

IMPLEMENTATION STRATEGIES

Site Partnership: **Sinclair Community College**

Provide a brief report citing five of the major strategies that you are using in your project. A short paragraph describing how these strategies are being used is also required.

STRATEGY:	Update Engineering Technologies Cluster curriculum and expand technical and academic dual credit options
DESCRIPTION:	Under the CCTI project at Sinclair, a team of secondary, postsecondary and business partners revised and expanded the Engineering Technologies pathway curriculum to include essential competencies across multiple engineering technologies fields organized under three (3) sub-strands of design, process/product and service. The group subsequently reworked the accompanying articulation agreement to include multiple course options in each sub-strand for which high school students can earn college credit by proficiency. The revised curriculum and articulation became fully operational Fall, 2004 at all 5 CCTI high school partner sites and additional non-CCTI sites within the MVTPC.
STRATEGY:	Provide web-based career exploration at 9th grade.
DESCRIPTION:	Through a partnership with local Career Development Coordinators, ninth grade English teachers and the Dayton Area Chamber of Commerce, a web-based career exploration program was developed to (1) close the career guidance gap at the 9 th grade, (2) ensure that all 9 th graders have a guided career exploration experience and (3) support the English/language arts requirements of the new Ohio Graduation Test (OGT). The program, presently in pilot phase with approximately 300 9 th grade students at nine area high schools, combines a full range of career exploration activities with selected OGT English/language arts standards of research, reading applications, writing applications and critical thinking. The format is lively, self-directed and includes specially developed rubrics for each of the six major units of the program. All students were pre-tested and will be post-tested to gage gains and a final best practice document will be disseminated along with a "how to" guide. The entire program will be offered to all 58 high schools within the Miami Valley Tech Prep Consortium (MVTPC) Fall, 2005 and will be available at no charge at the MVTPC website. to any interested high school with web capability. The program was developed with combined funding from an Ohio Department of Education "Visioning" grant and CCTI project grant funds that were already budgeted for this strategy.
STRATEGY:	Develop Contextual Integrated Academic Leadership Teams
DESCRIPTION:	Under the CCTI project, professional development was expanded to include the development and training of Contextual Integrated Academic Leadership Teams (CIALTs) composed of secondary mathematics, English, science and technical teachers and their postsecondary counterparts. The purpose of the CIALTs was to develop integrated teaching/learning strategies to align classroom instruction with real world applications. CIALT teams were formed in each of the 5 CCTI partner high school sites to participate, along with postsecondary staff, in a series of three (3) daylong workshops related to the curriculum specialty of each member. Emphasis was placed on aligning contextual teaching strategies with the required state graduation requirements. Evaluation instruments completed at the close of each session indicated a positive impact and the desire to participate in the future in similar combined secondary-postsecondary workshops of this sort.

STRATEGY:	Provide on-campus orientation events
DESCRIPTION:	<p>An Engineering Technologies "Awareness Day" was planned and presented at Sinclair Community College for all CCTI/STEM sites. Over 150 tenth grade students interested in engineering participated along with several parents. The Sinclair E&IT Division faculty combined an interactive game show format, "Who Wants to Be a Millionaire," with hands on experiences, demonstrations and experiments to capture the interest and focus the attention of the students on the many career options within engineering technologies and the advantages of entering the STEM/CCTI pathway at their school the following fall as 11th graders. As a follow up to the day, correspondence and pathway handouts were mailed to the parents of each student attendee. The event will be held annually as part of an overall recruitment/orientation strategy for the STEM pathway.</p>
STRATEGY:	Utilize the CCTI Project model as a research and development tool to affect transformation/improvement across the full Miami Valley Tech Prep Consortium, Sinclair Community College's high school linkages and tech prep practices statewide in Ohio.
DESCRIPTION:	<p>The following CCTI practices have been incorporated into all 8 pathways presently in operation within the MVTPC: (1) the student tracking data design, particularly capturing gpa's of incoming students, has been adopted/adapted consortium wide and fully operational, (b) the CCTI pathway template has been adopted for use with all pathways within the MVTPC and will be made available on-line and in paper copy documents to all guidance counselors and other secondary and postsecondary personnel and (c) the CIALT professional development model has been offered to teachers/faculty working in all pathways. The CCTI project objectives have been identified by Sinclair as appropriate for its High School Linkages initiative as part of the college's AQIP process. The CCTI pathway template has been introduced statewide in Ohio and is now recommended for use by the Ohio Department of Education and Ohio Board of Regents.</p>