

**Case Study Report  
Lorain County Community College Site Partnership  
Teacher Preparation  
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## **Introduction**

Lorain County Community College (LCCC) and the Lorain County Joint Vocational School (LCJVS) are the primary partners for this CCTI initiative. For well over a decade, these organizations have collaborated to find solutions to workforce development issues in Lorain County, Ohio. Addressing a growing teacher shortage, LCCC, LCJVS and three school districts have dedicated their CCTI project to the development of a teacher education pathway that begins in 12<sup>th</sup> grade and extends to the bachelor's level.

The state of Ohio has a long history and strong reputation for its career and technical education (CTE) programs. Ohio is known for dedicating substantial funding to the delivery of secondary and adult programs through a statewide system of joint vocational schools. Ohio's community and technical colleges play a vital role in workforce and economic development, addressing a wide range of employment needs for traditional and non-traditional students. Included among these is an increased emphasis on teacher education emanating, in part, from the Governor's Commission on Teaching Success. This Commission has recommended an enhanced role for community colleges in addressing the teacher shortage through the creation of a new pathway for paraprofessionals.

Further, the Ohio Department of Education and the Ohio Board of Regents are collaborating to create a range of opportunities for secondary schools, joint vocational schools, and community and technical colleges to enhance the state's capacity to prepare new teachers. Well positioned to deal with teacher education already, LCCC was one of only three community colleges in the state to submit a proposal to gear up its teacher education curriculum. Through this and other new initiatives, LCCC demonstrates a strong commitment to teacher preparation for its region, including creating opportunities for high school students to explore teaching careers and prepare to engage in course work at the postsecondary level at LCCC and partner universities that prepare K-12 teachers.

## **Lorain County Community College**

Since 1963, more than 250,000 citizens of Lorain County have engaged in educational programs and services offered by LCCC. In 2001, the College received the State of Ohio's highest quality rating for educational institutions by achieving the Tier 3-Achievement of Excellence Award through the Ohio Award for Excellence. In fall 2002, LCCC reached another milestone by enrolling more than 9,000 students, marking a record number of students in 80 credit programs

and technical certifications. LCCC is Ohio's fastest growing higher education institution and is guided by its comprehensive mission:

*Lorain County Community College, a vital and dynamic leader, serves a culturally diverse community by promoting education, economic, cultural, and community development.*

The College encourages lifelong learning through accessible and affordable academic, career oriented, and continuing education. As evidence of this fact, over 2,000 adults attend the University Partnership program, which brings eight universities to the LCCC campus to offer more than 30 bachelor's and master's degrees that focus extensively on the education profession. Looking specifically at education-related careers, the University Partnership offers early childhood, middle childhood, early education intervention, curriculum and instruction, educational administration, sport education, school counseling, and educational technology.

In addition to its relationships with local public school districts and the Vocational Education Planning Districts in Lorain County, LCCC has agreements and joint programs targeting the teacher workforce shortage with the Ohio Board of Regents (OBOR), the Ohio Department of Education (ODE), the Northeast Ohio Consortium for Higher Education (NOCHE), the KnowledgeWorks Foundation, and the Bill and Melinda Gates Foundation.

### **The CCTI Partnership**

Besides LCCC, core partners in the CCTI project are the Lorain County Joint Vocational School (LCJVS), three local school districts, and LCCC's University Partnership. LCCC and LCJVS are both longtime contributors to regional workforce development initiatives geared to enhance economic stability and growth. LCJVS, co-located with the Adult Career Center, opened in 1971, serving an annual enrollment of over 1,500 high school juniors and seniors in a range of career fields. LCJVS students are drawn from 13 school districts (Amherst, Avon, Avon Lake, Clearview, Columbia, Elyria, Firelands, Keystone, Midview, North Ridgeville, Oberlin, Sheffield-Sheffield Lake, and Wellington). The LCJVS emphasizes a well-balanced program of academics, technical experiences and youth club activities, and LCJVS students benefit from individualized instruction and contextual learning in facilities with modern equipment.

Two years ago the LCJVS implemented the Teacher Education Exploration (TEE) program that is the focus of this CCTI project. In contrast to most LCJVS programs that are offered in its own site, TEE is taught on the campuses of the high schools where it is offered. As three of 13 school districts participating in TEE this year, Avon Local School District, Avon Lake City District, and Elyria City Schools have committed to participate in the first year of CCTI.

According to Adrian Bautista, CTE Project Director, all site partners are expected to carry out the following functions during the life of the project:

- Enhance and develop exemplary models of college and career transition strategies and programs of study;
- Improve the academic performance of students at both the secondary and postsecondary levels;

- Collect and report baseline information and outcomes assessment data about participating students; and
- Collect and report information about the effectiveness of site partnerships in enhancing and developing exemplary models to achieve anticipated outcomes, college and career transition strategies, and programs of study.

While the TEE program enrolls students from 13 school districts, superintendents from the three districts involved in CCTI play a very specific role. Dr. Jean Harper (Elyria City Schools), Mr. Jim Reitenbach (Avon Local Schools), and Dr. Dan Ross (Avon Lake City Schools) serve as employer representatives on the site partnership team. They offer generous support by encouraging teachers to take the time and effort to sponsor a student teacher, logistically supporting their equipment and material needs (copier, paper, etc.) and accommodating schedules. Employer representatives also attend CCTI design team meetings, advising particularly on activities related to the outcome addressing employment and further education.

Avon Local Schools is a rapidly changing school district that emphasizes high expectations. Like all districts engaged in the CCTI, this district prides itself in top student performance and modern facilities. Recent building of a new high school and renovations of two elementary buildings provide superior learning environments for students. Avon Lake City Schools have a reputation for offering timely curriculum in state-of-the-art facilities. This District speaks with pride of meeting all 22 state indicators on its District Report Card issued by the Ohio Department of Education, earning the highest academic rating of *Excellent*. Finally, Elyria City School District's slogan, *Working Together – Learning From Each Other!*, gives a modern-day feel to this historic institution. As the first chartered high school west of the Allegheny Mountains, Elyria students excel on measures of academic achievement, with students consistently scoring at or above the state and national averages on the ACT and SAT exams.

All these K-12 systems and the LCJVS have an excellent relationship with LCCC. This well-established relationship builds prior initiatives such as tech prep and the Post Secondary Option Education (PSEO). In addition, new plans are being developed for LCCC to implement an Early College initiative with support from the Bill and Melinda Gates Foundation and the KnowledgeWorks Foundation (see [www.kwfdn.org](http://www.kwfdn.org)). The success of these various initiatives is dependent on faculties of the various educational providers working together to develop curriculum, articulation agreements, and support systems for students.

LCCC has been actively involved in numerous teacher education initiatives over the past several years. Dr. Karen Wells, Vice President for Instruction of LCCC and local champion for CCTI, identifies eight active initiatives on the campus presently that emphasize teacher education:

- TEE program
- Diversifying the teacher workforce
- Paraprofessional pathway
- Regional collaboration
- Northwest Ohio Council on Higher Education (NOCHE) best practices
- Early college/Knowledge Works
- Tech Prep education pathway

- Associate of Arts in Teacher Education

In September 1998 the Ohio Department of Education moved from its traditional teacher certification program to a system of licensure. That change involved each four-year college or university offering programs in education to alter their existing curricula from a course-based to a competency –based one. Competencies were to be articulated by the National Council for the Accreditation of Teacher Education (NCATE). At the same time, beginning in 1998-99, LCCC moved from a quarter to a semester system. As a result of changes inherent in the semester changeover, along with the state’s adoption of NCATE standards, LCCC adjusted its curriculum so as to guarantee its students the ability to transfer their pre-professional and early professional course work to the four-year college or university level. This changeover went into effect during the 1999-2000 academic year.

On the state level, LCCC’s faculty is involved with the Ohio Board of Regents multilateral articulation initiative for teacher education and in developing an associate of arts degree for paraprofessional classroom associates. To this end, LCCC has proposed a formal partnership with the University of Akron to offer a B.S. in Secondary Math Education leading to state of Ohio licensure in Grades 7-12 mathematics. Further, LCCC math and science personnel have been involved with the NSF’s efforts to improve the flow of candidates for the teaching field in mathematics and science. The partnership beginning fall 2003 with Bowling Green State University provides a B.S. in Biological Sciences, which students can use as a platform for additional courses in education, math, and science on a career path to licensure in Grades 7-12 Integrated Science. Core LCCC faculty members have also been involved with the Ohio Department of Education's process to establish new academic standards for grades K-12. This “core” includes faculty members from the math and science departments including Dr. James Toman, Teacher Education Coordinator; Ralph Bishop, University Partnership Interim Director; and Dr. Karen Wells.

A recent application with the state of Ohio will allow LCCC to pursue three new teacher education pathways, providing a substantially expanded teacher education curriculum. One pathway leads to an Associate of Arts (AA) in Early Childhood Education that is differentiated from the existing Associate of Applied Science (AAS) degree in Early Childhood. A second pathway is for various other AA or Associate of Science (AS) teacher education programs that will transfer to several regional four-year universities in the region. The third pathway is for paraprofessionals, and this one culminates in a new paraprofessional licensure area to currently existing programs for early childhood education and K-12 transfer.

Although none of these pathways are approved by the state as of yet, LCCC is closer to accomplishing this goals than any other community college in Ohio because it has been successful in acquiring state support and funding. For example LCCC acquired a \$50,000 grant from the Ohio Department of Education and Ohio Board of Regents to conduct three convening sessions with Akron University, Kent State University, and other institutions. The goal of this grant was to develop core course work in teacher education that is transferable to regional universities, resulting in a proposal for four courses in the professional education arena.

In 1998-1999 the college revised its course offerings to align them to new licensure standards of the State of Ohio. Elements of the LCCC program have been modified to better articulate with partner four-year schools and accommodate changes from certification to licensure (see [www.ode.state.oh.us/teaching-profession/teacher/certification\\_licensure](http://www.ode.state.oh.us/teaching-profession/teacher/certification_licensure)). Germane to both LCCC and the four-year colleges are standards established by the Interstate New Teacher Assessment and Support Consortium (INTASC) (see [www.ccsso.org/projects/interstate\\_new\\_teacher\\_assessment\\_and\\_support\\_consortium](http://www.ccsso.org/projects/interstate_new_teacher_assessment_and_support_consortium)), and the standards adopted from these by the National Council for the Accreditation of Teachers (NCATE) (see [www.ncate.org](http://www.ncate.org)). Additional standards that are influencing course development are those set forth by the National Board of Professional Teaching Standards (NBPTS) (see [www.nbpts.org](http://www.nbpts.org)). Alignment efforts have also been undertaken between high school course work outcomes that match the new State of Ohio Academic Standards (see [www.ode.state.oh.us/academic\\_contentstandards](http://www.ode.state.oh.us/academic_contentstandards)) and those of LCCC. These initiatives have centered around the college's involvement in the Early College program of the KnowledgeWorks Foundation (see [www.kwfdn.org](http://www.kwfdn.org)).

Closely associated with the teacher preparation curriculum, the LCCC University Partnership Center is the place in Lorain County to earn a Bachelor's Degree or graduate degree in various growing career fields, including teacher education. The University Partnership Center has 80,000 square feet with 26 traditional classrooms and 5 seminar rooms, all networked for Asynchronous Transfer Mode, 5 open computer labs, 7 interactive studios, document cameras/ELMOs, and electronic whiteboards. In addition to the Partnership Center, LCCC has a Teacher Education Resource Center with media/materials, audio-visual equipment, and so forth that accessible to faculty and staff participating in the CCTI. Begun in 1998, the University Center began to form partnerships with eight universities (Ashland, Bowling Green, Cleveland State, Kent State, Ohio, Akron, Toledo, and Youngstown State). Several of the degree programs affiliated with the University Partnership utilize a 3+1 or 2.5+1.5 format, allowing students to take most of their course work on the LCCC campus where they pay the reduced community-college tuition rate. Specifically related to teacher education, students are able to obtain a Bachelor's degree in teaching from Ashland University. Proposals have been developed with the University of Akron to offer a B.S. in Secondary Math Education and Bowling Green State University on a B.S. in Biological Sciences. In terms of facilities and learning technology,

### **The CCTI Project**

In 2000, well before the CCTI came about, the LCJVS with the support of its associate K-12 school districts approached LCCC and its Social Sciences Division with the notion of creating a high school-to-college career exploration program in the education field. Aspiring to create an innovative learning experience for high school students, local officials quickly recognized and coalesced around the idea of addressing the region's growing teacher shortage. Knowing their long history of working together on workforce development issues, a joint initiative involving LCJVS and LCCC made sense. As a result, the Lorain County Education and Training Consortium was formed.

As a formal organization, the Education & Training Consortium has been quite successful, securing and delivering approximately \$2.7 million in training contracts to local employers. The

Consortium expanded access to resources by the partner institutions, increased the level of service to employers, and created opportunities for new program development. The partnership expanded beyond providers of higher and adult education to include community organizations such as the former Ohio Bureau of Employment Services, the County Department of Human Services, and Lorain County Employment and Training Administration. Later, LCCC and LCJVS included the Lorain County Chamber of Commerce and the Center for Leadership in Education and formed the Workforce Institute of Lorain County. The Workforce Institute, a private non-profit, facilitated creation of The Employment netWork, Lorain County's One-Stop System. In 2001 the Lorain County's Workforce Investment Board officially designated the Workforce Institute as the region's one-stop operator. Over recent years LCJVS and LCCC have expanded services to meet employer needs, and they have linked to other workforce and economic development initiatives in the county and the region. The current emphasis on teacher education and the CCTI is a prime example of how the Consortium's initiatives have grown beyond their initial workforce development goals and included K-12 in fundamental educational initiatives.

The Teacher Education Exploration (TEE) program represents the centerpiece of the CCTI and is crown jewel of the region's current workforce development initiative. The mission of TEE is *to encourage interested high school seniors to enter the teacher profession by providing them with the support and training necessary for success as both students and teachers*. TEE has the following goals for students:

- ensure college readiness and exposure to college.
- provide education related to teaching and learning.
- provide internship experience under the guidance of an experienced teacher.
- promote a positive attitude towards teaching.

Students can apply to TEE if they meet attendance and academic requirements, including enrollment in the college prep curriculum, passing all proficiency tests, passing all required courses for on-time graduation, minimum 2.5 GPA. Attendance requirements are missing 10 days or less in three semesters during 10<sup>th</sup> grade and first semester 11<sup>th</sup> grade. Students have to obtain two teacher or counselor recommendations if attendance or GPA are in question. Finally, students must be responsible for their own transportation to LCCC and internship sites.

In terms of student benefits for enrolling in TEE, students receive 3 high school credits for classroom work and internship experience in grades K-12. Upon high school graduation and matriculation to LCCC TEE students who maintain a B average in the program can earn 3 college semester hours toward their teaching degree through an articulation agreement.

Further, students earn hands-on K-8 classroom experience during their internships, and they get to meet other students from the 13 Lorain County high schools. To facilitate their decisions about college, students visit area colleges, attend seminars, and hear a variety of speakers in the field of education. Opportunities for youth club participation and speaking engagements is available to students, plus students enhance their computer literacy skills by participating in the online component of TEE. Finally, students complete a professional portfolio that will be helpful to their admittance to college.

To support a successful partnership, the LCJVS transports the TEE program to its feeder schools. Breaking from the tradition of having students come to the LCJVS campus, the TEE program is taught on the high school campuses. So, while all non-TEE students in the district go to the LCJVS for their occupational training, TEE students complete their training at the feeder high schools. Also, TEE students complete field experiences four days a week at a designated school within their district. These field experiences include internships in K-3, middle school, and special education classrooms. Students also have one placement of their choice in high schools, subject specific areas, or other educational locales.

Four secondary teachers staff the TEE program through faculty appointments at the LCJVS, and at least one teacher provides on-campus student support at LCCC five days a week. Office space is provided for the secondary TEE instructors at both the LCJVS and LCCC. In addition to these personnel, LCCC employed one full-time advisor to work with CCTI students as they transition to the Associate’s Degree program at LCCC. The advisor, Adrian Bautista, is also the go-to person for LCCC on the CCTI grant. He dedicates his time to coordinating the project at LCCC and with the LCJVS and partner schools. LCCC also provides classrooms and computer laboratory facilities for TEE students and teachers to meet in person one day a week. The meetings bring students together from 13 school districts, including the 3 designated districts participating in CCTI, to encourage and facilitate a small learning community experience.

Classroom instruction is enhanced with distance learning technology that is used for students to communicate with their teachers, submit assignments, and receive feedback, grades and instructions. TEE teachers participate in staff development provided by the Ohio Career and Technical Education Department, with funding from the LCJVS. Two meetings per year are required as part of the pilot TEE program.

An important aspect of TEE is that work-based learning is utilized as a core instructional strategy, including student rotations through a variety of educational settings and facilities. Internships are conducted by the school districts of Avon Lake School District, Avon Lake City Schools, Elyria City Schools, and other schools in the area. These districts offer generous support by encouraging teachers to take the time and effort to sponsor a student teacher, logistically supporting their equipment and supplies, and accommodating schedules. LCJVS, the University Partnership, LCCC’s Learning Resource Center and Ashland University’s Education Media Lab all lend support and services to TEE, encouraging creativity and the use of technology in the classroom.

Table 1 shows enrollment, retention and completion of students in the TEE program, prior to implementation CCTI to the present.

**Table 1. Enrollment, Retention and Completion for TEE Program**

<b>Academic Year</b>	<b>Number Instructors</b>	<b>Number High Schools Associated</b>	<b>Number High School Students Enrolled</b>	<b>Number High School Completers</b>	<b>Number Attending LCCC</b>

2001-02	1	4	14	13	12
2002-03	2.5	10	66	64	28 (23 majoring in education, 4 undecided, and 1 in aide program. 13 attend other universities, 12 in education and 1 in a non-education field.
2003-04	4	13	108	--	--

### **Governance and Funding**

CCTI Site Partnership Team consists of 10 individuals, led by LCCC President/CEO, Dr. Roy Church, and Dr. Karen Wells, CCTI Project Administrator. Other LCCC staff include the chief administrator of the JCPR, a professor of education, director of the University Partnership, and executive director of workforce development. Secondary partners represented on the Site Partnership Team are the superintendents of LCJVS, Elyria City Schools, Avon Lake City Schools, and Avon Local Schools.

In addition to the Site Partnership Team, A Design Team has administrative and oversight responsibilities for the project. This group is comprised of Adrian Bautista, a researcher with the JCPR, an administrator with LCJVS who is the originator of TEE, the region's Tech Prep program director, and the director of Institutional Effectiveness and Planning.

The total contribution of LCCC in direct funds and support is \$191,638, plus \$28,847 in educational support through Ashland University as part of our University Partnership Program. LCJVS's total contribution in direct funds and support is projected to be \$303,987.00 in 2003-2004 (60% local, 40% state). Though not directly related to CCTI, a small amount of funding (\$4,500) support the development of a Teacher Education Tech Prep pathway with the Lorain City Schools, Lorain County's other Vocational Education Planning District. Once the Teacher Education Tech Prep pathway is developed, local administrators anticipate that it will be incorporated into the CCTI partnership and funded at a more significant level.

Other sources of funding that are not directly related to CCTI but contribute to related teacher education initiatives are the Ohio Department of Education Diversifying the Teaching Workforce, \$186,000; Ohio Department of Education Associate of Arts Degree in Teacher Education, \$10,000; Ohio Board of Regents Regional Collaboration for Teacher Education, \$50,000; KnowledgeWorks Foundation Early College Planning Grant, \$40,000; and the Northwest Ohio Council on Higher Education (NOCHE) Best Practices in Teacher Education initiative, \$1,350.



In August 2003, LCCC in collaboration with the University of Akron submitted a grant entitled, Teacher Quality Mathematics Partnership (TQMP) funded by the U.S. Department of Education-Office of Postsecondary Education. If funded, this five-year initiative will be funded at \$2.3 million.

### **CCTI Improvement Plans**

Plans established by this CCTI partnership address the requisite five goals through a variety of activities, as explained below. A summary of the action plan mapped against the CCTI outcomes is shown in Table 2.

**To reduce the need for remediation** plans call for reviewing data and identifying the remedial needs of 12<sup>th</sup>-grade students participating in the Teacher Education Exploration (TEE) program. The COMPASS test will be administered as a pre- and post-test to students participating in the TEE program, and a basic skills profile will be created for the group. Students' remedial needs will be based on results from the COMPASS test, the college's placement exam. This assessment determines the math, writing, and reading levels of students. Results of the COMPASS exam will be communicated to students, teachers, and counselors to help identify strategies to address academic deficiencies. A literature review on strategies for remediation at the high school level is being conducted as one means of identifying best practice remediation strategies such as small group and individual tutoring led by tutors from the LCCC Individualized Learning Center, access to an online writing center coordinated by LCCC English faculty, and computerized tutorials utilizing Skills Bank 4 Software in the Individualized Learning Center.

In addition, faculty from the high school and the college anticipate forming a curriculum design team to align the secondary curriculum with the postsecondary entrance requirements and identify contextual learning activities that can serve as an intervention strategy. Professional development is being scheduled for high school and college faculty focused on curriculum development and contextual learning. Training in curriculum design, personality profiling (using Myers-Briggs Types Indicator instrumentation), assessments, reflective coaching, and team-based mentoring is planned for spring 2004. In addition, leadership and team building is planned in conjunction with the Early College high school initiative.

A concerted emphasis is planned on establishing a small learning community approach and small-group supplemental instruction, including developing articulation agreements and offering college credits for high school-level TEE courses, and tutorial sessions of 1-2 hours per week.

**To increase enrollment and persistence,** LCCC plans to recruit a cohort of high school graduates of the TEE program to create a small learning community. A marketing and communication strategy will be developed for (1) students and parents and (2) high school counselors. As part of this activity, a dual enrollment course, *EDCT 271 Educational Studies & Practices* (2 credit hours), will be developed for high school participants. Further, matriculating students will be required to take *SDEV 101 The College Experience* for 1 credit hour as a way to encouraging their smooth transition into LCCC. Career development, supplemental instruction in math and writing, and general study skills are a few of the many areas covered in this course.

In addition to curricular strategies, this CCTI partnership places a high value on student support services to enhance enrollment and persistence, including ongoing and structured academic advising and personalized support services for students in the TEE cohort. Services planned along these lines include financial aid and course registration support; ongoing college orientation activities; individual advising sessions, including tutoring, mentoring, and career development; early alert techniques that track student performance in the classroom; and interfaces with other LCCC retention and support initiatives including the new “Opening Doors Program” being conducted by Manpower Development Research Corporation (MDRC) and Bridges to Success.

Articulation is viewed as another strategy to increase enrollment and persistence through enhanced alignment of programs of study with requirements for postsecondary entry and state academic requirements, the identification of master teachers and the development of new education and training courses at LCCC. These master teachers will help develop innovative courses and initiatives in the education and training pathway to prepare students for greater success in careers and higher education. CCTI is collaborating with the Center for Occupational Research and Development (CORD) to further develop career pathways and guide the work of master teachers.

For this group, the CESSE will be administered to assess quality in community college education and help colleges focus on good educational practice, defined as practice that promotes high levels of student learning and retention. From data obtained from CCSSE, the college plans to identify areas in which programs can be improved and services for students refined. All of this work is grounded in current research on what works for strengthening student learning and persistence.

Also, high school and college faculty and counseling staff will be formed into a Support Services Design Team to create a schedule that will accommodate the small learning community. The Support Services Design Team is tasked with enhancing support services as an essential part of retention efforts. As a full-time advisor, Adrian Baustita provides intensive, personalized support services to TEE participants while also connecting students to other design team members for more in-depth academic and career counseling, course registration, and scheduling. To measure the effectiveness of these enrollment and persistence plans, an Institutional Planning and Research Team will design a consistent, frequent feedback process for students to provide input.

**To increase academic and skill achievement**, local educators plan to identify the essential learning outcomes needed for teacher certification and licensure in the state of Ohio, including adding a new Paraprofessional Licensure area of concentration to currently existing programs in teacher education. The Paraprofessional Licensure will be consolidated under a single degree rubric with existing areas of concentration in Early Childhood Education Licensure, and Transfer program for P-12 Licensure. Also, educators will identify competencies and develop requisite Transition Assurance Pathways (TAPs) in high demand teaching areas such as math and science. The TAPs will be established by assessing and ensuring the alignment of course competencies with NCATE, INTASC, and NBPTS standards and related licensure tests, e.g., PRAXIS. Signatures will be obtained from university representatives on the TAPs, guaranteeing transition throughout the educational continuum from high school through the bachelor’s degree.

In addition, the CCTI plans to identify accelerated learning opportunities by enrolling eligible students develop an PSEO, offering dual enrollment in EDCT 271 and SDEV 101. The CCTI partnership will also facilitate enrollment into the education track of the Early College initiative at LCCC where students will complete their high school diplomas and associate degrees simultaneously.

**To increase the number of postsecondary degrees, certificates, and licensures,** the CCTI partnership intends to develop an Agreement of Articulation between LCCC and LCJVS TEE program for advanced credit toward the AA degree. The agreement addresses the awarding of college credits in EDCT 271 and SDEV 101, as was mentioned previously. Also, the CCTI partnership intends to create incremental credentials that will enable students to demonstrate mastery along the education continuum to increase retention and employability. For example, TEE students have the opportunity to complete a certificate within the Associate of Arts in Teacher Education degree program. Other strategies intended to achieve this goal include accelerating the implementation of the Governor’s Commission on Teaching Success, specifically implementing the Associate of Arts in Teacher Education (AATE), including securing Ohio Board of Regents approval for the AATE.

Finally, to address this goal, the CCTI partnership will evaluate the current pathway and make adjustments that align with the TAPs so that students can complete more credit courses at the community college tuition rate and complete the Associate’s Degree prior to transfer to the Baccalaureate level.

**To improve entry into work or further education,** local educators strive to encourage students achieve Ohio Licensure for grades 4-9 or high school as math, science, special education, or foreign language teachers. They intend to identify university partners to offer additional pathways to the Bachelor’s (and Master’s) degrees for students in teacher education, identify acceleration opportunities such as Post Secondary Education Option (PSEO), and develop a plan for supporting students regarding PRAXIS examinations, job search, and placement.

In addition, for TEE students, the CCTI partnership will facilitate teacher shadowing experiences, identify relevant on-campus Federal Work-Study student jobs and co-op/internship experiences, offer the LCCC Employment and Career Study “Career Boot Camp”, create a summer camp for teacher education majors, and organize a Teacher Career Fair with LCCC Employment and Career Services.

### **Challenges to Implementation of TEE**

Because of newly implemented state standards for graduation and the high-stakes high school graduation test, the Ohio Graduation Test (OGT), students have limited time for elective courses. To meet the new graduation requirements, the state is requiring that students who enroll in a career technology block complete college prep academics in math, science, language arts, and social studies. Because of the increased Carnegie units required in academics for graduation, local officials claim it will be difficult to implement some plans for the initiative, including adding the junior year to this senior-year only program. To further challenge the initiative, some

of the comprehensive high schools where the LCJVS is offering the TEE have added additional credit requirements to the new minimum requirement of 21 Carnegie units in 2003 and 22 Carnegie units in 2004.

Another issue in Ohio is that the dollars follow the students. Therefore, dual-enrollment activity equates to a loss of revenue for the secondary schools. Though my interview with principals didn't suggest this is something they are very worried about – not sure about what to say here.

### **Evaluation and Data Utilization**

The Joint Center for Policy Research (JCPR) of LCCC has been given primary responsibility for evaluation of CCTI with support from the office of Institutional Effectiveness and Planning. The JCPR is an internal group that conducts contracted research/evaluation services for nonprofit, government and secondary and postsecondary educational improvement initiatives. In recent years the JCPR has provided consultation on the design and execution of evaluation plans/systems for School-To-Work, Tech Prep, School Readiness Resource Centers of urban school districts, Residential Environmental Education programs. The JCPR has also served as the primary consultant for a “Diversifying the Teaching Force” grant, and it has experience with the state’s secondary Education Management Information System (EMIS) and the state’s Higher Education Information System (HEI).

The JCPR is conceptualizing and coordinating data collection efforts through the CCTI Design Team. Collective efforts of the design team and JCPR call for organizational partners to identify baseline data requirements and identify sources from which to track and report data, including initial efforts to provide baseline data to partners. Some of the measures planned include grades in high school and LCCC classes; semester-to-semester enrollment among LCCC participants; enrollment beyond LCCC at 4-year colleges; perceptual measures related to satisfaction, academic motivation, and receptivity to student services; and employer feedback on graduates. Continuous feedback from and to partners is foreseen as a way to encourage program improvement.

The JCPR is also coordinating the administration of HSSSE and CCSSE with respective partner schools, including working with the LCJVS. Further, the JCPR plans to work with partners to continuously assess local partner capacity to deliver and ensure intended outcomes are attained. Ultimately, the JCPR will be responsible for reporting to the League and to CCTI partners.

**Table 2. CCTI Outcomes Tracking with Action Step Summary for LCCC**

<b>Reduce need for remediation</b>	<b>Increase enrollment and persistence</b>	<b>Improve academic and skill achievement</b>	<b>Increase degrees, certificates, and licensures</b>	<b>Improve entry to employment and further education</b>
<ul style="list-style-type: none"> <li>▪ COMPASS pre- and post-test</li> <li>▪ Basic Skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dual enrollment</li> <li>▪ FAFSA workshop</li> <li>▪ LCCC orientation</li> <li>▪ Advising/scheduling</li> </ul>	<ul style="list-style-type: none"> <li>▪ AATE</li> <li>▪ CORD curriculum</li> <li>▪ PSEO</li> </ul>	<ul style="list-style-type: none"> <li>▪ Articulation agreements</li> <li>▪ Expand degree offerings</li> </ul>	<ul style="list-style-type: none"> <li>▪ PRAXIS support</li> <li>▪ FWS Opps</li> <li>▪ Career “Boot</li> </ul>

Profile ▪ Results Session ▪ Professional training ▪ Study/tutorial sessions ▪ Evaluation	▪ Early Alert Techniques ▪ CORD curriculum design ▪ Evaluation	enrollment ▪ Evaluation	▪ Evaluation	Camp” ▪ Teacher Fair ▪ Summer Camp ▪ Evaluation
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