



ADULT & COMMUNITY EDUCATION

COLUMBUS CITY SCHOOLS

IMPACT REPORT

2024 - 2025

Adult & Community Education
Columbus City Schools
2323 Lexington Avenue
Columbus, Ohio 43211
Phone: 614.365.6000

<https://www.ccsch.us/ACE>
<https://www.facebook.com/>
<https://instagram.com/columbus>

Adult & Community Education Mission Statement: *Adult & Community Education improves the lives of adult students through personalized, quality learning.*

Columbus City School Mission Statement: *Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.*

Adult & Community Education, Columbus City Schools
Impact Report Summary
Fiscal Year 2025

Generated income for all workforce programs - \$3,496,340

Federal and State Support

- Pell Grants award for Adult Workforce Education students - \$524,520
- Federal Direct Loan Program disbursement - \$603,121
- Perkins V Funding - \$162,038
- Center for Training Excellence Grant - \$79,006
- Aspire Instructional Grant Allocation - \$1,729,743
- Adult Diploma Program – \$284,760
- Talent Ready Grant - \$34,708
- Super Rapids Funding - \$32,820
- Ohio Work Ready Grant - \$45,624

Students Served

- Served 67 students enrolled in four cohorts in the Practical Nursing program in fiscal year 2025;
- Enrolled 22 students in two cohorts in the HVACR program
- Enrolled 36 students in three cohorts in the Nurse Aide program
- Served 2235 individuals in the Aspire Program, including 1669 in ESOL Language Acquisition courses
- Served 20 students in Ed2go on-line courses
- Provided online career training courses and programs for 12 students

Student Achievement

- Practical Nursing graduates earned a 76% passage rate on the National Council Licensure Examination during FY25
- 9 HVACR completers earned seven certifications
- 24 Nurse Aide completers earned state certification
- 1052 Aspire students reached level achievements relative to the Measurable Skills Gain benchmark established by the Ohio Department of Education & Workforce
- 51 individuals earned a GED; 120 earned a high school diploma through either the Adult Diploma Program or the Ohio 22+ Program

Program Quality

- In August 2024, Adult & Community Education was nationally re-accredited by the Council on Occupational Education to 2028.

Adult & Community Education, Columbus City Schools

Impact Report

BACKGROUND

Adult & Community Education, Columbus City Schools (ACE, CCS) is proud to serve the educational and training needs of the adult population in the Columbus area. The vision of ACE--to be a world-class model of public education that prepares members of our communities to reach their full potential--aligns with Columbus City Schools' mission of ensuring that each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community. Our purpose also aligns with the Ohio Department of Higher Education's four areas of focus: *educational access, affordability, workforce, and opportunity*.

As a provider of face-to-face and online workforce development programs as well as post-secondary preparation and career training for adult learners, Adult & Community Education is positioned to serve the needs of Central Ohio's growing population. According to the U.S. Census, the Columbus metro area is a major driver of growth in the Midwest. By the end of 2024, the region reached 2,225,377 residents, an increase of 30,348 new residents over the past year..."representing a 1.38% year-over-year growth rate that outperformed both the national average (1.0%) and the Midwest (0.6%)." The influence of the state's capital city is felt by surrounding areas, too, as six of the top 10 fastest-growing counties in Ohio are in the Columbus region (The Columbus Region, 2025).

As the city's population increases, so does the diversity of its residents. Over the past four years, international migration accounted for the addition of 61,601 net new residents (Siefert, 2025). The five largest ethnic groups in Columbus self-identify as White (Non-Hispanic) (51.7%); Black or African American (28.8%); Asian (5.76%); Hispanic (6.87%); and Non-Hispanic (4.49%) (Data USA, n.d.) The significance of immigration is underscored by the fact that a language other than English is spoken in over 20% of homes in Columbus (United States Census Bureau, 2024).

The population growth of Columbus holds much promise for the employment sector. Its residents' median age is 33.4% (United States Census Bureau, 2024), and its regional economy is growing, with six employment sectors projected to dominate in the next decade: automotive and mobility; semiconductor supply chain; finance and insurance; e-commerce and advanced logistics; pharma, biotech, and gene therapies; and high performing computing (McDonald, 2023). Immigration has profoundly impacted the local economy, too. Over the last four years, the Columbus Metro announced 50 international projects totaling nearly 4000 new jobs (Siefert, 2025).

Recently, Columbus has been identified as one of North America's top 10 emerging tech hubs (Ohio Tech News.com, 2024) with numerous data centers, including Cologix, Amazon Web Services, Google, Vantage Data Centers, Microsoft, DBT Data, and Edged Energy, either in the planning or investment stages (NBC4, 2024).

Although almost 43% of Columbus' residents hold a higher degree in education and 46.9% hold a high school diploma, over 11% of residents have not earned a high school diploma (Statistical Atlas, 2025). And while population increases and economic growth are major benefits to living in Columbus, 17.2% of residents still live below the poverty line, with sixteen percent of 16 to 64 year-olds representing that group (United States Census Bureau, 2025), reflecting both a significant challenge and opportunity.

Fortunately, Adult & Community Education provides learning spaces in the Linden neighborhood and downtown Columbus, offering a full-time nursing program; part-time adult education courses; part-time evening HVACR and Nurse Aide programs, as well as online career training programs. Adult & Community Education continues to make an impact on the Columbus community by meeting the complex and evolving educational and training needs of the region's adult population through the provision of in-demand program and courses; strong student support; robust partnerships; and highly qualified staff.

IN-DEMAND PROGRAMS AND COURSES

Health Occupations

Adult & Community Education, Columbus City Schools offers a Practical Nursing and a Nurse Aide course for adults in the local community who wish to enter the health care profession.

Statewide, both licensed practical nurses and nurse aides are in high demand. In October 2021, a study by Ohio Means Jobs identified licensed practical nurses as a top occupation in Ohio (Ohio Means Jobs, 2022), with future job growth expected to increase by 6% (U.S. Bureau of Labor Statistics, 2023). Currently, Ohio is fifth in the nation for states with the highest employment of licensed practical nurses (U.S. Bureau of Labor Statistics, 2025), and the demand is only climbing.

Similarly, in 2020, nurse aides represented the largest occupation in Ohio nursing care facilities, yet a report revealed that Ohio nursing homes reported more shortages of nursing assistants than any other state during the COVID-19 pandemic (Strott, 2021). Overall employment for nurse aides is expected to grow by 5% (U.S. Bureau of Labor Statistics, 2022). About 58,800 openings for licensed practical and licensed vocational nurses are projected each year, on average, over the decade (U.S. Bureau of Labor Statistics, 2023).

The Columbus School of Practical Nursing, a one-year program that has operated for over seven decades, provides graduates with the knowledge and documentation to pass the Ohio Board of Nursing National Council Licensure Examination Practical Nursing (NCLEX PN) to become a licensed practical nurse. In addition, a 10-week evening Nurse Aide course, which includes the option for non-graduated students to also earn a high school diploma, launched in May 2023 at our Fort Hayes Career Center extension campus.

Skilled Trades

The field of Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR) remains a highly sought-after skilled field. According to the US Bureau of Labor Statistics, the job outlook for 2023-2033 is 9%, considered much faster than average (U.S. Bureau of Labor Statistics, 2025). Since its launch in December 2022, the ACE HVACR program has become very much in-demand, enrolling students at maximum capacity each semester. The year-long, part-time evening program at the Fort Hayes Campus is especially appealing as it prepares program completers to become commercially certified in the field.

Employment Projections

According to the 2028 Ohio Job Outlook Employment Projections, 63% of the state's net job growth from 2016 to 2026 is anticipated in occupations typically associated with some form of post-secondary

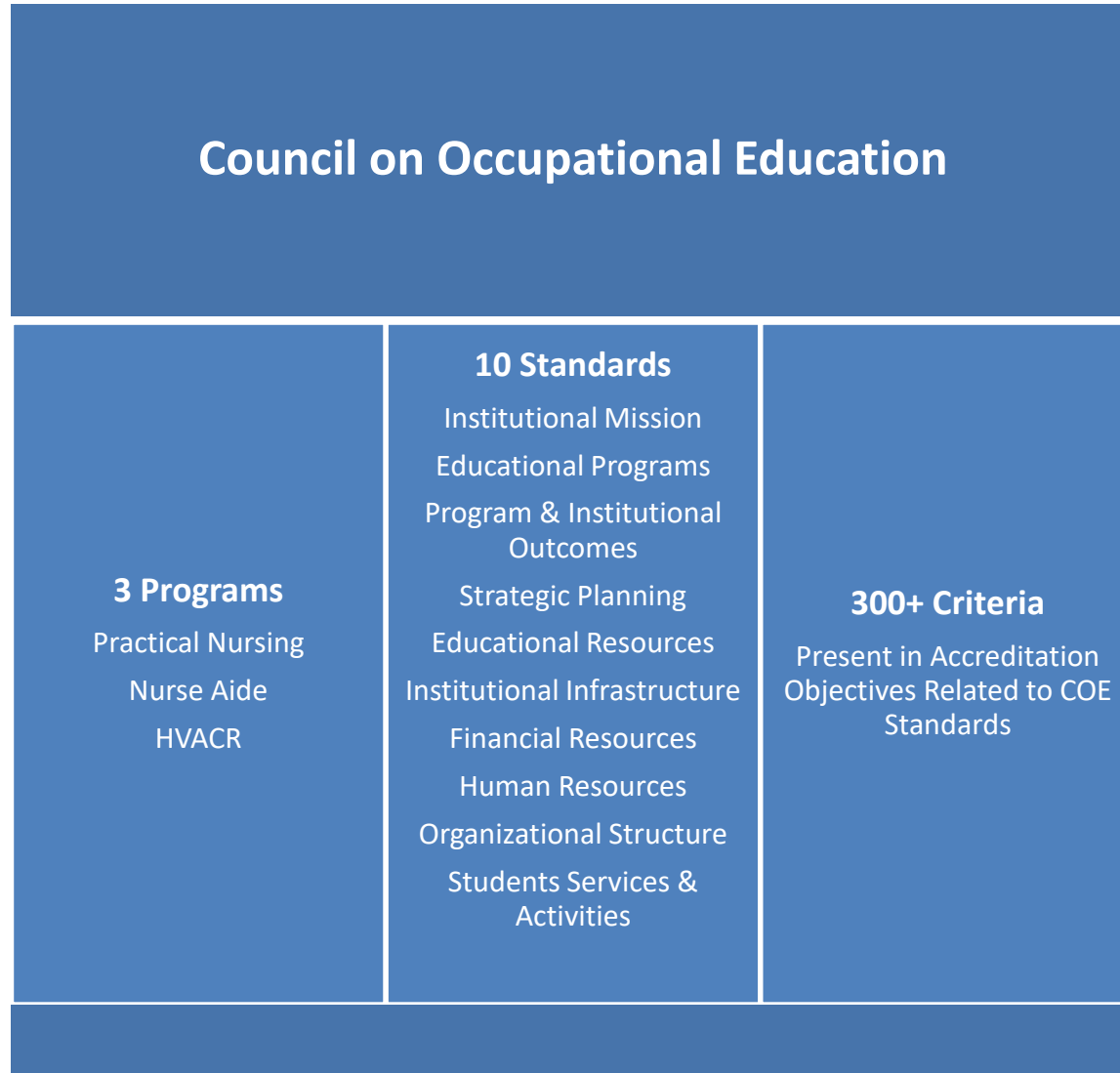
education. For licensed practical nursing the change in employment is expected to increase by 9.5%; for nurse aides 5.2%; and for HVAC 15% (Ohio Means Jobs, 2028).

All of the workforce development programs provided by ACE can lead to lucrative careers. According to the 2024 Bureau of Labor Statistics, the average wage of licensed practical nurses in Ohio was \$60,990; Nurse Aides \$38,570; and Heating, Ventilation, Air Conditioning, Mechanics and Installers 60,490 (U.S. Bureau of Labor Statistics, 2024).

INSTITUTIONAL ACCREDITATION

Key to the integrity of the tuition-based programs offered by Adult & Community Education, Columbus City Schools is its national accreditation by the Council on Occupational Education (COE). Although earning and maintaining accreditation is a demanding process, there are numerous benefits. Students enrolled in accredited programs can expect quality and continuous improvement in the areas of governance, curriculum, student support, faculty, and program outcomes. Additionally, nationally accredited institutions can also offer students the benefit of federal financial aid, easier academic credit transfer to post-graduate programs, and broadened employment opportunities (St. Joseph's College of Maine, 2023). The figure below provides a snapshot of COE accreditation requirements.

Figure 1.
Council on Occupational Education Accreditation



In August 2024, Adult & Community Education underwent its four-year rigorous accreditation review process, including submission of a lengthy self-study; a week-long visit by a team from COE who examined documentation and evidence of program implementation; and interviews of all staff. As a result of the commitment and dedication of staff, Adult & Community Education is proud to have earned institutional reaccreditation by COE through 2028.

Program Data Collection, Reporting, and Analysis for Continuous Improvement

An important requirement for maintaining high quality postsecondary programs is the intentional use of multiple data sources. As a condition of institutional accreditation by the Council on Occupational Education and program approval by the Ohio Department of Higher Education, the Ohio Board of Nursing, and the Ohio Department of Health, Adult & Community Education staff engage in data processes that are ongoing, iterative, and critical to the success of the institution. The table below represents some of the key data collection and reporting systems used by ACE and the types of data required to report in order to maintain program approval and institutional accreditation.

Table 1*Data System and Data Types*

Data System	Data Types
Columbus City Schools	Attendance; student grades
Ohio Department of Higher Education	Demographic; program concentrators; program completion, credential, job placement
Ohio Board of Nursing	Licensure (Practical Nursing only)
Ohio Department of Health	Certification (Nurse Aide only)
Council on Occupational Education	Full-time equivalent student count; program completion, licensure, job placement

Student Demographics

Students enrolled in the three nationally-accredited programs at ACE represent diverse populations, with many facing challenges circumstances as they come from under-resourced environments. The following table displays some of the key student demographics for students served by ACE during the 2024-2025 academic year.

Table 2*Student Demographics*

STUDENT DEMOGRAPHICS – FISCAL YEAR 2025				
	Practical Nursing	Nurse Aide	HVACR	Total
Economically Disadvantaged	22	13	0	35
Single Parent	17	12	0	29
Out-of-Work	11	4	1	16
English Learner	14	9	2	25
<i>*Source: Ohio Department of Higher Education – HEI FY25</i>				

STRONG STUDENT SUPPORT**Financial Aid**

While tuition is set at the most affordable price possible, many ACE students face financial burdens because of their life circumstances. However, because ACE is nationally accredited and thereby can offer federal financial aid, students enrolled in these programs frequently receive financial support. Moreover, academic support provided by ACE faculty and staff enable ACE students to persist and achieve academic milestones, enabling them to earn professional credentials on the pathway to securing professional careers filling local in-demand jobs. As a self-funded department within Columbus City Schools, ACE relies heavily on subsidies to support our students and a portion of institutional expenses. Table 3 below identifies various funding sources and how they have been leveraged to provide education and training for adult learners enrolled in Workforce Development Programs and the Aspire Program who may otherwise not have had access to career development, high school equivalency, or ESOL opportunities.

Table 3*Funding Sources and Awards*

Funding Source	Amount Received/Awarded
Awarded Pell Grants for Adult Workforce Education (AWE) students	\$524,520
Disbursed Federal Direct Loan Program funds to students	\$ 603,121
Received Carl D. Perkins funding from the federal Strengthening Career and Technical Education for the 21st Century Act to support Career-Technical and Adult Education	\$162,038
Received Center for Training Excellence grant to develop custom/contract/business services	\$79,006
Received funding for the Adult Diploma Program from the Ohio Department of Education	\$284,760
Received Ohio Work Ready Grant funding	\$45,624
Received Super Rapids funding	\$32,820
Aspire Instructional Grant	\$1,729,743
Talent Ready Grant	\$34,708
TOTAL	\$3,496,340

ROBUST PARTNERSHIPS

Local and state governmental agencies, as well as business and community partners, serve as stakeholders and partners in helping ACE fulfill its mission to improve the lives of adult students through personalized, quality learning. Dedicated ACE staff continuously work with these partners to identify opportunities to expand educational services to adult learners. Whether these organizations serve in a regulatory, educational, employment, or advisory capacity, they are invaluable to the success of ACE.

Workforce Development Partnerships

In addition to career preparation and academic remediation, ACE collaborates with local partners to offer online and face-to-face courses that help advance adult workforce development skills. A collaborative partnership between ACE and Columbus State Community College, The Ohio State University, and Ohio Means Jobs resulted in the creation and implementation of a consortium to fund a newly equipped fiber-optics lab at Columbus Downtown High School for a new Broadband Infrastructure Training Program (BITP) that ran from January to June 2025. Grant funding provided instructor training, curriculum, and a fully equipped lab to prepare students for this critical and in-demand occupation.

As a result, the part-time, 215-hour course trained 11 adult learners to become fiber optic technicians, earning the following industry-recognized credentials:

- Certified Premises Cabling Technician (CPCT®)
- Certified Fiber Optic Technician (CFOT®)
- OSHA-100
- CPR/First Aid

Additionally, ACE partnered with Columbus City Schools' Food Service Department to advance the department staff skills, with ACE facilitating the ServSafe Manager Course to upskill 24 Columbus City Schools food service workers.

Another career cluster identified for an in-demand field is digital literacy. In FY25, ACE enable 60 students to develop critical digital literacy skills, often thought of as “...the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information; and developing digital citizenship and the responsible use of technology” (Museum and Library Services Act. 2010).

Stakeholders and Partners

The following tables represent the various internal and external stakeholders who help advance program offerings at ACE. Many serve in official capacities on advisory boards; other provide financial or in-kind support.

Table 4

Local and State Partners

Local and State Partners	
Columbus City Schools	Fort Hayes Career Center, Columbus City Schools
Ohio Board of Nursing	Downtown High School, Columbus City Schools
Ohio Department of Education & Workforce	Ohio Department of Higher Education
Ohio Department of Health	Columbus School Employees Association
Ohio Means Jobs	Ohio Department of Job & Family Services
Ohio Technical Centers – Central Region	Focus Learning Academy North
Educational Service Center of Central Ohio	

Table 5

Healthcare Partners

Healthcare Partners	
Monterey Health & Rehabilitation Center	Balanced Family Academy
Ohio Living Westminster-Thurber	Wexner Heritage Village
OhioHealth	Heinzerling
Sanctuary at Tuttle Crossing	Columbus Healthcare Center

Table 6

HVACR Partners

Heating, Ventilation, Air Conditioning/Refrigeration (HVACR) Partners	
Columbus City Schools, Building & Grounds	
Air Force One	G Mechanical

Table 7*Community Partners*

Community Partners	
Builders Exchange of Central Ohio	Finishing Trades Institute Ohio Region
Youth Over Us, Inc	Aspyr Workforce Innovation
Tyler Technologies	Equip Skills Center
Goodwill Columbus	First Stick Phlebotomy

HIGHLY QUALIFIED STAFF

The ACE staff leverage their professional and specialized expertise so that an exemplary educational experience can be provided to each adult learner who receives ACE's services. The ACE Director has an extensive background as a building and district administrator. Prior to her current role, the Health Occupations Administrator served as a registered nurse. Student services and program coordinators all possess academic qualifications and extensive professional experience in their respective fields of adult education, workforce development, financial aid, and counseling. Adult & Community Education faculty hold appropriate academic and licensure credentials in their discipline. The high quality of ACE staff is reflected in the post-program surveys from Practical Nursing, Nurse Aide, and HVACR students, which reflect high levels of student satisfaction with program content, instruction, clinical, work-based learning experiences, and student services.

Non-academic Support

While ACE has a long history of providing excellent academic student support, many adult learners come to school with a variety of needs for non-academic support. Adult & Community Education is fortunate to employ a part-time Resource Coach, whose extensive community experience is an asset to students. Using a *Student Resource Questionnaire* distributed to students the first week of class, ACE identifies students' personal needs and targets local resources that can be of assistance. In FY25, collaboration with the Office of Ohio Attorney General and the City of Columbus resulted in a community speakers' series on topics, such as health insurance enrollment; health care fraud; domestic violence resources; and food and housing resources. Lunch and Learn sessions presented information on housing eviction myths and facts and understanding healthcare benefits. Informal support was also provided through individual counseling students on topics related to rent, family situations, transportation, organizational skills, and study tips. For many ACE students, these workshops serve as an invaluable resource in helping improve their life skills outside of the classroom.

Public Presence

With the availability of many options for a post-secondary education in Ohio, an up-to-date social media presence is crucial to reach potential students for Adult & Community Education programs. ACE staff took over this initiative and has subsequently increased the ACE social media presence, resulting in 2579 followers on Facebook and 1,300 on Instagram.

ASPIRE PROGRAM

Adult & Community Education, Columbus City Schools is honored to work in partnership with organizations to help identify, address, and support the needs of adult learners. ACE collaborates closely with Ohio Means Jobs to conduct Test of Adult Basic Education (TABE) assessments to identify individuals who may be eligible for Workforce Innovation and Opportunity Act (WIOA) funding, intended to help job seekers access employment, education, training, and support services to succeed in the labor market. Earning a high school diploma can increase an individual's earning power by at least 35% (Ohio Department of Education, n.d.). In 2024, approximately 875,000 adults in the state of Ohio did not have a high school diploma (Ohio Department of Education, 2024), signifying that a large segment of the state population is underemployed.

Fortunately, the work of ACE helps to address this problem by providing adult learners, including English Speakers of Other Languages (ESOL), several options for earning a high school diploma or its equivalency. The Aspire program offers High School Equivalency (HSE) courses, including testing options, free reading and math remediation, and free Adult Diploma Programs (ADP) that provide industry certifications as well as high school diploma equivalents.

Intangible Factors Impacting Personal Success

Important but sometimes overlooked indicators of program impact are intangible factors that impact personal success. This is nowhere more evident than in the personal testimonials from graduates of ACE's high school equivalency programs shared upon their program completion. Many of them reflected upon their increased personal and professional confidence, citing their families, especially children, as their motivators and support systems, who inspired graduates to "keep going," and "keep learning." As a result of achieving their high school credential, graduates described themselves as feeling "confident," "strong," "courageous," "smart," and "proud." They expressed their conviction in having a "different mindset," believing "anything is possible," and encouraging others to "never give up on your dreams."

This confidence translated into many individuals a desire to pursue further education. Graduates mentioned a desire to pursue future careers in healthcare, including nurse aide, certified clinical medical assistant, registered nurse, surgical technologist, and phlebotomist; other careers cited were in business and mechanics. One graduate declared, "College is a real possibility." To view the 2025 graduation celebration in its entirety, click here: <https://www.youtube.com/watch?v=KDtbrwbcJT0>.

RESULTS

Student Achievement

Despite its limited facilities and small staff, ACE students continue to achieve success as they reach state and national achievement benchmarks. ACE is proud that 51 of Practical Nursing program completers who took the NCLEX PN in fiscal year 2025 passed the state board exam, achieving one of the highest passage rates in the state. Additionally, 90% of HVACR students completed their program, with 77% earning their course certifications. Finally, 75% of Nurse Aide students completed the Nurse Aide program, 80% of whom successfully earned State of Ohio certification. Figures 1, 2 and 3 present successes realized by students enrolled in Adult & Community Education programs.

Figure 2
Workforce Development

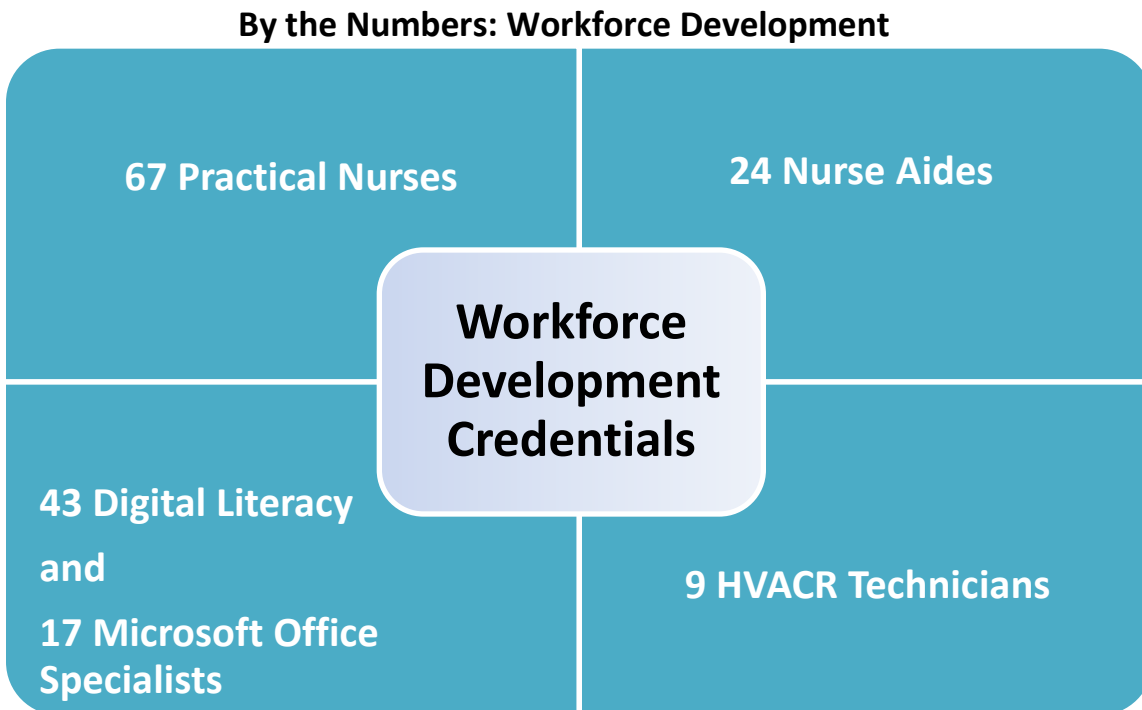


Figure 3
Digital Literacy and Online Training

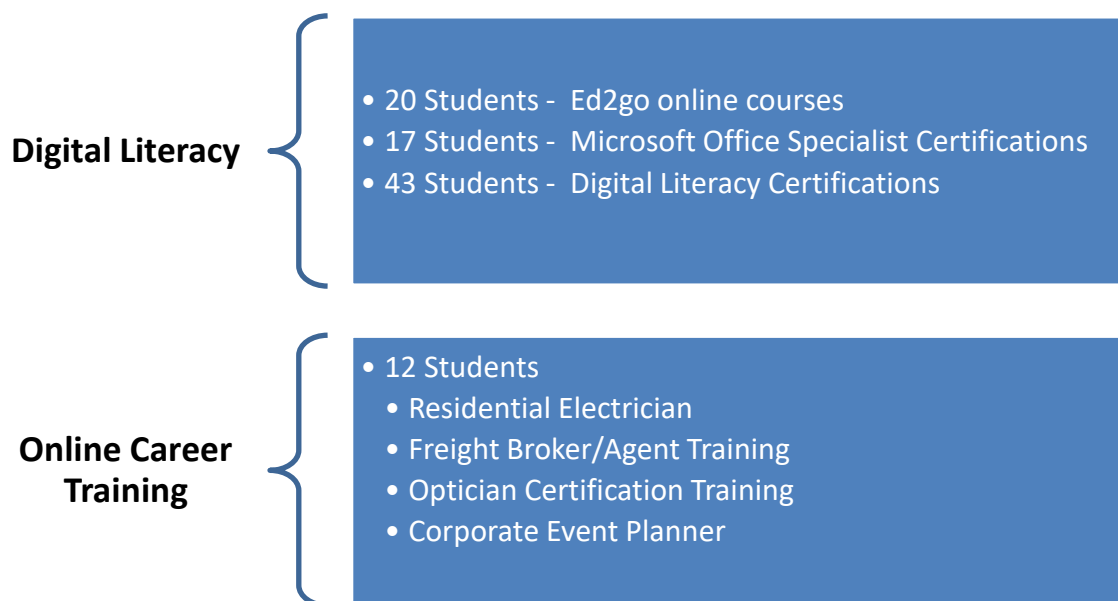
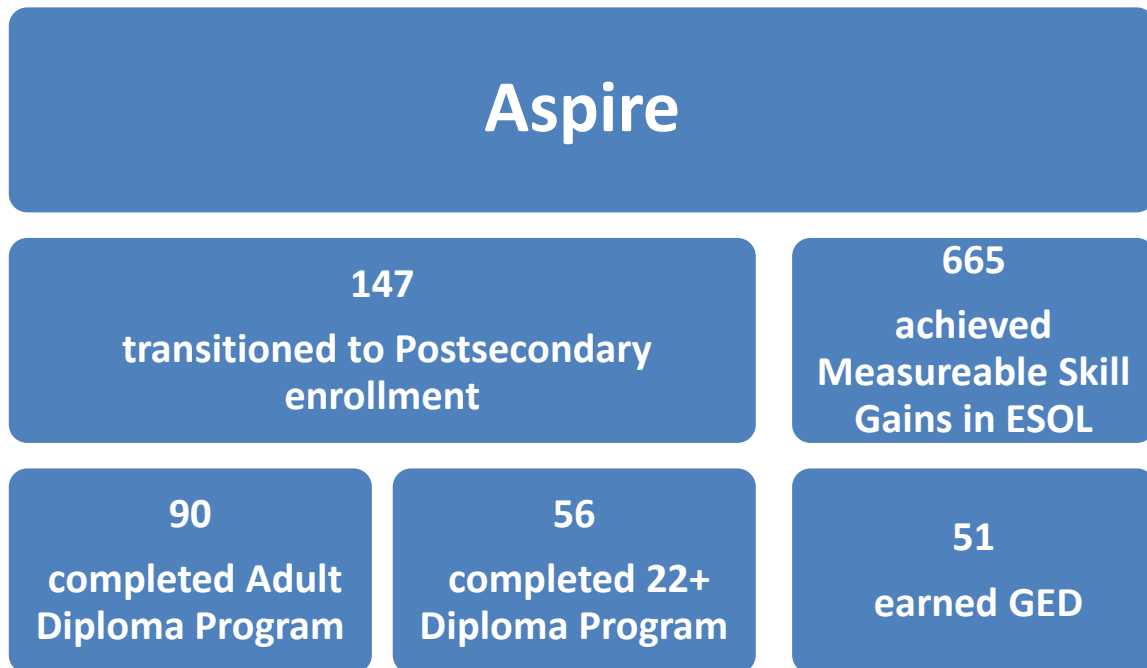


Figure 4
Aspire



IMPACT

There is a strong correlation between increased earnings, greater employability, and economic impact. Many of the students served by ACE represent underserved populations or are unemployed or underemployed. The educational opportunities provided by ACE can change their economic trajectory and increase their economic mobility.

Low wages contribute to a low standard of living and are often a direct result of a lack of basic skills. In 2022, individuals without a diploma had the highest unemployment rate at 5.5 percent, among those at all education levels. In the third quarter of 2023, workers without a high school diploma had median weekly earnings of \$721, while high school graduates with no college earned \$905 (U.S. Bureau of Labor Statistics, 2024).

Adult & Community Education has helped fill this gap. During the 2024-2025 school year, a record-breaking 197 students earned their diploma or GED through adult diploma program options provided by Adult & Community Education, making it one of the largest graduating classes in Columbus City Schools. This is especially impactful given that high school graduates in Ohio earn, on average, \$32,046 annually, while non-high school graduates earn \$24,237, a difference of \$7809/annually (U.S. Career Institute, 2025). By matriculating these individuals through ACE's high school diploma or equivalency programs, the collective earning potential of these individuals has been increased by \$1,538,373.

Upskilling, which provides training that allows employees to advance within their organization, and reskilling, which provides training that allows employees to make lateral moves move within their organization, can support, strengthen, and sustain the workforce (Trellis Company, 2022). Adult & Community Education programs provide a variety of opportunities for adults to upskill or reskill. Students who complete Aspire courses can expect their new skills, whether they are academic, career development, or digital literacy, to transfer to the workplace.

Advancements in adults' careers greatly impact not only their individual livelihoods but also the local economy. Wage increases—especially for those who are underemployed—increase “community-level economic activity and support local businesses; reduce the amount by which taxpayers subsidize corporations for the low wages they pay; and reduce the pay inequalities for women and people of color that depress overall economic growth” (Trellis Company, 2022). Ohio Technical Centers play a large role in making this happen. A 2018 economic impact study conducted by the University of Cincinnati confirms that Ohio's career centers and technical centers increase earning power (UC Economics Research Center, 2018), thus positively impacting the lives of families and the functioning of their local communities.

Quality of Life

Studies show that the greater one's income, the lower the likelihood of illness, disease, and premature death. In fact, Americans at all income levels are less healthy than those with incomes higher than their own (Urban Institute, 2015). Most students enrolled in Adult & Community Education programs are persons of color, so this has particular implications for their health since minorities experience health disparities as compared to the majority population, much of it due to lower income levels (Urban Institute, 2015). However, Adult & Community Education students who earn higher incomes as a result of their attending ACE programs or courses will have better access to economic and social supports that

enhance their quality of life, including health care.

Finally, the effect of Adult & Community Education programs on the development of adult learners' understanding of and appreciation for lifelong learning cannot be overstated. We recognize that many adult learners may have had negative experiences in previous learning environments that make them hesitant to return to a formal learning setting. However, the positive experiences that adult learners have at ACE and the support of ACE staff and faculty help restore their relationship to school and the learning process.

Conclusion

As the City of Columbus undergoes major economic, employment, and demographic growth, Adult & Community Education, Columbus City Schools continually meets these demands by serving the educational and training needs of adult residents seeking educational avenues that lead to improved life chances. The ACE staff continues to pursue opportunities to expand its offerings, develop partnerships, provide exemplary services, and offer world-class facilities necessary to help adults acquire new knowledge and skills and in the process meet the economic demands of the community. Adult & Community Education, Columbus City Schools changes lives.

References

- Braveman, P., Cubbin, C., Egerter, S., Williams, D. & Pamuk, E. 2010. Socioeconomic disparities in health in the United States: What the patterns tell us. *American Journal of Public Health* 100 (S1): S186–S196. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2837459/>
- [Columbus City Schools Ohio]. (2025, May 23). Adult Education Graduation Video [Video]. Adult & Community Education, Columbus City Schools. <https://www.youtube.com/watch?v=KDtbrwbcJT0>
- Data USA, Columbus, OH. (Retrieved 2025, September 9). Data USA, Columbus, OH Census Place. [https://datausa.io/profile/geo/columbus-oh#:~:text=The%205%20largest%20ethnic%20groups,\(Hispanic\)%20\(2.92%25\)](https://datausa.io/profile/geo/columbus-oh#:~:text=The%205%20largest%20ethnic%20groups,(Hispanic)%20(2.92%25))
- McDonald, K. (2023, June 13). Keynote [Conference presentation]. Career Tech Forward, Columbus, OH, United States.
- Millard, K. (2024, December 4). Meet the tech companies investing billions in central Ohio. NBC4i.com. [Meet the tech companies investing billions in central Ohio](#)
- Museum and Library Services Act of 2010, S.3984. (2010). [20 USC Ch. 72: MUSEUM AND LIBRARY SERVICES](#)
- St. Joseph’s College of Maine. (2023, July 25). Key differences between regional and national accreditation of nursing schools. <https://studyonline.sjcme.edu/blog/key-differences-between-regional-and-national-accreditation-nursing-schools>
- Ohio Tech News. (2025, Feb 7). Columbus ranked among North America’s top 10 tech hubs, driven by data center boom. <https://www.ohiotechnews.com/stories/preview-columbus-named-a-top-10-tech-hub-driven-by-data-centers>
- Roberts, L. & Olinsky, B. (2021, Jan 27). Raising the minimum wage would boost an economic recovery—and reduce taxpayer subsidization of low-wage work. Center for American Progress. <https://www.americanprogress.org/article/raising-minimum-wage-boost-economic-recovery-reduce-taxpayer-subsidization-low-wage-work/#:~:text=Wage%20increases%E2%80%94particularly%20for%20those,of%20color%20th at %20depress%20overall>
- Siefert, K. (2025, March 23). Columbus leads the Midwest in population growth, boosted by immigration, data shows. ABC6. <https://abc6onyourside.com/news/local/columbus-leads-midwest-population-growth-immigration-data-shows-housing-trump-construction>
- Statistical Atlas. (Retrieved 2025, September 4). Educational attainment in Columbus, Ohio. <https://statisticalatlas.com/place/Ohio/Columbus/Educational-Attainment>

- Strott, S. (2021, Sept 16). How Ohio became the No. 1 state for nursing home assistant shortages. Cleveland.com <https://www.cleveland.com/medical/2021/09/how-ohio-became-the-no-1-state-for-nursing-home-assistant-shortages.html>
- The Columbus Region. (2025, March 27). New census data shows Columbus leading the Midwest in population growth [Press release]. <https://columbusregion.com/press-release/2024-census-data/>
- Trellis Company. (2022, Feb 15). The importance of reskilling and upskilling in today's economy. <https://www.trelliscompany.org/the-importance-of-reskilling-and-upskilling-in-todays-economy/#:~:text=Reskilling%20and%20upskilling%20are%20two,this%20ever%2Dchanging%20business%20environment>
- United States Census Bureau. (2022, Jul 1). Quick facts. <https://www.census.gov/quickfacts/fact/table/columbuscityohio/POP010220>
- United States Census Bureau. (Retrieved 2025, September 9). [Columbus city, Ohio - Census Bureau Profile](#)
- United States Census Bureau. (Retrieved 2025, September 11). Columbus city, Ohio. https://data.census.gov/profile/Columbus_city,_Ohio?g=160XX00US3918000
- United States Census Bureau (Retrieved 2025, September 11). Explore census data. <https://data.census.gov/>
- University of Cincinnati Economics Center. (2018). The economic impact of career technical education and training in the state of Ohio. <https://economicsresearch.org/the-economic-impact-of-career-technical-education-and-training-in-the-state-of-ohio/>
- Urban Institute. (2015, Apr). How are income and wealth linked to health and longevity? <https://www.urban.org/sites/default/files/publication/49116/2000178-How-are-Income-and-Wealth-Linked-to-Health-and-Longevity.pdf>
- U.S. Bureau of Labor Statistics. (Retrieved 2025, September 8). <https://www.bls.gov/>
- U.S. Bureau of Labor Statistics. (Retrieved 2025, September 8). <https://data.bls.gov/oesprofile/>
- U.S. Bureau of Labor Statistics. (Retrieved 2025, September 10). <https://data.bls.gov/oes/#/occGeo/One%20occupation%20for%20multiple%20geographical%20areas>
- U.S. Bureau of Labor Statistics. (Retrieved 2025, September 13). Data on display. <https://www.bls.gov/careeroutlook/2023/data-on-display/education-pays.htm>

- U.S. Bureau of Labor Statistics. (Retrieved 2025, September 13). TED: The economics daily.
<https://www.bls.gov/opub/ted/2023/median-weekly-earnings-721-for-workers-without-high-school-diploma-1864-for-advanced-degree.htm>
- U.S. Bureau of Labor Statistics. (2022, Apr 18). Occupational outlook handbook.
<https://www.bls.gov/ooh/healthcare/licensed-practical-and-licensed-vocational-nurses.htm>
- U.S. Bureau of Labor Statistics. (2022, Apr 18). Occupational outlook handbook.
<https://www.bls.gov/ooh/healthcare/nursing-assistants.htm>
- U.S. Bureau of Labor Statistics. (2019, Oct 21). TED: The economics daily.
<https://www.bls.gov/opub/ted/2019/median-weekly-earnings-606-for-high-school-dropouts-1559-for-advanced-degree-holders.htm>
- U.S. Bureau of Labor Statistics. (2025, Aug 25). Occupational Outlook Handbook.
<https://www.bls.gov/ooh/installation-maintenance-and-repair/heating-air-conditioning-and-refrigeration-mechanics-and-installers.htm>