



College and Career Transitions Initiative

LESSONS LEARNED

Site Partnership: Ivy Tech Community College of Indiana

Updated: March 2007

As the CCTI project moves forward, it is important to document lessons learned so that those following will be better equipped to develop successful Career Pathways. This "Lessons Learned" section should focus on the knowledge you have gained by this experience and what new strategies could be taken into the future. These lessons should reflect on:

- what was done right
- what could have been done differently
- how the processes and interactions could be improved

... to be more effective in the future.

LESSONS LEARNED	KNOWLEDGE GAINED NEW STRATEGIES FOR FUTURE
<p>1</p> <p>Establish a project director/coordinator that is clearly identified and visible.</p>	<p>A dedicated full time CCTI Project Coordinator has been very beneficial for our project and its organization. Although this individual office is at the college, they are truly viewed as "institution neutral". This allows the coordinator to bring fresh views to projects/ideas that may have encountered resistance in the past. A part-time administrative assistant helps manage the paperwork and data collection involved with the project, leaving the coordinator more time to focus on the implementation and dissemination of the project.</p> <p>The College has moved 50% of the cost of the CCTI Project Director's salary from the grant to the college. Plans are for the College to pay 100% of the salary and benefits for the CCTI Project Director's position from the college budget. This move indicates that the College is interested in the institutionalization of CCTI.</p>
<p>2</p> <p>Organize events and workshops that involve both secondary and post-secondary institutions.</p>	<p>Inter-institutional professional development events have been very advantageous. Buy-in and support of these events from administration is significant to increased participation. One must work with administration on the planning and implementation of such events that would be beneficial to their staff. The CCTI Project Director has conducted meetings with Program and Division Chairpersons to explain the Early College and dual credit agreements and procedures. These meetings have been met with enthusiasm. Several chairpersons have since developed dual credit agreements in their areas with regional high schools. Numerous meetings have also been conducted with high school administrators and guidance personnel to discuss and explain the Career Pathway model, as well as dual credit and Early College. The College and Career Center has</p>

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		<p>provided training fro guidance personnel in the use of the Kuder system, which the College purchased for all of the high school in our region.</p> <p>Participation in such events is still less than we would like for it to be. To improve this, we plan to conduct a better needs/desires assessment while paying close attention to appropriate timing. All staff, specifically faculty have little extra time.</p>
3	<p>Institute a core team and advisory team that offer variety as well as depth.</p>	<p>The CCTI Core and Advisory Teams are composed of a wide variety of individuals from the region. This allows our site to have access to local, state, and national issues involving health care, employment, and education. It also provides another avenue for awareness regarding the efforts taking place within the CCTI project. The core team, consisting of eleven individuals, meets on a monthly basis. Advisory team meetings are held on a quarterly basis and provide opportunities to openly share and discuss information amongst the group. We have been especially pleased with the amount of participation and interaction we are receiving from secondary superintendents across the region we serve. The CCTI Project Coordinator also works with team members individually or in small groups outside of the regular team meetings. This allows for more defined expertise in some areas, while retaining the overall “big picture” of project and its influence on local community as well as potential for larger impact at state level.</p> <p>As one of the deliverables has been to add additional Pathways, we have begun work on developing these in Finance and also Advanced Manufacturing. A new member has been added to the core team from the financial community to serve as an advisor as we develop this Pathway.</p>
4	<p>Develop commitment and visibility for the project.</p>	<p>It has been extremely beneficial for the coordinator and core team members to be involved with projects and committees that exist with our partners and stakeholders. Attending and participating in events (business and recreational) at each of the sites is part of this involvement.</p> <p>The Project Director has organized a team of staff members to form a Caravan to visit all of the off-site campuses in our region. The team consists of personnel from the admissions office, the financial aids office, the Career Center, the Success Center, various department/division chairpersons, and the Project Director. The team is available to answer questions from prospective students and to assist community members with any problems they face beginning their college careers.</p>

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5	Develop effective communication throughout the process and to all partners of the project.	<p>The CCTI Project Coordinator reports progress of the project at monthly core team meetings, quarterly advisory team meetings, and frequent ad hoc meetings with stakeholders of the project. The project coordinator has given multiple presentations at various conferences and meetings locally, statewide, and nationally. Communication and marketing pieces have been created and distributed by the project coordinator, core team, and advisory team members. These pieces along with other information are disseminated to students, education professionals, health care professionals, business professionals, and others.</p> <p>We plan to continue to circulate project information to stakeholders locally, statewide, and nationally. We are considering various methods of doing so i.e. e-newsletters, listservs and printed materials.</p>