LESSONS LEARNED

Site Partnership: **Sinclair Community College**

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
1	The CCTI goals, practices, materials and principles are generalizable and readily adaptable to other institutional and statewide improvement goals and Initiatives.	By choosing to approach and utilize our CCTI project activities as a "test bed" of best practices for transforming our entire tech prep consortium, we have been able to rapidly incorporate selected CCTI project practices into the entire operation (i.e. across all current pathways) of the Miami Valley Tech Prep Consortium. By bringing the CCTI model to the attention of the college leadership, we have been able to introduce the 5 CCTI project goals as the basis for the college's entire high school linkages initiative as part of the AQIP process. By including state leadership on our CCTI site improvement team, the CCTI model – particularly the pathway planning template and principles - have been introduced statewide in Ohio and have been recommended for use throughout Ohio by both the Ohio Department of Education and the Ohio Board of Regents. We think this is something we did right and we will continue to think of CCTI as an impetus or R&D for full systemic change locally, regionally and statewide, as opposed to an isolated, albeit exemplar, project. We will go about this predominately by keeping all MVTPC stakeholders informed about the CCTI project and seeking their reactions and support for adapting CCTI project strategies to wider use.

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2	Key practices of CCTI, often, are already in place and functioning well in both secondary and postsecondary institutions. Don't try to "reinvent" them through CCTI project sponsored activities. Rather, align with and compliment them through project activities.	Among the initiatives currently in operation which support CCTI project goals was Sinclair's "Academic Resource Center" project (ARC) which places, at college expense, a computer lab, PLATO software and a Sinclair resource person is area high schools to assist with academic remediation and college readiness. By coordinating our project efforts in this area with the existing ARC initiative, we were able to successfully leverage our CCTI dual credit math initiative at one of the CCTI partner high schools that also housed an ARC lab. The two efforts complimented each other and the math pilot was a success. A second example was the alignment of our CCTI strategy of improving career guidance at 9th grade with state funding opportunities promoting similar improvement initiatives. By adapting to some additional funding requirements, we were able to win a $150,000 state "Visioning" Grant to add to our CCTI budget for career guidance; thus maximizing our resources and strengthening the overall initiative. We think this is something we did right and we will continue to seek out existing activities and/or funding sources which are compatible with the CCTI goals and then align with them rather than operate in a vacuum or independently of them. This is always a good idea; however, in view of the reduction of funding for the CCTI project, it is imperative.
3	High school and college faculty value the opportunity to participate in joint professional development and curriculum planning. An added benefit to these practices is relationship building.	Under the CCTI project, we launched joint professional development of secondary and postsecondary faculty through our "Contextual Integrated Academic Leadership Team" project. Both technical and academic faculty from secondary and postsecondary participated together in a series of three daylong training/planning sessions to develop pedagogical techniques for integrating academic content into technical areas and to explore possibilities for improved alignment of secondary and postsecondary curriculum. Evaluations completed at the close of each session indicated a high level of satisfaction with this strategy. While extensive professional development options are available exclusively for postsecondary or exclusively for secondary faculty, joint faculty professional development with the aim or secondary-postsecondary curriculum alignment and pathway development appears to us to be an activity unique to our CCTI project. It is an important "niche" that we will continue to expand upon.

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