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NCPN National Conference

Atlanta, Georgia

October 2, 2009

CCTI Guideposts For Transformation



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Today's Presentation

- National Career Clusters Project and CCTI
- Career Pathways and Programs of Study at Sinclair Community College
- Tracking and Assessing Student Progress



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Two Major Projects Facilitated by OVAE

- Career Clusters — **Defines *What* ...**
www.careerclusters.org
- College and Career Transitions Initiative
(Pathways) — Suggests *How* ...
www.league.org/ccti



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CAREER CLUSTERS (The *What*)

“An organizing tool defining CTE using 16 broad clusters of occupations and 81 pathways with validated standards that ensure opportunities for all students regardless of their career goals and interests.”



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16 Career Clusters





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Career Pathways by Career Cluster

CAREER PATHWAYS BY CAREER CLUSTER

CAREER CLUSTER	AGRICULTURE AND NATURAL RESOURCES	CAREER CLUSTER	EDUCATION AND TRAINING
PATHWAYS	Power, Structural, and Technical Systems National Resource Systems Agribusiness Systems Environmental Service Systems Plant Systems Animal Systems Food Products and Processing Systems	PATHWAYS	Teaching and Training Professional Support Services Administration and Administrative Support
CAREER CLUSTER	ARCHITECTURE AND CONSTRUCTION	CAREER CLUSTER	FINANCE
PATHWAYS	Design/Pre-Construction Construction Maintenance/Operations	PATHWAYS	Business Financial Management Banking and Related Services Financial and Investment Planning Insurance Services
CAREER CLUSTER	ARTS/AV TECHNOLOGY AND COMMUNICATIONS	CAREER CLUSTER	GOVERNMENT AND PUBLIC ADMINISTRATION
PATHWAYS	Visual Arts Performing Arts Journalism and Broadcasting Audio and Video Technology and Film Printing Technologies Telecommunication Technologies	PATHWAYS	National Security Foreign Service Planning Revenue and Taxation Regulation
CAREER CLUSTER	BUSINESS MANAGEMENT AND ADMINISTRATION	CAREER CLUSTER	HEALTH SCIENCE
PATHWAYS	Human Resources Management Business Financial Management & Accounting Marketing Administration and Information Support Business Analysis	PATHWAYS	Therapeutic Services Diagnostic Services Health Informatics Support Services Biotechnology Research and Development
CAREER CLUSTER	HOSPITALITY AND TOURISM	CAREER CLUSTER	LAW, PUBLIC SAFETY, AND SECURITY
PATHWAYS	Restaurants and Food and Beverage Service Recreation, Amusements, and Attractions Travel and Tourism Lodging	PATHWAYS	Legal Services Emergency and Fire Management Services Correction Services Law Enforcement Services Security and Protective Services
CAREER CLUSTER	HUMAN SERVICES	CAREER CLUSTER	MANUFACTURING
PATHWAYS	Counseling and Mental Health Services Family and Community Services Personal Care Services Consumer Services Early Childhood Development	PATHWAYS	Production Manufacturing Production Process Development Maintenance, Installation, and Repair Quality Assurance Logistics and Inventory Control Health Safety and Environmental Assurance
CAREER CLUSTER	INFORMATION TECHNOLOGY	CAREER CLUSTER	MARKETING, SALES, AND SERVICE
PATHWAYS	Network Systems Programming and Software Development Interactive Media Information Support and Services	PATHWAYS	Marketing Information Management & Research Marketing Communications and Promotion Professional Sales and Marketing Management and Entrepreneurship Buying and Merchandising E-Marketing
CAREER CLUSTER	SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS	CAREER CLUSTER	TRANSPORTATION, DISTRIBUTION & LOGISTICS
PATHWAYS	Science and Math Engineering and Technology	PATHWAYS	Warehousing & Distribution Center Operations Logistics Planning and Management Services Facility and Mobile Equipment Maintenance Transportation Operations Transportation System Infrastructure Health Safety Management Sales and Services

- Health Science
 - Therapeutic Services
 - Diagnostic Services
 - Health Informatics
 - Support Services
 - Biotechnology Research and Development

- Manufacturing
 - Production
 - Manufacturing Production Process Development
 - Maintenance, Installation, and Repair
 - Quality Assurance
 - Logistics and Inventory Control
 - Health Safety and Environmental Assurance



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Purpose of CCTI

CCTI will contribute to strengthening the role of community and technical colleges in -

- Easing student transitions between secondary and postsecondary education as well as transitions to employment, and
- Improving academic performance at both the secondary and postsecondary levels.



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CCTI Outcomes

- Outcome #1** – Decrease remediation at the postsecondary level
- Outcome #2** – Increase enrollment and persistence in postsecondary education
- Outcome #3** – Increase academic and skill achievement at both the secondary and postsecondary levels
- Outcome #4** – Increase attainment of postsecondary degrees, certificates, or other recognized credentials.
- Outcome #5** – Increase successful entry into employment or further education



CCTI Outcomes

- Decrease the need for remediation at the postsecondary level
- Increased enrollment and persistence in postsecondary education
- Increase academic and skill achievement at secondary and postsecondary level.
- Increased attainment of postsecondary degrees, certificates, or other recognized credentials
- Increased entry into employment or further education

Perkins IV Tech Prep Performance Indicators

- (S203-B.v) Enrolled in remedial mathematics, writing, or reading courses upon entering postsecondary education
- (S203-B.i) Enroll in postsecondary education (S203-B.ii) Enroll in postsecondary education in the same field or major as the secondary tech prep students were enrolled at the secondary level
- (S203-B.ii) Enroll in postsecondary education in the same field or major as the secondary tech prep students were enrolled at the secondary level (S203-B.iv) Successfully complete as a secondary school student, courses that award postsecondary credit at the secondary level
- (S203B.iii/C.ii) Complete a State or industry-recognized certification or licensure (S203-C.iii) Complete a 2-year degree or certificate program w/in the normal time for completion of such a program
- (S203-C.i) Are placed in a related field of employment not later than 12 months after graduation from the tech prep program (S203-C.iv) Complete a baccalaureate degree program w/in the normal time for completion of such a program



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(The *How*)

A *Career Pathway* is a coherent, articulated sequence of rigorous academic and career courses, commencing in the ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond.

A Career Pathway is developed, implemented, and maintained in partnership among secondary and postsecondary education, business, and employers. Career Pathways are available to all students, including adult learners, and are designed to lead to rewarding careers.




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CCTI Career Pathways Template

COLLEGE: _____ CLUSTER: _____
 HIGH SCHOOL(S): _____ PATHWAY: _____
 _____ PROGRAM: _____

	GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	REQUIRED COURSES				
						RECOMMENDED ELECTIVE COURSES	OTHER ELECTIVE COURSES	CAREER AND TECHNICAL EDUCATION COURSES		
SECONDARY	9									
	10									
	11	Rigorous Academics								
	12	CTE for all								
POSTSECONDARY	Year 1 1 st Quarter	Dual Enrollment								
	Year 1 2 nd Quarter	Early Assessment in H.S.								
	Year 1 3 rd Quarter									
	Year 2 1 st Quarter									
	Year 2 2 nd Quarter									
	Year 2 3 rd Quarter									



Funded by the U. S. Department of Education
(V051B020001)

Required Courses

Recommended Elective Courses

Other Elective Courses

Career and Technical Education Courses

Credit-Based Transition Programs (e.g., Dual/Concurrent Enrollment, Articulated Courses, 2+2)

Mandatory Assessments, Advising, and Additional Preparation



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Example: Sinclair Career Pathway

<i>COLLEGE:</i> Sinclair Community College-MVTP Consortium		<i>CLUSTER:</i> Science, Technology, Engineering and Math	
<i>HIGH SCHOOL(S):</i> Centerville, Dayton Career Center, Kettering Fairmont, Stebbins, Miami Valley Career Tech Center		<i>PATHWAY:</i> Engineering Technology	
		<i>PROGRAM:</i> Civil Engineering Technology	

GRADE	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	REQUIRED COURSES			
					RECOMMENDED ELECTIVE COURSES	OTHER ELECTIVE COURSES	CAREER AND TECHNICAL EDUCATION COURSES	
SECONDRARY	9	English I (1)	Integrated Algebra & Geometry or Algebra I (1)	Physical Science (1)	World History (1)	Health (.5) P.E. (.5)	Career Exploration integrated with English 9	Elective (1)
	10	English II (1)	Geometry or Algebra II (1)	Biology (1)	American History (1)	Introduction to Engineering Design (1)	Technology Word & Excel Art (.5)*	Elective (1)
	11	English III (1)	Algebra II or Adv. Algebra II & Trigonometry (1)	Conceptual Physics or Physics I (1)	American Government (.5) Social Studies Elective (.5)	Tech Prep Engineering Tech ♦(1)	Tech Prep Engineering Tech ♦(1)	P.E. (.5)
	Early College Placement Assessment (Reading, Math and Writing)							
12	English IV (1)	Integrated College Math or Calculus (1)	Chemistry (1)	Elective (1)	Tech Prep Engr Drafting Graphics ♦(1)	Tech Prep Engr PC Applications in ♦Engineering (1)		Elective (1)
Mandatory College Placement Assessment (Reading, Math and Writing) and Acad. Advising + State O.G.T. Requirement M								
POSTSECONDARY	Year 1 1st Quarter	English Comp I ENG111 ♦ (3)	Mathematics 131 Technical Math I ♦(5)	Personal Comp. Appl. in Engr. ♦ MET198 (2)	Architectural Blueprint Reading ARC138 (3)	Basic Construction Surveying CCT102 (4)	Tech. Graphics Communication ♦DRT196 (3)	
	Year 1 2nd Quarter	Eng 121 Technical Composition I (3)	Mathematics 132 Technical Math II ♦(5)	General Education Elective ♦(3)	Civil Construction Blueprints&Draft CCT103 (3)	Properties of Const. Materials CCT105 (3)	Intro to CAD Concepts ♦ DRT198 (2)	
	Year 1 3rd Quarter	Eng 122 Technical Composition II (3)	Mathematics 133 Technical Math III ♦(5)	Technical Physics I PHY131 (4)	Social Science Elective (3)	Topographic Mapping CCT247 (3)	Construction Management CCT256 (3)	
	Year 2 1st Quarter	Effective Speaking I Com211 ♦ (3)	Statics MET2033 (4)	Technical Physics II PHY132 (4)	Construction Estimating CCT216 (4)	Highway Surveying Design CCT247 (3)	IET Workshop IET190 ♦ (3)	
	Year 2 2nd Quarter		Subdivision Design CCT203 (4)	Soil Mechanics CCT245 (4)	Project Management Tech. CCT258 (3)	Strength of Materials MET207 (4)	Humanities Elective (3)	
	Year 2 3rd Quarter		Reinforced Concrete Design CCT206 (4)	Civil Technology Internship CCT270 (3)	Civil Construction Capstone CCT278 (4)	Adv. Construction Layout CCT248 (3)		

League CCTI FOR INNOVATION College and Career Transitions Initiative	
Funded by the U. S. Department of Education (V051B020001)	
Updated: August 2005	

<i>Required Courses</i>
<i>Recommended Elective Courses</i>
<i>College and Technical Education Courses</i>
<i>Credit-Based Transition Programs (Dual/Concurrent Enrollment, Articulated Courses by Proficiency) (=High School to Com. College) (=Com.College to 4-Yr. Institution) (=Opportunity to test out)</i>
<i>Mandatory Assessments, Advising, and Additional Preparation</i>



Sample Template: National

EDUCATION LEVELS		English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses/ Other Electives/ Recommended Electives/ Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Agribusiness Systems Pathway	SAMPLE Occupations relating to This Pathway			
<p>Agriculture, Food and Natural Resources</p> <p>Agriculture, Food and Natural Resources: Agribusiness Systems</p> <p>Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty</p> <p><i>This Career Pathway Plan of Study (based on the Agribusiness Systems Pathway of the Agriculture, Food and Natural Resources Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.</i></p>											
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>											
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Environmental Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Supervised Agricultural Experience (SAE) and participation in appropriate FFA activities support and reinforce classroom and laboratory learning and should be a requirement for all students.	- Introduction to Agriculture, Food and Natural Resources	Occupations Requiring Postsecondary Education <ul style="list-style-type: none"> ▶ Agricultural Chemical Dealer ▶ Agricultural Products Buyer-Distributor ▶ Bank/Loan Office ▶ Dairy Herd Supervisor ▶ Entrepreneur ▶ Farm Manager ▶ Farmer-Rancher-Feedlot Operator ▶ Feed-Supply Store Manager ▶ Field Representatives for Bank, Insurance Company or Government Program ▶ Livestock Manager ▶ Sales Manager ▶ Salesperson 			
	10	English/ Language Arts II	Geometry	Biology	U.S. History		- Introduction to Agricultural Marketing, Business and Entrepreneurship				
	11	English/ Language Arts III	Algebra II or other math course	Chemistry or other science course	World History		- Agricultural Business Management				
	<i>College Placement Assessments-Academic/Career Advice Provided</i>										
12	English/ Language Arts IV	Statistics or other math course				- Agricultural Economics	- Internship in Agribusiness				
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>											
POSTSECONDARY	Year 13	English Composition	Algebra	Chemistry	American Government	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	- Introduction to Agribusiness		Occupations Requiring Baccalaureate Degree <ul style="list-style-type: none"> ▶ Agricultural Commodity Broker ▶ Agricultural Economist ▶ Agricultural Educator ▶ Agricultural Lender ▶ Banker/Loan Officer ▶ Farm Investment Manager ▶ Produce Commission Manager 		
	Year 14	Speech/ Oral Communication		Biological Science or Botany	American History Geography		- Principles of Agribusiness			- Agricultural Economics	
	Year 15	Technical Writing	Statistics		Psychology		- Agricultural Salesmanship			- Agricultural Finance	- Agricultural Advertising/Merchandising
	Year 16	Continue courses in the area of specialization.					- Continue Courses in the Area of Specialization			- Complete Agribusiness Systems Major (4-Year Degree Program)	





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Additional CCTI Resources

- Institutionalization Rubric
- Partnership Improvement Planning Forms
- Program of Study Template
- Best Practices
- Professional Readings
- CCTI National Network

www.league.org/ccti



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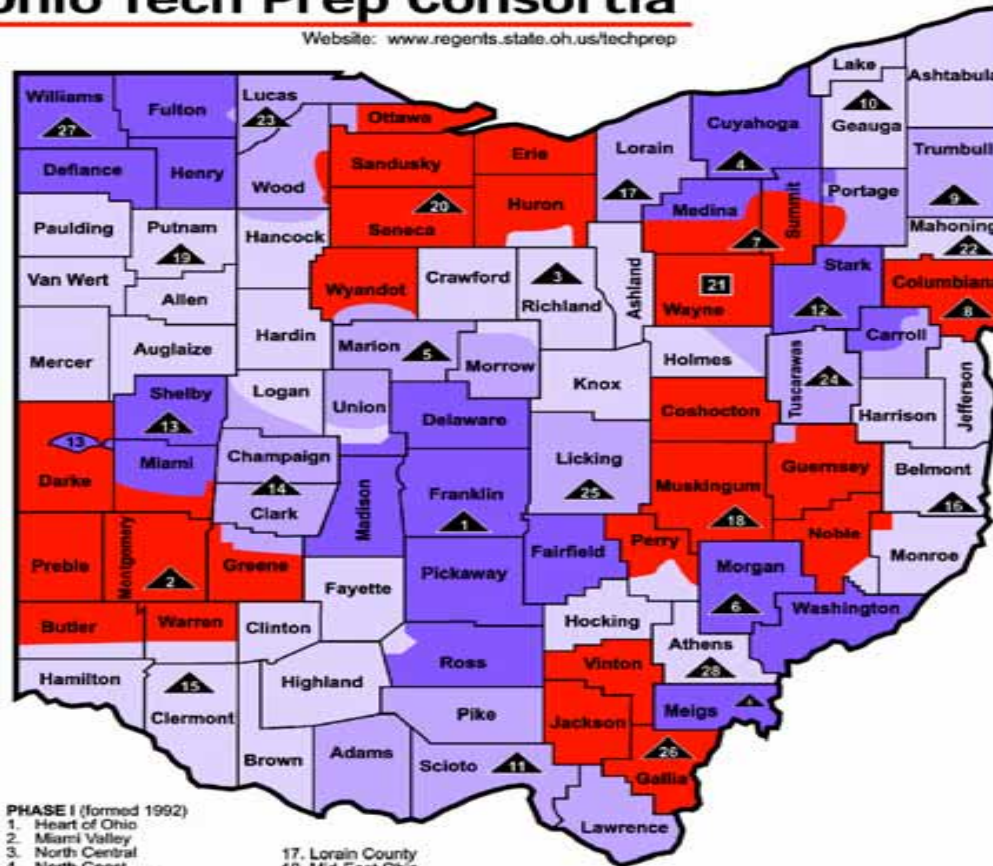
Guideposts for Transformation

- Strengthen role of community college
- Move from programs to systems
- Measure progress objectively throughout the pathway



Ohio Tech Prep Consortia

Website: www.regents.state.oh.us/techprep



PHASE I (formed 1992)

1. Heart of Ohio
2. Miami Valley
3. North Central
4. North Coast
5. Partners of Marion
6. Washington-Morgan-Meigs

PHASE II (formed 1993)

7. Akron Area
8. Columbiana County
9. Kent
10. Lakeland
11. Ohio South
12. Stark County
13. Upper Miami Valley

PHASE III (formed 1994)

14. Clark State
15. Greater Cincinnati
16. Eastern Ohio Valley

17. Lorain County
18. Mid-East Ohio
19. West Central
20. Workforce Development Council

PHASE IV (formed 1995)

- [21] Ohio State - Agricultural Technical Institute
(with programs at locations throughout Ohio) - disbanded in 2004
22. Mahoning Area
23. Northwest Ohio
24. Tuscarawas Valley

PHASE V (formed 1996)

25. East Central Ohio
26. Ohio Valley
27. Maumee Valley
28. Southeast

Note: Consortia 8, 9 and 24 merged with headquarters at #9
Consortia 25 and 1 merged with headquarters at #1 in 2004



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MVTPC

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A great way to go to college!

About
Programs
College
Activities
Resources
Links

MetaMorph

The Miami Valley Tech Prep Consortium (MVTPC) works with 58 area high schools, covering a seven county area, to create seamless career-technical education programs that begin in the Junior year of high school and continue through an associate degree in college and beyond. Tech Prep programs stress mathematics, science, communication, and technology. They also emphasize teamwork, hands-on learning, work-site experiences, critical thinking, and problem solving.

New! [February Tech Prep Minute](#)

New! [Early College Connections Brochure](#)

New! [2008 Tech Prep Showcase Writing Template](#)

Check out our new 2007 - 2008 [Quick User Guide](#).

We hope this site answers many of your questions about MVTPC. To find out more information talk to your high school guidance counselor, call 937-512-5146, or write to the Miami Valley Tech Prep Consortium, Sinclair Community College, 444 W. Third St., Dayton, OH 45402.

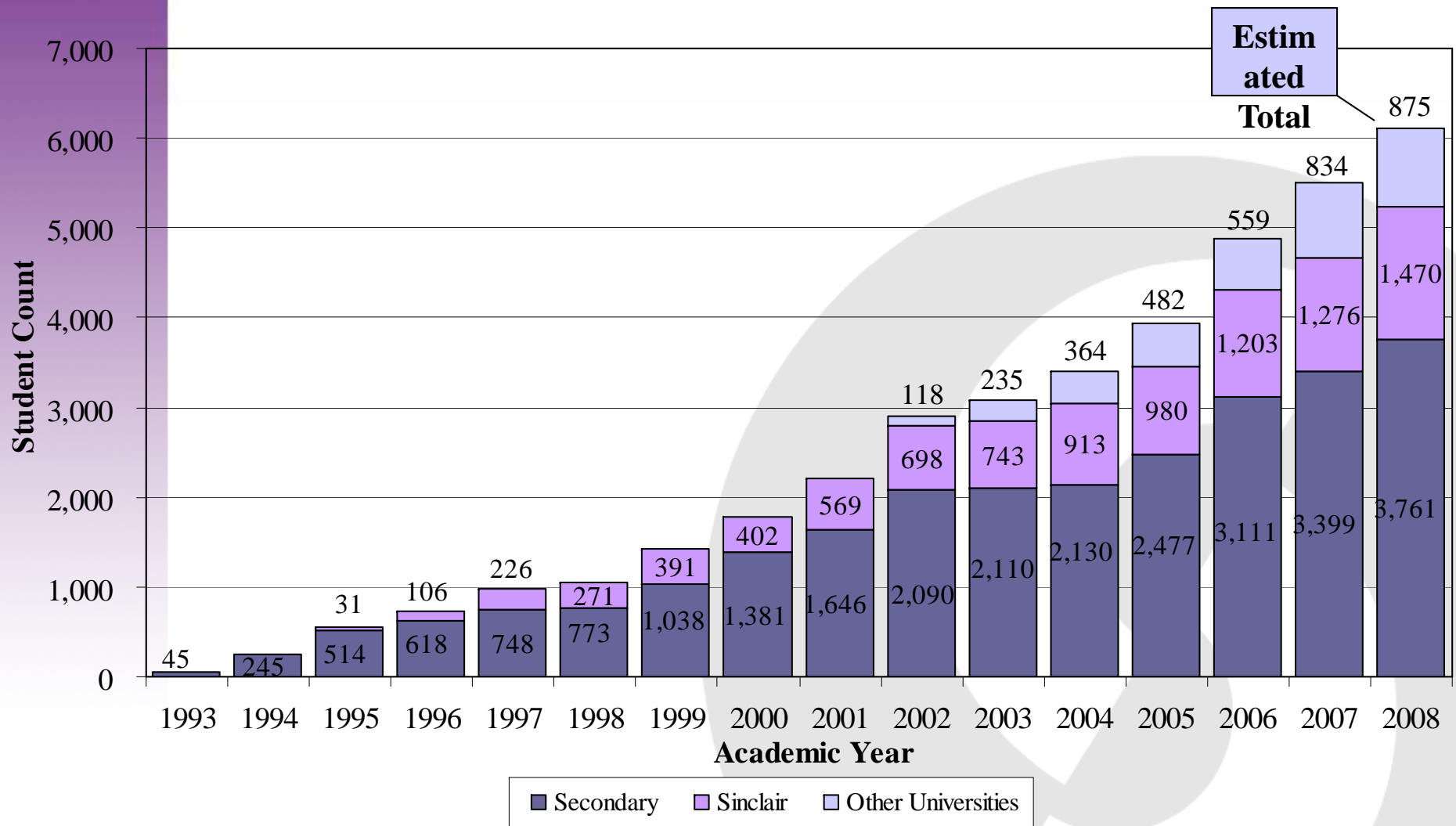
[Miami Valley Tech Prep Consortium Contacts](#)

- Organized in 1992
- One of 23 Ohio consortia
- 14 academic-technical pathways
 - Allied Health
 - Architecture-Construction
 - Automotive Technologies
 - Aviation Technology
 - Biotechnology
 - Business Technologies
 - Criminal Science
 - Digital Design Technologies
 - Exercise Science
 - Engineering Technologies
 - Environmental Technologies
 - Graphic Arts Technologies
 - Hospitality/Culinary Arts
 - Information Technologies
 - Technical Theater



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Miami Valley Tech Prep Consortium Combined Secondary/Sinclair/Other Universities Tech Prep Enrollment 1993-2008





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Strengthen College Role



- Annual secondary-postsecondary faculty summits and symposiums
- Annual orientations for guidance counselors and academic advisors
- On-going curriculum development
- Regular school visits by SCC faculty
- Joint task forces
- Joint planning for student recruitment, retention and college transition activities
- Early College Connection Days
- College Transition Days



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Strengthen College Role



- Recruitment, Retention and College Transition Activities
- Early Accuplacer Testing
- Academic Resource Centers
- Competitions and Recognition
- Worksite-based Learning
- Capstones
- Financial Aid



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Financial Aid



2008-2009 Sinclair Tech
Prep Scholarship Awards

Total Amount: **\$527,676.44**

Total Students Receiving
Scholarship: **720**



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Financial Aid

Summary of Tech Prep Scholarships from Board Designated Endowment Fund

Fall Quarter 1996 – Spring Quarter 2009

\$3,621,382.99 utilized by
3,691 students



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Programs to Systems



- State Technical and Academic Content Standards
- Consortium refinement
 - Local industry review
 - Secondary-postsecondary leveling
- Building-level refinement
 - Curriculum mapping
 - Facilities and Resources
 - Teacher licensure
- On-going monitoring and refinement



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Programs to Systems

**Tech Prep Agreement
Letter of Understanding
between
Sinclair Community College
and
School District Name**

The United States' ability to grow and prosper in a global economy depends upon a strong technical workforce. Currently, many students are graduating from high school unprepared for employment and with no commitment to continuing their education. It is crucial that the educational community develop programs that help students learn within the context of real-life experiences and develop lifelong learning competencies. This requires collaboration between secondary and post-secondary institutions with strong linkages with employers.

Sinclair Community College and the School District Name have joined together to address the educational needs of the workforce with the development of a **Tech Prep Engineering Technology Cluster**. Tech Prep is a seamless, four-year program spanning the junior year in high school through the completion of an associate's degree. It offers a high level alternative to the traditional college prep program and a solid academic foundation based on real life applications. The planned sequence of courses minimizes duplication and provides students with an advanced skill level in their program of study.

- Articulation agreements define:
 - Entrance criteria
 - Dual/concurrent credit
 - Assessment procedures and standards
- Delivery
 - Secondary faculty orientation
 - Proficiency exam procedures
 - Transcribing grades and credit
- Periodic review and update



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Articulation and Dual/Concurrent Credit

**Tech Prep Agreement
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between
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- **Aggregated SCC Credits
Awarded HS Class of '09**

- **By articulation - 1048**
- **By proficiency – 5,536**
- **Total credits - 6,584**

Tuition Savings

**Combined In & Out of
county - \$359,371.50**



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Impact On College Performance

**In-coming pathway students outperform
their peers on these important College
success measures:**

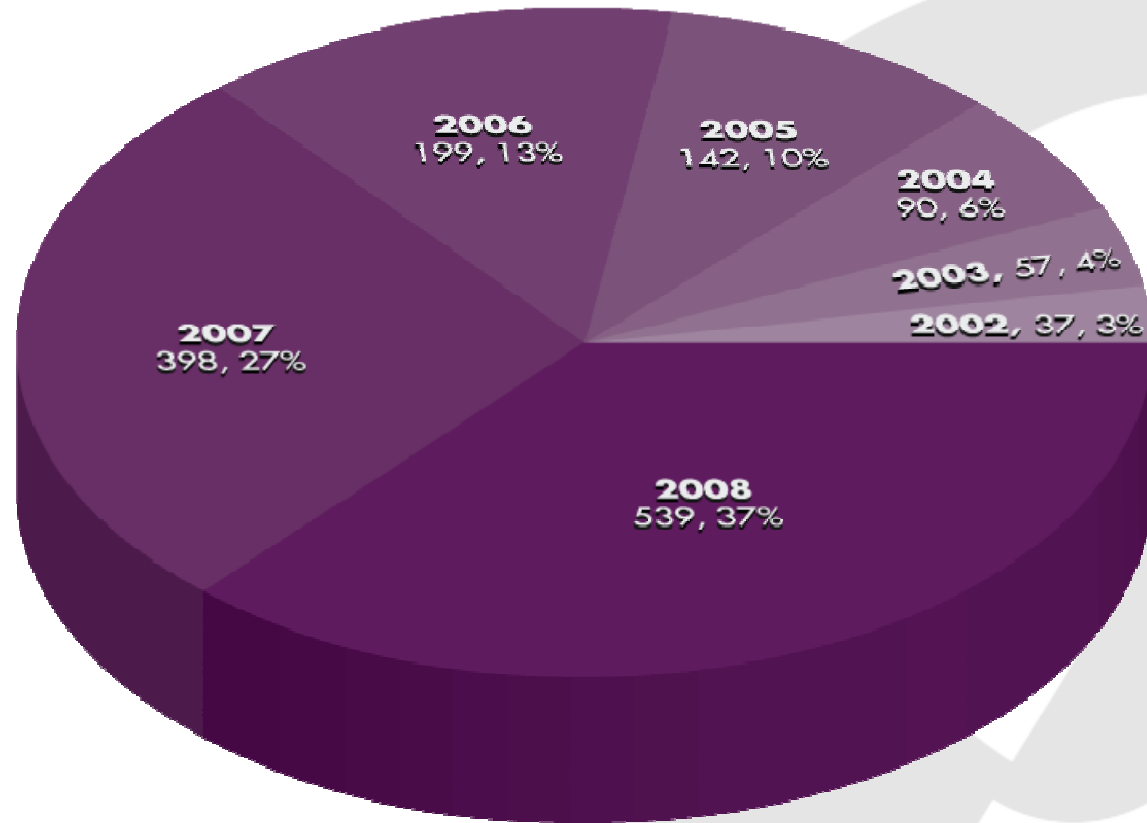
1. Passage rates on placement exams
2. Need for remediation
3. Academic performance in first math class
4. Cumulative grade point average
5. Retention from year 1 to year 2 of the college program



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Data Tracking

Tech Prep Enrollment at Sinclair
by High School Graduating Year
Fall Quarter, 2008





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Developmental Math at Sinclair, 03-04

Group	Total Enrollment	Total Developmental	Percent Developmental
Young, Non-Tech Prep	3,778	1,454	38%
Young, Tech Prep	831	158	19%
CCTI-Math Pilot	12*	1	8%

*4 (33%) Proficiencied beyond MAT101



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Developmental English Sinclair, 03-04

Group	Total Enrollment	Total Developmental	Percent Developmental
Young, Non-Tech Prep	3,778	1,220	32%
Young, Tech Prep	831	148	18%



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Statistics

**A COMPARISON OF POST-SECONDARY OUTCOMES
FOR TECH PREP AND NON-TECH PREP STUDENTS
AT SINCLAIR COMMUNITY COLLEGE**

October, 2007

Office of Research, Analytics and Reporting
Sinclair Community College, 441 West Third Street, Dayton, Ohio 45402-1160





Statistics

This study set out to answer several questions about the postsecondary performance of Tech Prep students:

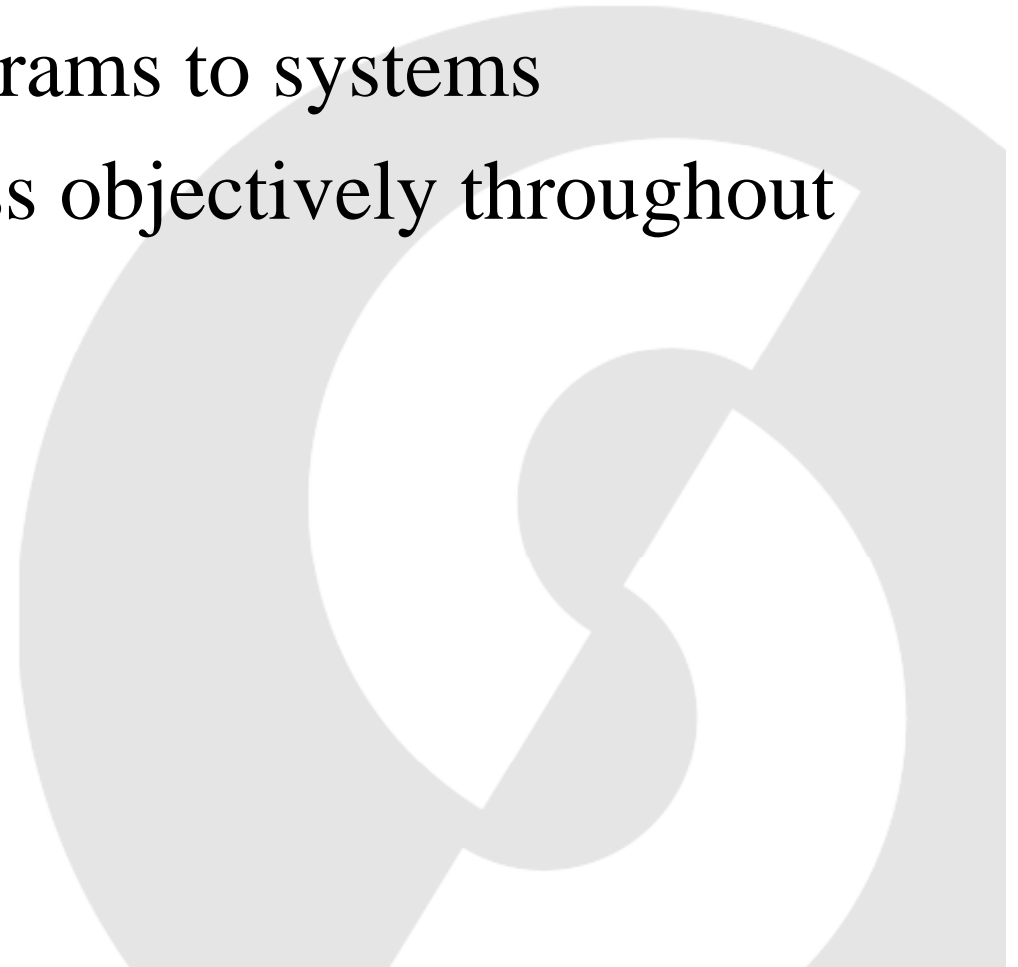
- Are they more prepared for college than their peers?
- If they do require remediation, are they more successful in completing it?
- Are they more successful in introductory English courses?
- Are they more successful in introductory math courses?
- Are they more likely to attempt and succeed in upper level math courses?
- Are they more likely to persist or be retained in college?
- Are they more likely to graduate and/or transfer to a 4-year school?



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Guideposts for Transformation

- Strengthen role of community college
- Move from programs to systems
- Measure progress objectively throughout the pathway





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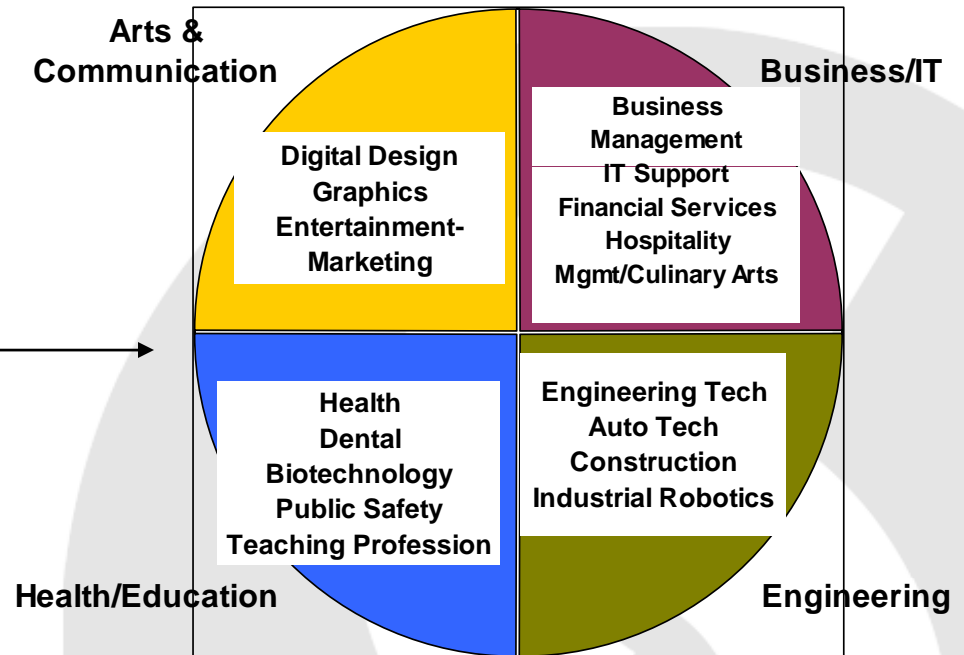
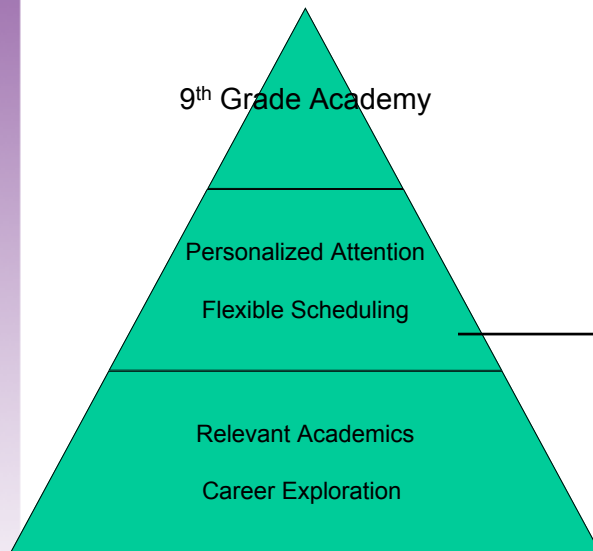
David H. Ponitz Career Technology Center





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David H. Ponitz Career-Technology Center Career Pathways





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Closing

Comments/Questions/Discussion





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Contact Us

Ron Kindell

Associate Vice President (ret.)

Sinclair Community College

(937) 512-3406

ronald.kindell@sinclair.edu

VISIT OUR WEBSITE AT

www.mvtechprep.org