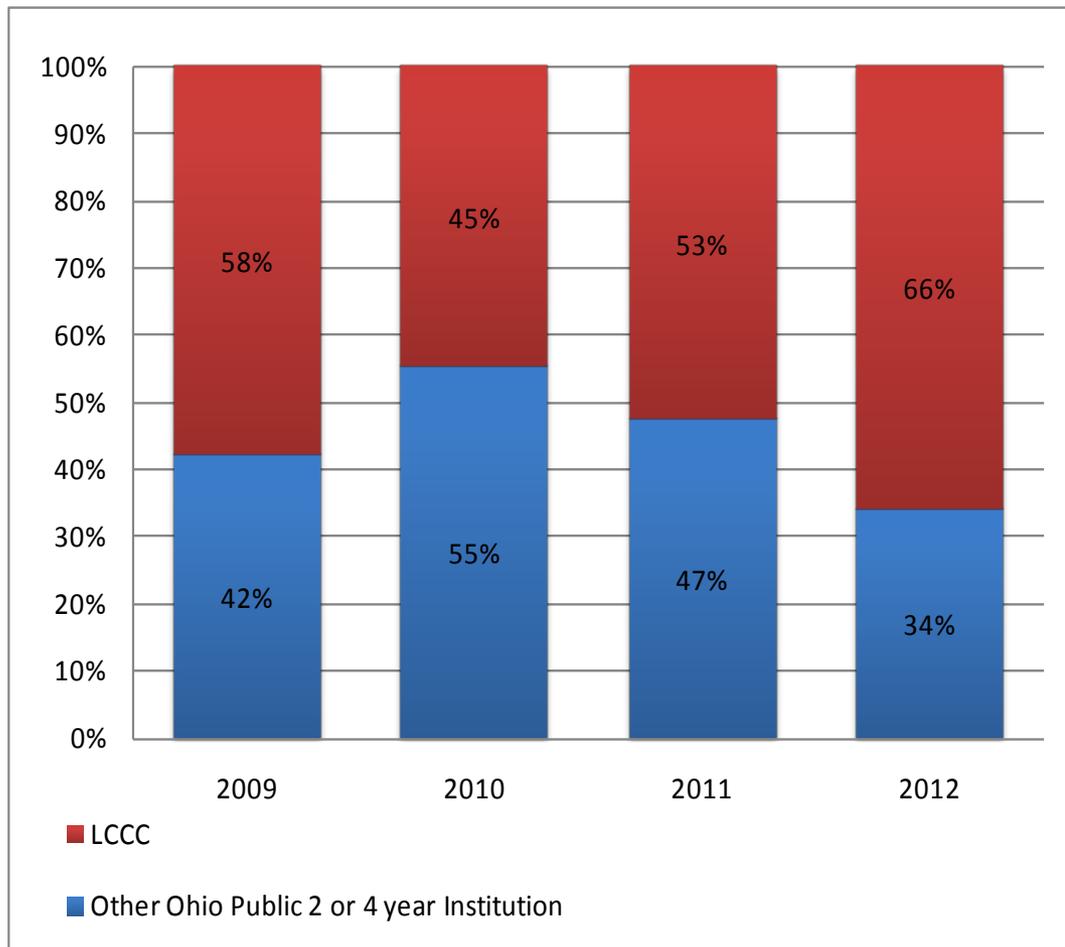


*Lorain County
Community College*

LCCC remains college of first choice among Lorain County high school graduates

High School Enrollment

Lorain County High School Graduates
Enrolling for the First Time
At an Ohio Public Institution



Over the last couple of years for which data is available, **LCCC has enrolled more than half of all Lorain County high school graduates who attend a public college or university in Ohio after graduation.**

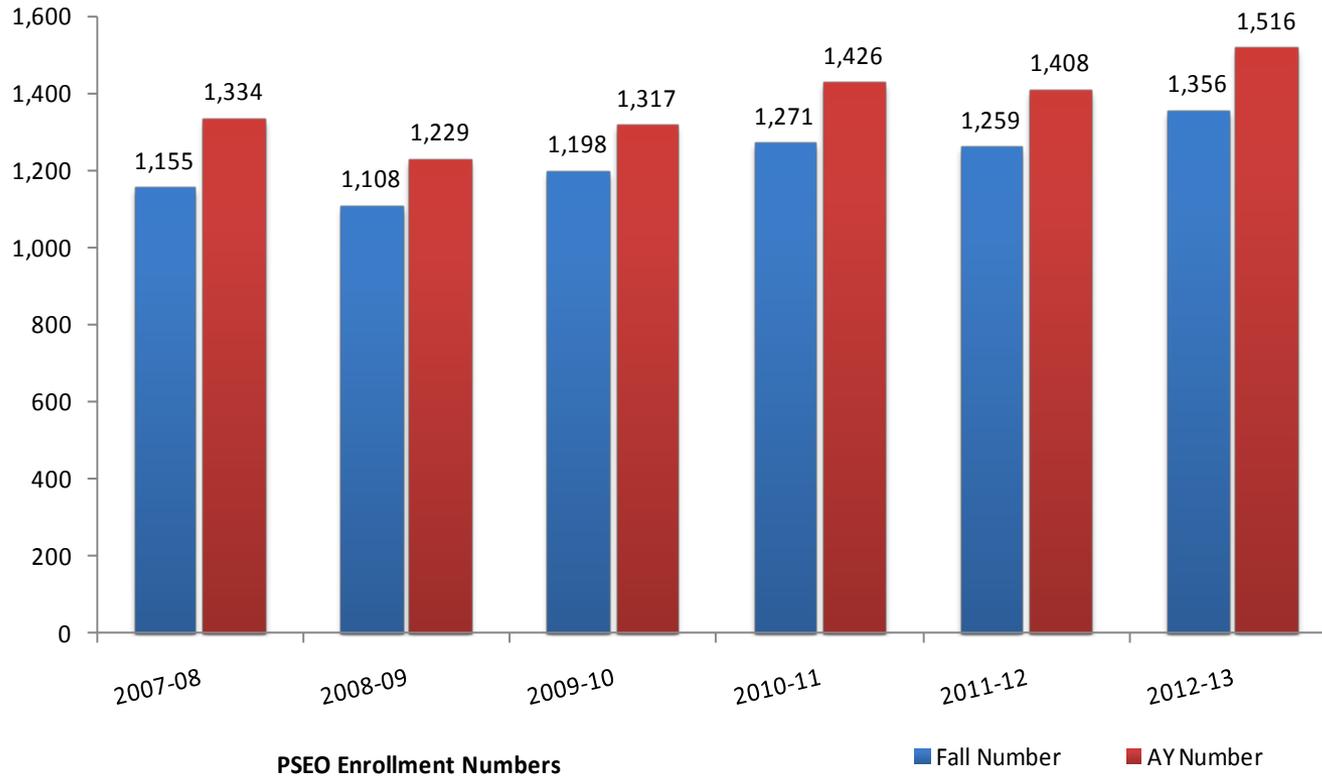
Data excludes attendance at private colleges and universities upon high school graduation.

Partnership Innovations

PSEO Fall and Annual Enrollment

Lorain County Community College

Academic Years 2007-2008 through 2012-2013



Despite declines in overall enrollment, the number of students enrolled in Post Secondary Enrollment Options (PSEO) through LCCC continues to increase.

The PSEO program allows students who are attending high school to take college credits simultaneously.

254 Early College High School students have earned their high school diploma and college degrees!

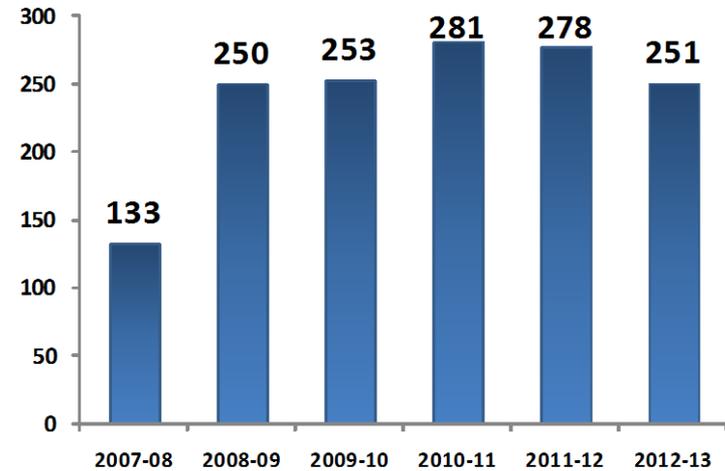
65 of 71 seniors earned their Associate of Arts Degree in 2013.

Eight students graduated with honors from Lorain County Community College.

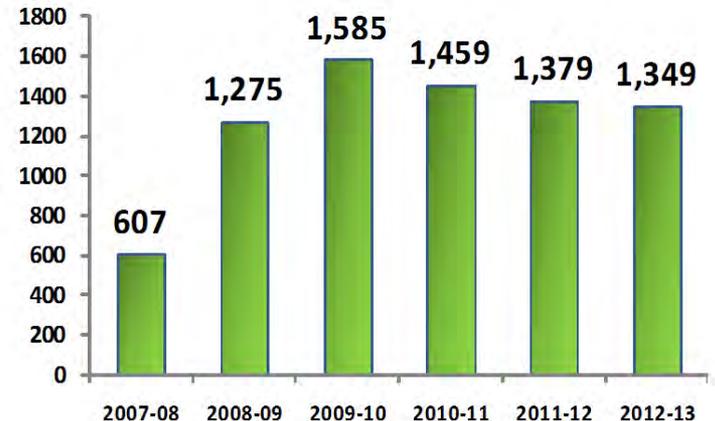
Class of 2013

- 58% plan to attend a four-year university
- 16% plan to remain at LCCC
- 20% plan on attending a University Partnership program

Early College High School
LCCC Unduplicated Headcount
Academic Years 2007-2008 through 2012-2013



Early College High School
LCCC Enrollments by Credits
Academic Years 2007-2008 through 2012-2013



Class of 2013: Examples of Excellence

- **Victoria Soewarna:** All-USA Community College Academic Team.
- **Rafael Velazquez-Vasquez,** graduated with his AA; working toward bachelor's of business administration Through UP Kent State

Diversity Incentive Award:

24 students earned the Diversity Incentive Award

School Demographics (2013-14)

- **14.34% African American**
- **0.35% American Indian**
- **1.05% Asian**
- **21.68% Multi-racial**
- **22.38% Hispanic**
- **40.20% Caucasian**
- **44.06% Male**
- **55.94% Female**
- **45.80% Free and Reduced Lunch**



TITAN COLLEGE

"Earn an Associate Degree While Attending LHS"



*Lorain County
Community College*



Partnership between Lorain High School and Lorain County Community College where LHS students participate in a combined high school and college experience on the LHS campus.

Goal: Earn a high school diploma & college associate degree at the same time.

Tuition Free

Positioned for Success: Curriculum is challenging, support services plentiful and family involvement encouraged as a necessity.

Examples of academic offerings with college credit:

- Biology
- Math
- Information technology
- AS and AAS and connecting to University Partners for bachelor degree pathways

**Lorain High School serves an economically distressed and highly diverse community.
(2009 poverty rate 31%)**



HB 59 create a robust system of dual credit for the State of Ohio.

TWO Overarching Goals:

- At least 1-2 semesters of college credit.
- Collaborative culture between K-12 and higher education

Percentage of high school students graduating with college credit





AVON LAKE COLLEGE CAMPUS



MIDVIEW COLLEGE CAMPUS



TITAN COLLEGE CAMPUS



Here. Now. Guaranteed.



Designed and Informed by. . .

- High School Counselors and Principals
- District Curriculum Directors
- Superintendents
- School Boards of Education
- Our Shared Students and Faculty
- LCCC District Board of Trustees
- Area Employers
- LCCC Leadership and Dual Enrollment Team
- The University Partners



Here. Now. Guaranteed.



1. Earn an Associate's Degree and High School Diploma simultaneously – but flexible to join when ready
2. Earn bachelor's degree by age 20 to prepare for Careers in High-Demand, Well-Paying Jobs
3. Save 80% of the cost
4. Onsite and Ongoing Academic and Career Advising
5. Enjoy Full High School and College Experience



3. Save 80% of the cost

College/University	University Costs 4 Years With Room & Board	Bachelor's Degree Completion Cost through MyUniversity	Savings!
Ashland University B.S. in Education	\$157,416	\$32,798	79%
Bowling Green State University B.S. in Biology	\$75,400	\$11,745	84%
Cleveland State University B.A. in Psychology	\$85,227	\$12,525	85%
Hiram College B.A. in Accounting & Fin. Mgmt	\$160,600	\$24,554	85%
Kent State University Bachelor of Bus. Admin.	\$77,408	\$12,893	83%
University of Akron B.S. in Sport Studies	\$80,578	\$12,811	84%
University of Toledo B.S. in Computer Science & Eng.	\$83,177	\$15,726	81%

** LCCC's in county tuition is \$3,077 per year for a full-time student

Percent savings based on Bachelor's Degree with LCCC's MyUniversity Guarantee versus all 4 years at the university rates and incurring room & board.

Together... Maximizing Our Impact

In 2012-13 School Year, nearly 2,000 high school students earned over 20,000 LCCC credits saving their families **\$3 million** in college expenses.

That's worth \$8 million at an Ohio public university!

Partnership Innovations – STEMM Education

Science, Technology, Engineering, Math and Medicine

Sample STEMM programs hosted by LCCC, in partnership with schools and industry:

First Lego

Lego Olympiad

Techno Fridays

Young Women in STEM summer camp

Young Men in STEM summer camp

Research opportunities in STEMM

Internship opportunities in STEMM

Fab Lab Network

Science Olympiad

April 4, 2014: STEMM Symposium

For college and high school faculty, students and parents to learn about STEM² academics, research and careers at an entertaining and enlightening symposium

50
YEARS



Lorain County
Community College

SERVING OUR COMMUNITY SINCE 1963

Focus on Completion

“If we’re going to make any dent on poverty in America, we have to help more students get a postsecondary degree.”

Melinda French Gates

Co-chair and Trustee,
Complete College America

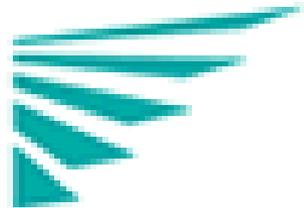




*Lorain County
Community College*

Two Important Opportunities to Get Students to Completion Faster

Improving Student Success



Achieving
the Dream™



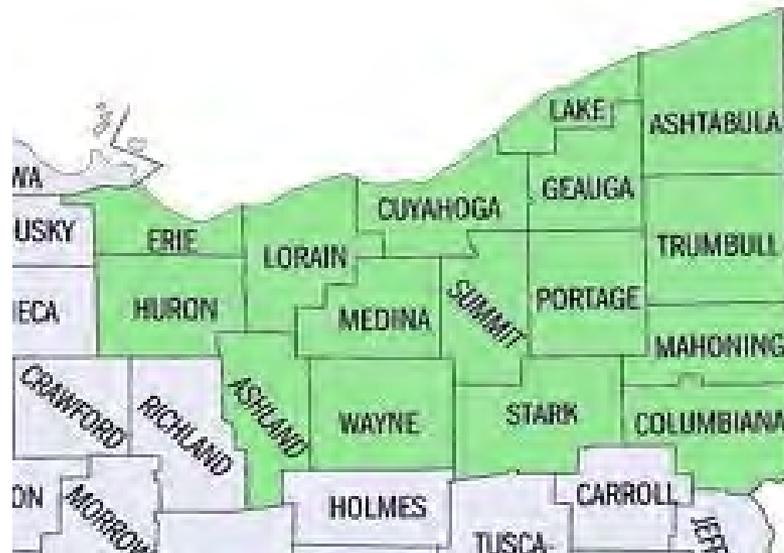


*Lorain County
Community College*

Market-Driven Skills Training

Mission

Through dynamic industry, educator, and community collaboration, the RITE Board champions IT career development by proactively attracting, preparing and placing IT talent.



RITE BOARD

REGIONAL INFORMATION TECHNOLOGY ENGAGEMENT



SHERWIN-WILLIAMS



NEOSA
The COSE Technology Network



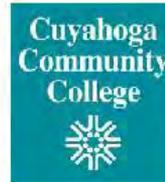
OECConnection®

50 YEARS

Lorain County Community College



The University of Akron



Ohio MEANS Jobs
Governor's Office of Workforce Transformation



Ohio University System of Ohio Talent Development Network

UNCOMMONtv NETWORK

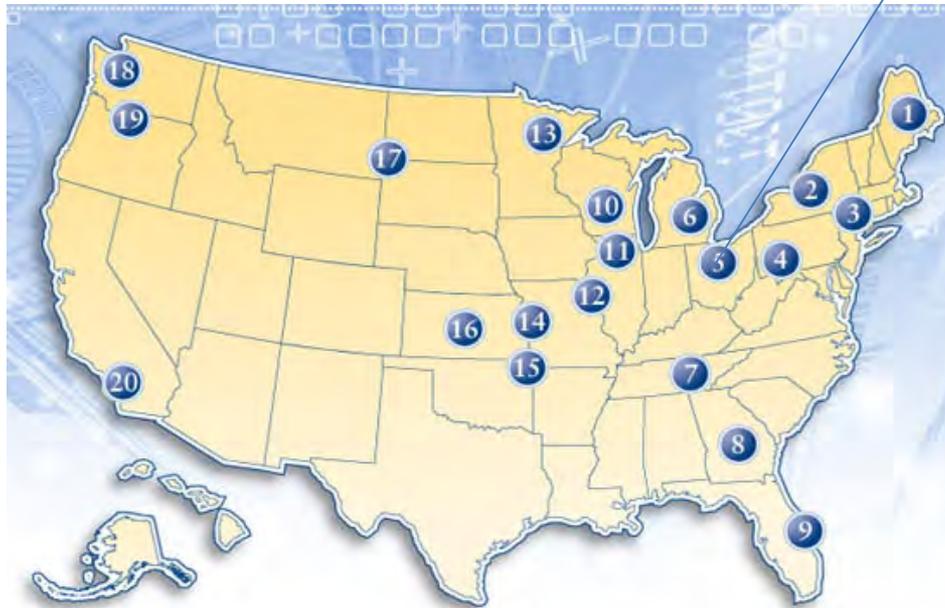
NE Ohio Speed to Market Accelerator



JOBS & INNOVATION

ACCELERATOR CHALLENGE

Advanced Energy and Flexible Electronics Clusters, Career Pathway Development

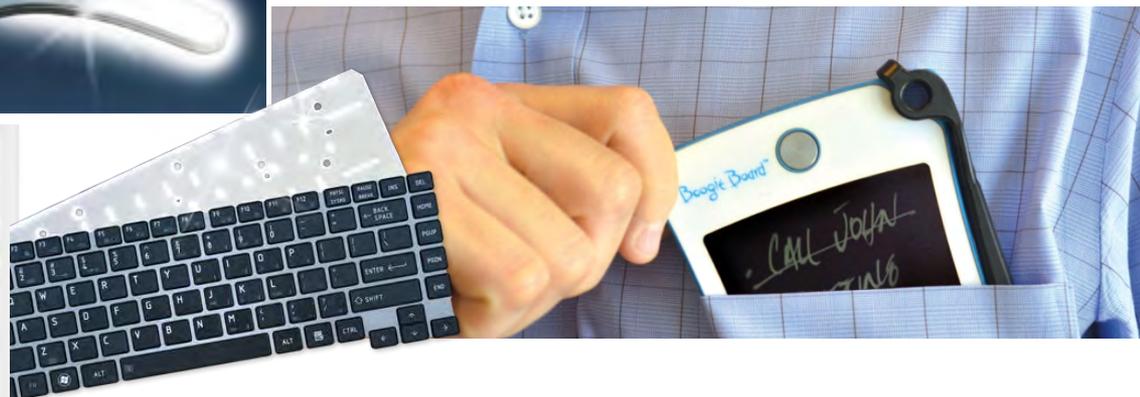
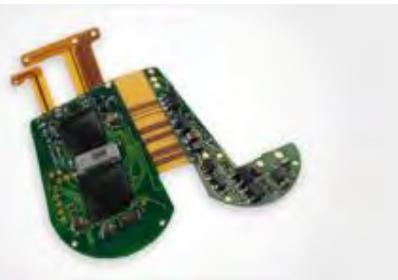


Who Are The Companies?

- Advanced Energy



- Flexible Electronics



Regional Talent Consortium For Advanced Energy and Flexible Electronics

 Talent Consortium Colleges and Universities

 Talent Consortium One-Stop

 Flexible Electronics Company

 Advanced Energy Company

OhioMeansJobs
Lorain County

Lorain County Community
College

OhioMeansJobs Medina
County

OhioMeansJobs Summit
County

University
of Akron

Stark State
College

OhioMeansJobs
Stark County

OhioMeansJobs Geauga,
Ashtabula & Portage Counties

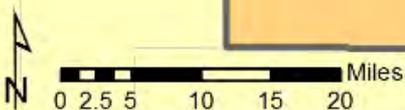
Ash Cleveland State
University

Case Western
Reserve University

Cuyahoga Community
College

OhioMeansJobs Mahoning
& Trumbull Counties

Youngstown State University
Eastern Gateway Community
College

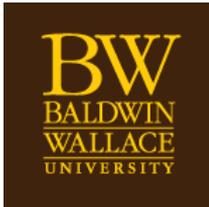




*Lorain County
Community College*

Entrepreneurship & Innovation

Inspiring Entrepreneurship in Students



LCCC LaunchPad Demographics:

41% clients using BLP services are female

Majority are non-traditional students

- o 19% African American
- o 7 % Hispanic
- o 2% Asian
- o 1% other

Building Resources to Stimulate Entrepreneurship & Innovation



Education



LaunchPad



ENTREPRENEURSHIP
INNOVATION INSTITUTE
OF LORAIN COUNTY COMMUNITY COLLEGE



Lorain County
Community College



The University
Partnership

of Lorain County Community College

Coaching & Mentoring



glide



Small Business
Development Centers

Access to Capital



INNOVATION FUND

innovat!on fund
A M E R I C A

Innovative Environment



Great Lakes
Technology Park

Specialized Facilities



The Richard Desich

SMART

Commercialization Center
for Microsystems
at Lorain County Community College



Lorain County Community College

FABLAB

Office of Community Technology Transfer

Earliest Stage Pre-Seed Support

The LCCC Foundation Innovation Fund provides financial support to entrepreneurs and emerging businesses to turn good technology ideas into viable businesses, while creating entrepreneurial educational opportunities for students and faculty.

- Contributions to Innovation Fund are tax-deductible
- Located in Northeast Ohio 21-county region
- Involved in development of new technology in high-growth industries
- Business/Technology is at Proof of Concept / Start-up Phase
- Provide Educational Experience for Student(s)
- Receive professional mentoring through GLIDE/NEO, Inc.
- Agree to a Fund Replenishment Right if business is successful

Funding Levels:

- Grants up to \$25,000 – Imagining Stage
- Awards up to \$100,000 – Incubating Stage



2007



\$400K

2008



\$500K

2009



\$1.5 mil

2011



\$2.0 mil



Awarded: \$2.125 mil on December 13, 2012; OTF investments of \$6.5 million

\$14 million Evergreen Fund Created when matched with Partner & Philanthropic Support

EARLIEST STAGE PRE-SEED SUPPORT

Activity

>5,300 *inquiries*

777 *accepted applications*

128 *awards*

107 *companies*

\$7.09 mil *value of awards*

Impact

\$84 mil *follow-on funding*

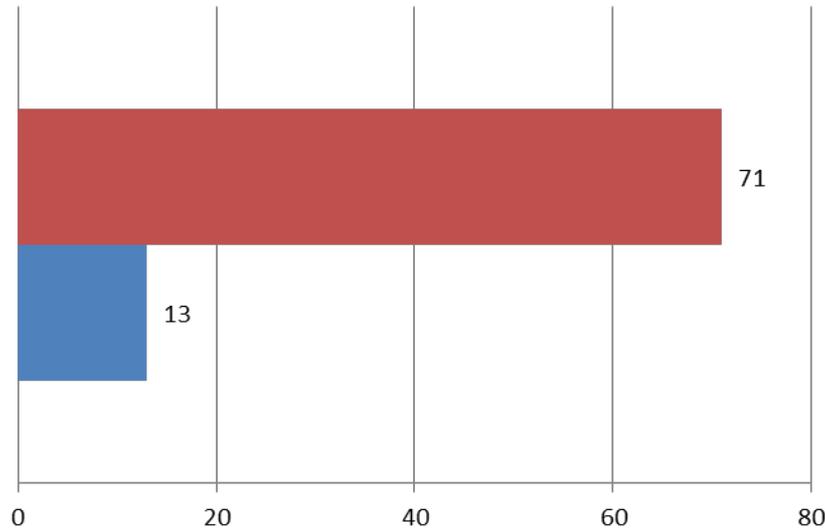
\$22.76 mil *sales revenue*

>150 *internships*

>350 *jobs*

\$31k – \$120k *salary range*

Earliest Stage Pre-Seed Support



■ Non-Minority Owned, Controlled, or Led

■ Minority Owned, Controlled, or Led

Minority Owned, Controlled or Led Companies

- ADAP Nanotech LLC
- Akron Medivision Inc
- Collabotive Inc
- LifeMedix LLC
- M.O.M. Tools LLC
- Rapid Charge Technologies LLC
- Real Time Imaging Technologies
- Surgical Theater
- Synostics
- UVisIR Inc
- Vasolux Microsystems LLC
- Wellness Integrated Network
- Zuga Medical Inc

INNOVATION FUND MINORITY BUSINESSES		
Industry	Revenue	Capital Raised
Advanced Materials	\$1,906,565	\$379,345
Advanced/Alternative Energy	\$0	\$110,000
Biosciences	\$135,000	\$1,478,023
Information Technology	\$0	\$100,000
Instruments - Controls - Electronics	\$114,586	\$25,000
TOTAL	\$2,405,737	\$3,805,391



- Based upon the concepts of Dr. Neil Gershenfeld, the Director of the Massachusetts Institute of Technology's Center for Bits and Atoms
- Offers tools for rapid prototyping, 3-D printing and laser cutting
- Inspiring and engaging artists, entrepreneurs and students of all ages



The Richard Desich

SMART

**Commercialization Center
for Microsystems**

at Lorain County Community College

A MEMS Packaging, Assembly, and Test Development





Technology Transfer &
Commercialization Task Force

Office of Community Technology Transfer

Features:

- Investor Focused Vetting Process
- Patent Search
- Provisional Patent Filing
- 98/95 model
- Accelerator-based Business Support using Proactive Launch Program approach

PROACTIVE LAUNCH PROGRAM (PLP)

1. IP > Determine ability to dominate; file & pay provisional patent application
2. Incorporation > Reduced fee incorp. w/all starting docs; boiler plate documents
3. Operations > Establish mutually agreed upon meeting calendar (weekly, monthly)
4. Commercialization Plan > Implement task/timeline Project management w/interns
5. Engineering > Multiple relationships, early stage to commercial unit
6. FDA/regulatory > Design history/documentation platform
7. Capitalization plan > Initial equity positions; timing, amounts, valuations, investor presentation development
8. Management > Advisors/mentor network; board participation
9. Funding > Innovation & seed fund, Series A relationships
10. Budget/forecasting > Proforma P&L support
11. Prototyping > Additive mfg/Fablab access
12. Presentation > PPT, PPT > website, logo



*Lorain County
Community College*

Thank you

Terri Burgess Sandu

Executive Director, Workforce Development
Director, Entrepreneurship Innovation Institute

tsandu@lorainccc.edu

440.366.4215

www.lorainccc.edu

Attachment #5

**Ohio Board of Regents
Inclusive Competitiveness Forum**

**Presented by
Kenneth Simonson
University of Cincinnati**

Ohio Job Forecast and Trends

- Between 2008 and 2018, new jobs in Ohio requiring postsecondary education and training will grow by 153,000 while jobs for high school graduates and dropouts will grow by 29,000.
- Between 2008 and 2018, Ohio will create 1.7 million job vacancies both from new jobs and from job openings due to retirement.
- 967,000 of these job vacancies will be for those with postsecondary credentials, 600,000 for high school graduates and 142,000 for high school dropouts.
- Ohio ranks 36th in terms of the proportion of its 2018 jobs that will require a Bachelor's degree, and is 34th in jobs for high school dropouts.
- 57% of all jobs in Ohio (3.3 million jobs) will require some postsecondary training beyond high school in 2018.

HELP WANTED PROJECTIONS of JOBS and EDUCATION REQUIREMENTS through 2018,
Georgetown University Center of Education and the Workforce, June 2010

**National Academies Report Recommendations
for Expanding Minority Participation in STEM
America's Science and Technology Talent At The Crossroads
National Academy of Sciences
National Academy of Engineering
Institute of Medicine**

Key Findings:

- Preparation (Bridge Programs)
- Access and Motivation
- Affordability
- Academic and Social Support

Chaired by Dr. Freeman Hrabowski, December 2011

The Challenge

American College Testing (ACT)
College Readiness Benchmark Score Research

The College Readiness Benchmark Score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding Credit-bearing college courses, which include English composition, ALEGEBRA, Social Science and Biology.

2013 Ohio ACT Benchmark Score Data For Math and Science

American College Testing College Readiness Benchmark Scores 2013

The average percentage of students in Ohio meeting the ACT Benchmark Math Score of 22 is (49%)

The average percentage of students in Ohio meeting the ACT Benchmark Science Score of 23 is (44%)

Percentage of Students Meeting College Readiness Benchmark Score by Race and Ethnicity for Mathematics

	2006	2007	2008	2009	2010	2011	2012	2013
African American	13%	11%	12%	12%	14%	14%	14%	15%
American Indian/Alaskan	34%	41%	33%	36%	42%	36%	36%	31%
Caucasian/White	49%	49%	51%	51%	54%	55%	56%	56%
Hispanic	32%	33%	33%	35%	36%	36%	36%	36%
Asian American/Pacific Islander	64%	67%	69%	69%	72%	72%	75%	70%

ACT Profile Report – State Graduating Class 2013 Ohio

Percentage of Students Meeting College Readiness Benchmark Score by Race and Ethnicity for Science

	2006	2007	2008	2009	2010	2011	2012	2013
African American	6%	5%	6%	7%	7%	7%	7%	11%
American Indian/Alaskan	22%	27%	20%	25%	28%	21%	24%	27%
Caucasian/White	33%	34%	36%	37%	39%	40%	39%	50%
Hispanic	20%	22%	22%	24%	24%	23%	22%	33%
Asian American Pacific Islander	43%	47%	48%	48%	53%	54%	53%	59%

**Remediation of Ohio High School Graduates Going Directly to a
University System of Ohio College:
High School Graduates in 2013 Enrolling as First-Time College Students in Fall 2012
Results by District of Graduation**

	# Students	% Developmental Math
Cleveland Municipal	761	66%
Columbus City School District	820	57%
Cincinnati Public School District	615	49%
Total/Averages	2196	57%

Total University System of Ohio 2012 Fall enrollment **57,127***

* This includes Community Colleges and Main Campuses

Ohio Board of Regents University System of Ohio, December 2013 Report

Internal/External Barriers for Successful Inclusion of Underrepresented Populations in the Innovative Economy

Lack of number of students proficient in English, math, and science that can be considered for admission to STEM disciplines.

Lack of investment in successful programs for increasing (ELFG) STEM students and the over reliance on external funding and grants.

Lack of critical mass of K-16 educators who use evidence-based strategies for learning/teaching methodologies for educating all STEM and in particular ELFG students.

The need for data driven decision making for developing a K-16 state-wide STEM strategy for increasing the number of underrepresented ethnic, low income, and first generation ELFG students who enroll/graduate from disciplines for the “New Innovation Economy”.

We don't know and or measure the impact of current Ohio STEM recruitment, student success, learning/teaching methodologies initiatives associated with building the “New Innovation Economy”. For example, the Ohio STEM Learning Network was established in 2007 creating seven hubs. What is the number of (ELFG) students from the STEM hub high schools who have enrolled in a STEM discipline in Ohio?

University of Cincinnati

Strategy for Increasing The Enrollment and Success of Underrepresented Ethnic Students, Low-Income, and First Generation STEM Students

Participation in the National Science Foundation Louis Stokes Alliance for Minority Participation (LSAMP) – The Ohio Alliance - 11 four year and 7 two year institutions with the goal of doubling the number of underrepresented ethnic STEM graduates in five years.

The Emerging Ethnic Engineers (E3) Dr. Edward N. Prather Summer Bridge Scholars Program (26th year) will transition from a engineering/engineering technology bridge program to a STEM bridge program representing (URE) students from Arts & Sciences, Allied Health and College of Engineering and Applied Science. The Department of Athletics and the College of Nursing implemented bridge programs in 2013. The Provost has committed university funds for the new STEM bridge program.

Extensive academic year infrastructure for enhancing academic success. E3 (URE) engineering/engineering graduation rate is significantly higher than campus STEM rate. The D,W,F rate in calculus and pre-calculus for E3 students is significantly lower than the college rate. E3 students consistently earn Deans' List Honors fall semester over and above the college rate.

The university has recognized the importance of pre-college programs as strategy for increasing (URE) STEM enrollment/success, a task force will develop recommendations for increasing the admission yield from these programs. The Provost has committed funding for the 2014 Summer Institute (8th – 12th grades) pre-college program.

Identifying Resources To Improve Performance of Underrepresented Ohioans In STEM For The Innovative Economy

Re-authorize the Choose Ohio First Scholarship Program with emphasis on underrepresented ethnic, low-income, and first generation ELFG STEM students.

Direct OBR investment funding to complement federal grant funding like the NSF Louis Stokes Alliance for Minority Participation (LSAMP) – The Ohio LSAMP Alliance.

Direct OBR investment in university engineering/STEM bridge programs and academic year successful strategies for increasing the number of ELFG STEM graduates. Housing is the most expensive cost of the bridge program, and on all campuses housing is an auxiliary (cost center) that has to charge.

Develop an OBR STEM Advisory Council of “practitioners” to develop state-wide STEM education policy for increasing the number of ELFG STEM graduates.

Re-direct OBR, Department of Education, and Third Frontier funds to evidence-based initiatives, and programs that are increasing the number of ELFG STEM students.

Use Third Frontier funds in collaboration with industry in providing internship opportunities for students who don't have access to co-op programs as a strategy to recruit students.

References

ACT Ohio College Readiness and The Condition of STEM Reports

<http://www.act.org/newsroom/data/2013/states/pdf/Ohio.pdf>

<http://www.act.org/newsroom/data/2013/pdf/profile/Ohio.pdf>

<http://www.act.org/stemcondition/13/pdf/Ohio.pdf>

NATIONAL STATE-WIDE SYSTEMIC STEM PROGRAMS

<http://mesa.ucop.edu/programs/> (40 YEARS OLD AND OPERATING IN NINE STATES)

<http://www.highered.nysed.gov/kiap/coldev/CollegiateScienceandTechnologyEntryProgram.htm> (25 YEARS OLD)

Dr. Freeman Hrabowski

http://www.uc.edu/ucit/digitalvideo/mcmicken_hrabowski_short.html



A Culture of Inclusion

APRIL 9, 2014

A Focus on Inclusivity



CardioInsight



CFRC Solutions



Your Teen Media

JumpStart guides and supports minority, women and inner-city based entrepreneurs seeking to build large-scale, high impact, tech-based firms in Northeast Ohio.

JumpStart's Approach

To engage with and guide the growth of companies led by diverse entrepreneurs, JumpStart's 4-prong approach includes:



Outreach & education



Storytelling



Intensive, hands-on assistance



Access to capital and first clients

→ All efforts are deliberately inclusive organization-wide

Outreach

JumpStart strives to educate, connect and inspire diverse entrepreneurs.

We:

PRESENT at **11** events per year

ATTEND **12** events per year

GOAL: 2 inclusion/outreach events per year for each employee

HOST **10** events per year

GOAL: 33% minority and women attendance



We also build partnerships with organizations to inform our work and expand our reach.

- Association of Black Engineers, Scientists, and Technologists
- Hispanic Business Center
- National Black MBA Association
- National Society of Black Engineers
- National Society of Hispanic MBAs
- Urban Financial Services Coalition

Outreach

We also PROMOTE minority- and women-focused events.



JumpStart clients selected as Charter One Launch100 promising entrepreneurs



Burning River Coffee Community brings together female founders.

Storytelling

Videos



Social Media



Quarterly Ezine
Inside Inclusion
(3k recipients each issue)



PR/Advertorial/
Advertising



Blogs
Podcast - Student
Entrepreneurs



Hands-On Assistance

36%

of JumpStart-assisted companies are minority-or women-owned

21%

of mentees in the Burton D. Morgan Mentoring Program are minorities or women



Access to Capital: Women

There are more than 8.6M women-owned businesses in the US today.

Women-led private technology companies are more capital-efficient, achieving 35% higher return on investment, and, when venture-backed, bringing in 12% higher revenue than male-owned tech companies.

And yet, in the first half of 2013:

- **13% of VC deals went to women-led businesses in the first half of 2013**
- **16% of all businesses seeking funding were women-owned ventures**

Access to Capital: Minorities

In 2007, minority-owned firms numbered 5.8 million and the number of Latino entrepreneurs nearly doubled from 1996 to 2012.

And yet, in the first half of 2013:

- 8.5% of the people pitching their businesses to angel investors in the first half of 2013 were minorities
- 15% of minority-owned firms successfully translated a pitch into dollars (compared to 22% of all businesses)
- 1% of venture capital-backed founders were African-American in 2010

Access to Capital

Evergreen Fund

30%

of JumpStart's portfolio companies are owned or led by women or minorities (the national average is 5-10%)

Emerging Market Fund

\$1.2M

committed via the Emerging Market Fund to three promising, high potential tech-based companies owned by minority, women and inner-city-based entrepreneurs in Ohio

159

diverse JumpStart client companies have raised

\$174M

in follow-on capital since 2004.

Actively Inclusive

JumpStart's Core Values:

Collaborative

Customer Focused

Entrepreneurial

Results Oriented

Committed to Excellence

Inspired

Actively Inclusive

Honest

Striving across the organization to:

- Encourage community engagement that leads to inclusive deal flow
- Provide the best resources across the organization to guide company growth
- Reach out to possible minority/women SMEs, startup talent and resource providers to engage them in the ecosystem

Inclusion in Action



Kevin Trice | Pulmonary APPS, LLC

- Minority Biomedical Conference
- STMA Program
- Kaleidoscope Magazine/Pinterest



Laura Bennett | Embrace Pet Insurance

- Portfolio Company
- Successful Exit
- Founded Burning River Coffee Community



Nichelle McCall | BOLD Guidance

- Burning River Coffee
- Podcasts, SXSW
- Burton D. Morgan Mentoring Program
- Investment

Thank you



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Follow us: [@jumpstartinc](#) [@jumpstartUS](#)

Parker Family of Businesses

Overview

Karl Parker, MBA, P.E.
President & GM

Karl A. Parker Sr. – President & GM

Education

- BS in Electrical Engineering and a MBA in Global Business Development & Entrepreneurship from the University of Toledo.
- Doctorate of Global Business Leadership in 2014.

License & Certification

- Professional Engineer, Energy & Sustainability Consultant, GE certified Six Sigma Black Belt Electrical Contractor.

Professional Roles

- Prior to leading PFOB, held a variety of leadership roles at General Electric, Owens Corning and other corporations. These roles include Global Lean Six Sigma leadership, Service Business P&L ownership, Growth Leadership, Plant Management, Program Management, Product Management, and Engineering Management.
- Aviation, Automotive, Healthcare, Building Materials, Military, Engineering and Construction Services.

Boards & Committees

- ProMedica, University of Toledo's Clean and Alternative Energy Incubator, NSBE, NBMBA, UT-MBE/EDGE & Oversight, FDCA, ASSETS Toledo, TAACC, EMP Technical Academy, LEWAS, & Toledo -Lucas County Sustainability Commission.
Affiliations included: IEEE & AABE

Who is Parker Family of Businesses?

Parker – Family of Businesses

is a progressive, principled collection of companies whose purpose and passion are to help people develop, grow profitable businesses, and drive sustainability efforts for our planet.



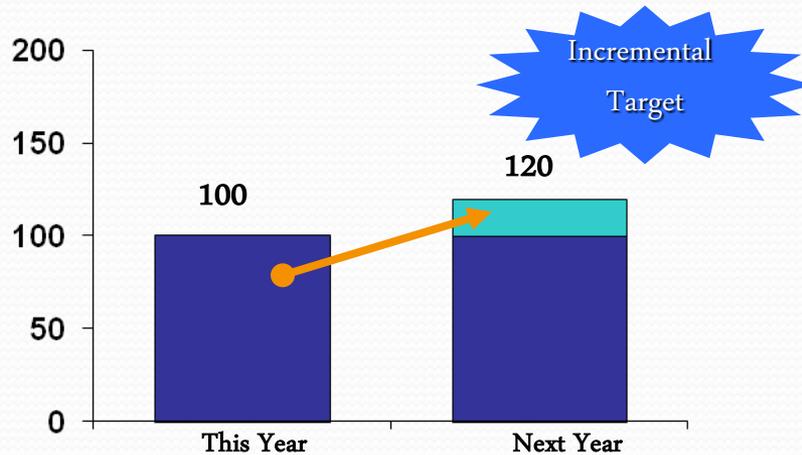
PFOB Brochure

We provide professional services for public and private sector clients worldwide.

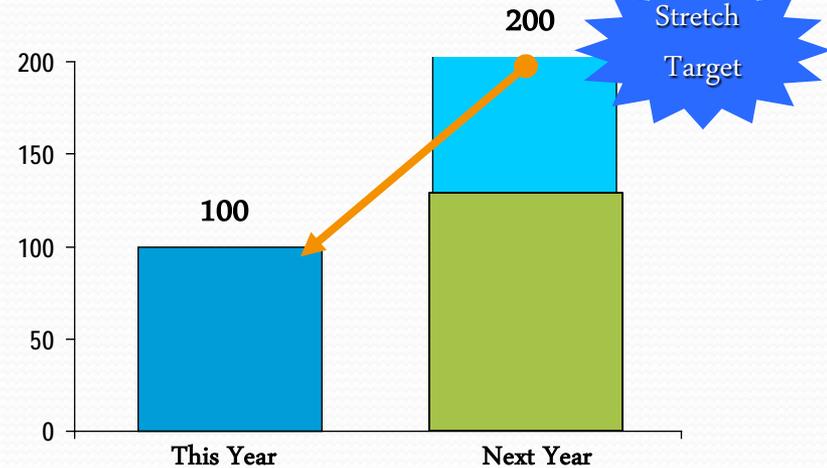
Transforming **Tax Consumers** into **Tax Producers!!!**

Thinking Right To Left

Traditional (Left to Right)



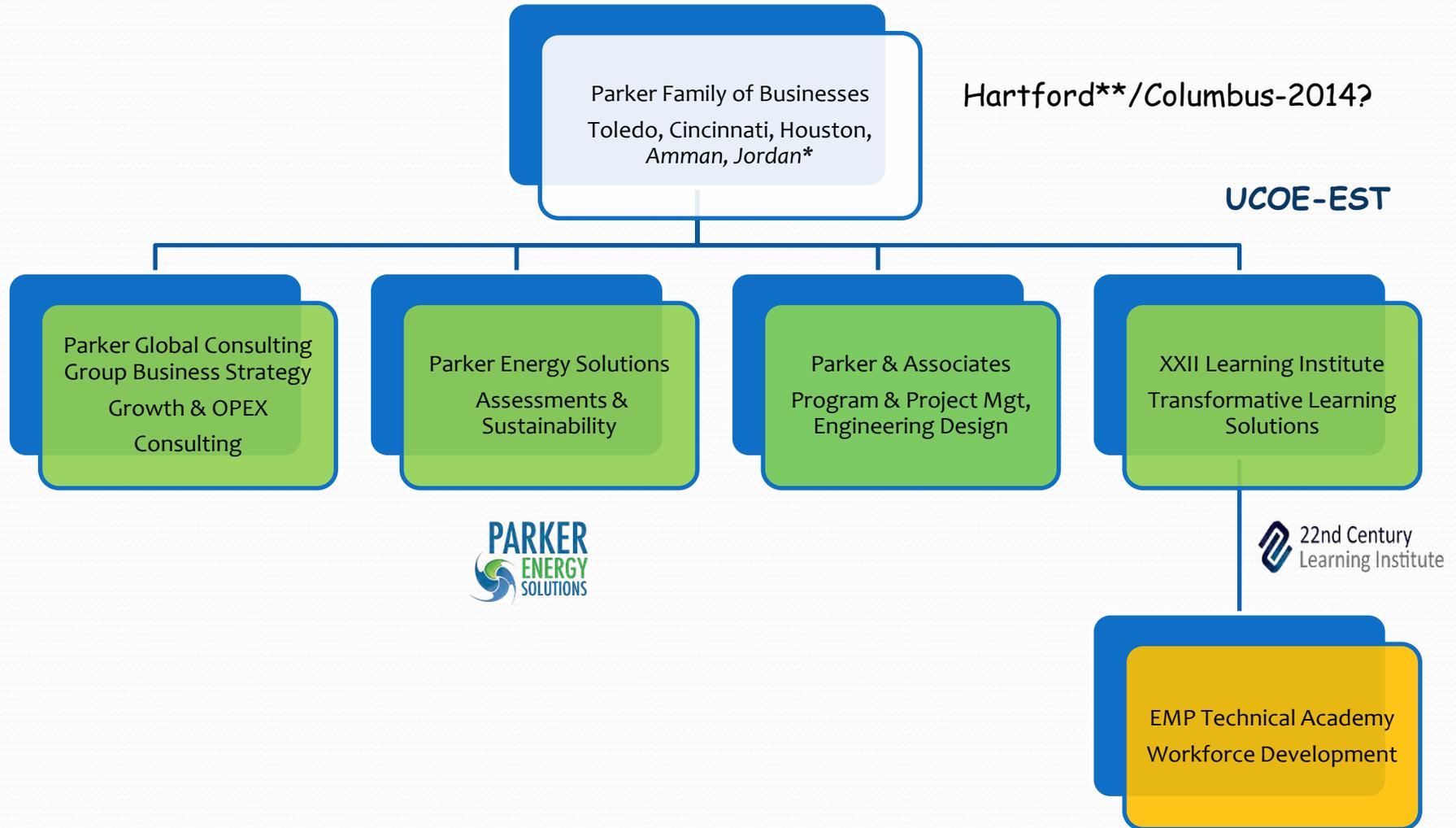
New (Right to Left)



- Looks At What You Did
- Estimates How Much More You Can Do
- Uses Incremental Thinking
- Causes Little Change – ‘SQT’
- Look At Where You Want To Be
- Identify What You Must Do Differently To Get There
- Drives Imagination, Innovation & Creativity
- Causes Big Changes

Even If You Don't Reach Stretch, You'll Beat "120"

Our Businesses



PFOB's E4 - Strategy™, -> best-in-class products and services

PFOB History

- 2008
 - UT PVIC Role
 - UT -Clean & Alternative Energy Incubator – Board Member
 - PELLC Created
- 2009 – KP becomes CEO of PELLC
 - 95% Electrical Construction
 - Electrical Summit
 - Edward M. Parker Electrical Academy (DOL Approval)
 - Electrical & Technology Training
 - GT-MECA

2010 Sustainability Shift - Three Legged Stool



$$\text{ROI}_{\text{Sustainable}} = f(\text{Economic} + \text{Social} + \text{Environmental})$$

Return

PFOB History

- 2010-12 SHIFT → PHASE II --→ Knowledge Based
 - Strategy, Leadership, Sustainability & Technology
- CSR Activities
 - Urban Green & Sustainability Forum (UGSF)
 - FDCA – Urban Center of Excellence for Sustainability & Renewable Energy
 - Explored Multiple Funding Sources
 - Applied- UW, TCF, TLCPA, 5/3 rd, Key Bank, ODJFS, First Solar, Ronald McDonald House
 - Discussed - Rocket Ventures, UT, DOE, NSF, DOL, TPS, OCC, LCSC
- Globalization: MENA – UAE, Lebanon, Jordan
 - IPCC



The
Urban Green
& Sustainability
Forum

Hartford, Connecticut

November 10, 2012

FDCA - UCOE History

FDCA is Bridging the Green Divide

It is the vision of the board and staff that the FDCA will become an emerging technology hub for the City of Toledo by providing education on the green economy and the related technologies while offering hands-on technical and practical application training for the urban community. It is the goal of the FDCA to **Bridge the Green and Technology** divide by providing historically under represented populations access to the knowledge, skills, tools and opportunities necessary to succeed in the 21st Century and beyond.

Urban Center of Excellence for Sustainability & Renewable Energy

- Technology Zone Computer Lab
- Entrepreneurship Academy
- Nano Technology Boot Camp
- Technology Empowerment Series
- Solar Academy
- FDCA Empowerment Zone
- Urban Gardening

PFOB History

- 2013 to present – PHASE III
 - *PFOB's E4 - Strategy™*
 - Energy, Engineering, Execution & Education
 - Urban Center of Excellence of Energy Sustainability & Technology (TPS, Penta* & Hartford*)
 - UT-MBDC & ASSETS Toledo
 - MBE Architectural & Engineering Consortium*
 - Technology Partnerships Emerging (SF, AUA, BB*)
 - NPD/Innovation Presentations
 - UT, RMU, ProMedica Board, UM - Accelerator

Energy Forums & Symposia

- 1st Annual Electrical Industry Summit – 2/2009
- Green For All – Van Jones; Melissa Bradley – Burns, June 2009
- 2nd Annual Electrical Industry Summit – 2/27/10
- UGSF - University of Toledo - Campus Energy & Innovation 5/21/10
- UGSF - Cincinnati - Eco - Panels, NSC 10/22/10
- Leadership Symposium – University of Toledo – 1/7/11
- UGSF - Harlem, New York – Schomburg Center 4/21/11
- Sustainable Procurement Forum - 7/15/11
- UGSF Scholarship Golf Outing – 8/2011
- Abu Dhabi, UAE – WFES; ADNOC – 2012
- State Architect’s Office – 3/19/12
- Diverse Business Presentation – 4/28/12
- TEDX Toledo – 9/20/12
- Greentown – 10/26/2012
- UGSF -Hartford, CT - 22nd Century & AABE* 11/10/12
- Abu Dhabi, UAE – WFES; ADNOC –2013
- Washington DC – AABE Energy Policy Summit – 1/31/13
 - Fossil Fuels – API, AGA, EEI, ACC
- REIF – 5/16/13
- TLCSC & FDCA – 11/26/13
- Abu Dhabi, UAE – WFES; ADNOC –2014
- UT Family Business Center – 3/4/14
- REF - 2.0 3/7/14
- COEF – 9/12/2014