

<b><u>Name of Lead Institution (only one)</u></b>	Cincinnati State Technical & Community College
Project Start Date	3/1/2014
Interns and/or Co-ops Start Date	3/1/2014
Primary Contact - Individual must be authorized to sign grant contract and legally responsible as representative.	Dr. Monica Posey, Academic Vice President, 3520 Central Parkway, Cincinnati, OH 45223. monica.posey@cincinnatiastate.edu; 513.569.1511
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Are any of the applicants represented by a member of the Advisory Committee? See list at <a href="https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/omi/2013-14_CEIA.pdf">https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/omi/2013-14_CEIA.pdf</a>	Name/s: None

**1) Certification by Authorized Official:**

To the best of my knowledge and belief, the information contained in this application is true and correct. The document has been duly authorized to comply with the required assurances.

Signature of Authorized Official *Monica Posey*

Typed Name and Title: Dr. Monica Posey, Academic Vice President

Date 11/18/13

**2) Administering Entity:**

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<b>4) Educational Partners (please submit separate information for each partner)</b>
Institution Name
Contact Person

Title	
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<b><u>Program Snapshot</u></b>	<b><u>Name, Number or Amount</u></b>
<b>JobsOhio key industry/ies – please list</b>	Advanced Manufacturing
	Aerospace & Aviation
	Automotive
	Biohealth
	Energy
	Financial Services
	Information Services & Software

	Business Functions								
<b>JobsOhio region</b>	Advanced Energy								
	Advanced Manufacturing								
	Biohealth								
	Consumer Products & Branding								
	Food Processing & Agribusiness								
	Finance, Insurance, IT								
Amount of state money requested	\$ 792,020.00								
Required match money committed (100% undergrad & 150% grad programs)	\$ 796,050.00								
Total state money requested divided by number of co-ops or internships created (in whole dollars)	\$ 4,327.98								
Total match money obtained divided by number of co-ops/internships created (in whole dollars)	\$ 4,350.00								
Total money (state plus match) divided by number of co-ops/internships created (in whole dollars)	\$ 8,677.98								
Number of business partners	10								
Number of education partners									
Number of other partners	5								
<i>Add numeric value to each field below</i>									
	<u>TOTAL</u>	<u>Wages</u>	<u>Scholarships</u>	<u>Both wages &amp; scholarships</u>	<u>For credit</u>	<u>Not for credit</u>	<u>Required</u>	<u>Optional</u>	<u>Transcribed (all)</u>
<u>Internships created (proposed)</u>	0	0	0	0	0	0	0	0	0
<u>Co-ops created (proposed)</u>	183	\$ 796,050.00	0	183	183	0	183	0	183
<u>TOTALS</u>	183	\$ 796,050.00	0	183	183	0	183	0	183

## Abstract

The Cincinnati State Pathway to Co-op & Employment Center (CSPTECC) project will provide crucial capacity enhancements that will directly address two key problems facing community college co-op programs: enhancing student readiness for co-ops; and better aligning higher education with the rapidly changing needs of regional employers.

There has long been a debate about the strengths of centralized versus decentralized co-op programs. CSPTECC will resolve this debate as well as address the problems mentioned above by creating a model new “hybrid” co-op program at Cincinnati State. CSPTECC will add a highly efficient and data-driven centralized support component to the College’s existing co-op system, in which co-op coordinators operate on a decentralized basis within different academic divisions. The result will be an efficient and sustainable program that better addresses the needs of students and employers.

CSPTECC requests support of \$796,020 during the grant period, for investment in four basic capacity-building strategies: personnel (one full-time and four half-time positions); co-op data system overhaul; employer marketing materials; and incentives for up to 20 new co-op employers. Requested grant funds will be matched by employer wages generated by co-ops established during the grant period.

CSPTECC will be cost-effective by building on the momentum established through the College’s 2013 OMIC grant project, and by leveraging the assets of Cincinnati State’s highly successful Pathways To Employment Center (PTEC), which has been named a best practice by the federal government.

CSPTECC will achieve a number of objectives, to include:

- Creating 183 new or expanded co-op opportunities for Cincinnati State students in the following targeted industries: Advanced Energy, Advanced Manufacturing, Biohealth; Business Functions; Consumer Products & Branding; Financial Services and IT; and Food Processing and Agribusiness;
- Creating a new co-op career center for Cincinnati State students that accelerates academic success and work readiness of students;
- Fostering a comprehensive approach to marketing the college to employers, as well as reporting employer needs throughout the college; and
- Assessing and refining the co-op data system to allow for enhanced data-driven decision-making and continuous program improvement.

The project will include an evaluation component. CSPTECC has received the full support of the College, as well as excellent support from employers, area chambers of commerce, workforce investment boards, and other business organizations.

CSPTECC is sustainable because it directly supports student success, which is not only a key strategic goal for the College, but is also the basis for future state and federal funding streams. Internal data shows that students who participate in co-ops early in their college careers have a significantly higher graduation rate, and are likely to become employees at companies where they complete their co-op. This is ultimately the goal of CSPTECC, to create a highly responsive co-op program that closes the job skills gap, supports the attraction and growth of regional businesses, and establishes employment opportunities for graduates in high-demand career pathways.

## Program Narrative

Since the 1960s, Cincinnati State Technical and Community College has been a national leader in cooperative (co-op) education among 2-year institutions. However, if we are to meet the challenges of training a workforce capable of competing in the 21<sup>st</sup> Century global economy, we must build our capacity to address two key co-op education problems—enhancing student readiness for co-ops, and better aligning higher education with the rapidly changing needs of regional employers.

The Cincinnati State Pathway to Co-op & Employment Center (CSPTECC) presents an innovative and sustainable solution to these capacity issues. It will take Cincinnati State's current decentralized co-op system—in which co-op coordinators operate within different academic divisions—and add to it a centralized component with key capacities that are currently lacking but greatly needed. This “hybrid” co-op system will greatly enhance student co-op readiness and data-driven decision making, while significantly strengthening co-op management, communication, and outreach to regional employers.

This is an ambitious project. But it will be cost-effective and attainable, because it will:

- Build on the momentum established through the College's 2013 OMIC project: *Expanding Cincinnati State Co-op for Targeted Industries and Middletown.*
- Leverage the assets of Cincinnati State's highly successful Pathways To Employment Center (PTEC).

The result will be a responsive and future-oriented co-op program that is flexible, sustainable, and a model for other two-year institutions. CSPTECC will offer students a much more intensive co-op and career readiness program. At the same time, the co-op program will be far better positioned to carry out its historically preeminent responsibility—linking regional employers to the College and higher education on multiple levels.

### A. Relevancy

#### A.1. How is the institution building partnerships with private companies to address emerging workforce needs? (500 words)

Cincinnati State is building partnerships with private companies throughout the region in multiple ways:

- A leading co-op program – Going back to the 1990s and beyond, employers have cited Cincinnati State's co-op program as a key regional source of skilled labor.<sup>1</sup> During the 2012-13 academic year, Cincinnati State placed 577 students in co-ops at nearly 360 regional employers within the targeted industries.<sup>2</sup> Employers say one of the unique

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<sup>1</sup> Villeneuve, J. & Grubb, W., *Indigenous School-to-Work Programs: Lessons From Cincinnati's Co-op Education*, University of California at Berkeley, June 2006

<sup>2</sup> As identified by Cincinnati USA Partnership and JobsOhio, target industries include advanced energy; advanced manufacturing (aerospace, automotive, machine tool and chemicals/plastics); biohealth; business functions; consumer products & branding; financial services and IT; and food processing and agribusiness.

strengths of the Cincinnati State co-op program are the on-site visits conducted by co-op coordinators during each term. It provides for direct interaction and observation, and a stronger partnership. Studies show that when colleges have strong co-op/internship programs, more than 50% of students participating in co-ops receive job offers.<sup>3</sup> Surveys of Cincinnati State graduates have confirmed this finding.

- Professional advisory committees – Most academic programs at Cincinnati State include professional advisory committees made up of regional employers. These committees allow for a better understanding of employer needs and the opportunity to align curriculum to meet those needs.
- The Pathway to Employment Center (PTEC) – PTEC was established in 2011 as part of a \$19.7 million Department of Labor TAACCCT grant that focuses on health careers, and was instrumental in winning a second \$2.75 million TAACCCT grant in 2013 that focuses on advanced manufacturing. The federal government has already recognized the PTEC model as a national best practice. PTEC offers seamless, comprehensive and integrated services to students and employers. It enhances student readiness for training and placement, including the opportunity for students to earn a first work credential—the National Career Readiness Certificate (NCRC). Meanwhile, PTEC combines job market data with ongoing employer feedback to provide workforce development support and information for faculty and students.

While Cincinnati State’s current decentralized co-op program has many positive aspects, in some ways its 12 co-op coordinators operate in silos, limiting the College’s capacity to effectively meet rapidly evolving student and employer needs. What is greatly needed — and what this grant would make possible — is integrating the co-op program with PTEC services to create CSPTECC, a comprehensive co-op/career center for students and employers.

CSPTECC would strengthen partnerships with regional employers by:

- 1) Fostering a comprehensive approach to marketing the college to employers, as well as reporting employer needs throughout the college.
- 2) Centralizing accountability for and guidance to Co-op Coordinators to enhance relationship building with employers and students
- 3) Accelerating the academic success and work readiness of students, thus increasing the number of students prepared for co-op placements, and
- 4) Enhancing institutional data capacity to better track student co-op and employment outcomes, assess employer satisfaction, and meet any state and federal reporting requirements.

## **A.2. What steps will be taken to assist faculty with program development to ensure relevancy in the curriculum? (500 words)**

At Cincinnati State, co-op coordinators are faculty members. In addition, the majority of degree-seeking students at Cincinnati State participate in co-ops; it is a requirement in almost every major in the targeted industries. One of the strengths of the current decentralized co-op program is that coordinators are embedded within academic divisions. It allows coordinators to develop close relationships with other faculty, as well as a deep understanding of the curriculum.

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<sup>3</sup> Source: Journal of Cooperative Education and Internship, Vol. 45, Issue 2, pg. 6, 2011

However, the decentralized model can also result in coordinators operating within silos, in which they must do almost everything related to co-ops themselves: marketing the program to businesses; recruiting, assessing and coaching students; making co-op placements; site visits; evaluations; and working with other faculty and professional advisory committees on curriculum relevancy. In addition, Cincinnati State does not currently have a coherent system linking employers, students, coordinators and faculty together with information about desirable workforce competencies or co-op/job openings. Nor does the current system allow for data-driven, continuous quality improvement, or the sharing of best practices. These factors are keeping the Cincinnati State co-op program from being as efficient or effective as it could be in serving the rapidly evolving needs of regional employers. The need for building the capacity of the Cincinnati State co-op program is urgent and the opportunity is great. In November 2012, CNN Money named Cincinnati one of six cities in the U.S. where start-ups (in the target industries) are thriving.<sup>4</sup> Co-ops could help many of these firms as they grow.

We have begun building momentum in this vital direction through the College's 2013 OMIC project. CSPTECC would leverage this momentum to create a truly college-wide hybrid co-op program that combines the best elements of centralized and decentralized systems. It would:

- Instill a broader perspective of changing workforce and employer needs.
- Maintain the divisional perspective that provides coordinators the connection with students and faculty so necessary in ensuring that curriculum remains relevant.
- Support and inform faculty by providing comprehensive quantitative and qualitative data about employer needs and feedback, as well as student co-op readiness and success.
- Allow faculty to make data-driven decisions about how to best integrate curricula enhancements that improve student readiness for co-ops and in-demand careers.
- Vitality, it would *provide coordinators with more time for their essential responsibility*—nurturing employer relationships, and careful oversight of co-ops.

**A.3. How is the proposal integrated into the strengths of the regional economy? (500 words)**

CSPTECC is not only well integrated with the strengths of the regional economy, but it will also enhance these strengths. As noted earlier, during the 2012-13 academic year, the College placed 577 students in co-ops at 358 regional employers within the targeted industries:

Table 1: 2012-13 Co-op Placements in Cincinnati Partnership USA Target Industries

Target Industry <sup>1</sup>	# Students Placed In A Co-Op <sup>1</sup>	# companies providing co-ops	Average wage
Advanced Energy	8	5	\$13.24
Advanced Manufacturing	108	53	\$12.64
BioHealth	24	11	\$12.63
Consumer Products & Branding	52	27	\$ 9.80 <sup>2</sup>
Financial Services/Information Technology	92	69	\$11.52
Food Processing & Agribusiness	33	14	\$11.49
Business Functions	260	179	\$11.24
Total	577	358	\$11.06

Table 1 Notes: 1. Many co-ops are multi-semester. 2. Average of paid co-ops in this industry; about half of audio-visual production co-ops were unpaid, but all received college credits.

<sup>4</sup> Pagliery, Jose; *Cities Where Startups Are Thriving*; CNN Money, last updated Nov. 27, 2012

Placing 577 students in co-ops at 358 companies is a good baseline for the CSPTECC project. Nevertheless, a significant opportunity and need exists to expand the Cincinnati State co-op program throughout the region in the target industries. The CSPTECC project will place an additional 183 students in co-ops within the target industries during the 2-year grant period.

There is ample evidence emerging from the regional economy to support the Cincinnati State co-op program expansion:

- The Greater Cincinnati Region ranked sixth in the nation in job growth for job growth from August 2011-August 2012.<sup>5</sup>
- During 2012, the region created or retained 19,495 jobs (11,769 new + 7,735 retained) in the target industries.<sup>6</sup>
- The region is home to more Fortune 500 companies per capita than New York, Chicago or Los Angeles, and 400 foreign owned firms have US operations here.<sup>7</sup>
- In advanced manufacturing, financial services and IT alone, there are more than 6,000 businesses in the region, employing 400,000 workers.<sup>8</sup>

As Greater Cincinnati's largest two-year college, Cincinnati State plays a crucial role in training technicians and other skilled personnel who are vital in closing the "skills gap" in our regional, state and national economy. Surveys of employers by PTEC and by the Cincinnati State Institutional Research and Effectiveness department confirm what national studies by ACT, Brookings Institute and others have found—employers say their growth is being limited by a lack of skilled workers. Employers say they desperately need employees with technical and soft skills including critical thinking, teamwork and a passion to learn on the job.

An example of the challenges regional employers face is Enerfab Inc., a privately held, \$700 million manufacturer of complex stainless steel tanks used in the chemical and other industries. In a meeting with Cincinnati State in October 2013, Enerfab's chairman said the company was having such a difficult time finding welders (a job that now requires advanced manufacturing skills) that it twice tried to start its own training program at a cost of \$100,000. Enerfab discontinued the program because it could not find enough individuals with the basic critical thinking and soft skills to complete the curriculum.

Employers, including Enerfab, say that co-op programs are an excellent way to recruit and begin training future employees. However, these same employers say that co-op students must also come prepared with a basic level of academic and soft skills. Finding enough students with these co-op-ready skills is an increasing challenge at Cincinnati State and other two-year colleges.

PTEC has developed best-practice expertise in assessing and developing these vital academic and work readiness skills. CSPTECC will integrate PTEC capabilities throughout the Cincinnati State co-op program. In doing so, it will increase the number of well-prepared co-op candidates (and future employees) for Enerfab and the hundreds of other target-industry companies in the region facing similar challenges.

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<sup>5</sup> Agenda 360 and Vision 2015, *Regional Indicators Report 2012–Greater Cincinnati / Northern Kentucky*

<sup>6</sup> Cincinnati Partnership USA, *2012-2013 Annual Report*

<sup>7</sup> Cincinnati USA Partnership, *Cincinnati USA Community Profile, 2010*

<sup>8</sup> Ibid

#### **A.4. What steps will the institution take to regularly assess and improve student-learning outcomes? (500 words)**

CSPTECC comes at a time of growth for Cincinnati State. Enrollment for the Fall 2013 semester was 11,167, an increase of 5.2% over a year ago, versus a 4.7% statewide decline for community colleges. In addition, the number of veteran students at Cincinnati State increased by 13% in Fall 2013 versus the previous year.

Improving success for these students is a central goal in Cincinnati State's 2012-2015 Strategic Plan. Building the capacity of the co-op program is a key objective in achieving this goal. Sound evidence supports this strategy. Full-time associate degree students who entered Cincinnati State in 2008 *and who participated in a co-op within their first three terms* had a 3-year graduation rate of 61%, versus a graduation rate of 23% for students who did not participate in an early co-op. Furthermore, of the 1,472 students receiving an associate degree in 2011-2012, 80 percent had completed some form of cooperative education.

CSPTECC will include a number of strategies to assess and improve student-learning outcomes. It will:

- 1) Centralize guidance and accountability for Cincinnati State co-op coordinators, to enhance relationship building with students;
- 2) Enhance communication of CSPTECC services to students, as well as faculty and employers and articulate a clear means of assessing these services to all parties, which will involve establishing process and data collection protocols.
- 3) Track student progress against measures of academic success, work readiness, and co-op/employment placements.
- 4) Analyze data each semester in order to refine processes, services and communication to achieve optimal outcomes.

#### **A.5. How will work-based learning opportunities be integrated into students' academic programs to bridge to their career goals? (500 words)**

While participation in a co-op placement is a proven link to higher graduation rates, the current co-op program path is not reaching enough students early enough in their academic careers. In the current co-op pathway, co-op coordinators do not typically begin meeting with students in classes or individually until after they have completed their enrollment, pretech advising, academic foundations (if needed), selection of a major, and are beginning the classes in their major curriculum. With Cincinnati State being an open access institution and the majority of students needing some level of academic foundations remediation, an altogether too large percentage of students are lost to the College before they are introduced to the co-op concept, which has the potential to be a strong academic motivator.

CSPTECC would transform the current linear co-op program pathway, by incorporating principles and best practices developed at PTEC into the program. The current linear model can create unintended obstacles to student success. For example, students cannot move on to college credit courses—or be introduced to co-ops—until they have finished academic foundations. One of the founding premises of PTEC is to intersect with students and prospective students at whatever point they are in their life. This innovative approach provides multiple opportunities to assist students with work and academic assessments/readiness, and to offer them the opportunity to earn an National Career Readiness Certificate (NCRC) – either before

admission and Compass testing, or as part of their First Year Experience course, or as part of their academic foundations classes, or as a prerequisite to financial aid.

CSPTECC will incorporate these principles into the co-op program. Completing assessments and the NCRC early provides a baseline by which to develop a plan to enhance students' academic and work readiness. This should be done concurrently with all steps in the college process. CSPTECC would engage potential co-op participants on a consistent basis as a check-in, to anticipate barriers and mitigate where needed on an ongoing basis. CSPTECC would create a far more robust co-op placement system whereby the college on any given day will have an accurate database of real time co-op and/or employment opportunities as identified by employers through the job development and marketing—and an adequate supply of well-prepared co-op students ready to fill these positions.

## **B. Sustainability**

### **B. 1. What is your financial plan and budget to support the program beyond the grant period? (500 words)**

Our primary funding streams from the state and federal levels require the college to provide data-driven or evidence-based means to demonstrate student success, as well as its adherence to meeting employer workforce-training demands. The grant will provide the initial investment needed to retool the college's co-op data systems, capitalize on best practices of PTEC, and to institutionalize data collection processes, protocols and systems. With successful completion of this project, the return on the grant investment to the college should result in enhanced revenue streams resulting from improved rates of student success and employment, thereby contributing the sustainability of the project after the first two years.

### **B. 2. What program assessment actions will be taken to improve and grow learning outcomes for students, business participation, and overall program success? (500 words)**

The evaluation plan for CSPTECC will include formative and summative elements, and qualitative and quantitative data. It will measure the impact of CSPTECC on the number of employers participating in co-ops, the number of students participating in co-ops, and on student success and employment. We have set a goal of placing 183 additional students in co-ops within the targeted industries during the grant period. Our evaluation plan will use a comparison group design. We will compare the student success results of students participating in CSPTECC with students who do not participate in CSPTECC.

We plan to use multiple methods of data collection, including both qualitative and quantitative data. We will use student records to measure the academic success, retention and progression. The program manager and data analyst will be responsible for all data collection and for transferring said information to the Evaluator. The Evaluator shall be responsible for all data analysis and report generation. The Evaluator shall also be responsible for any data audits they deem necessary to ensure the integrity of the collected data. Results of the data collection will be shared with co-op coordinators, faculty, and professional advisory committees with the goal of continuous improvement for the program.

### **B. 3. What are the plans to support the program through infrastructure, advising and data management? (500 words)**

Infrastructure — The College strongly supports this project. Cincinnati State has identified student success as a primary strategic priority, and CSPTECC will significantly enhance the College's capacity to achieve this priority. Cincinnati State is able to leverage the experience and insight gained from managing a significant portfolio of federal and state grants and replicate specific elements of that work towards successful execution of the proposed scope of services and outcomes associated with this proposal. This CSPTECC project will benefit from significant work undertaken by Grant Administration, Finance, and other staff working on federal grants to define efficient and effective procedures and guidelines for the college as documented in a Procedures Manual created to support grant accountability and compliance. The College will also provide all necessary office space, furniture, and supplies to meet the objectives of the program.

CSPTECC will greatly benefit from the accomplishments and best practices developed by PTEC, which was funded by two U.S. Department of Labor TAACCCT grants. The impact of PTEC's work with prospective students to assess their academic readiness and career interests is profound. Of the more than 1500 participants served thus far, 81% have enrolled at the college in either a degree or certificate program of study. Persistence rates for these students (Fall to Spring semester) averages 70% and of those, less than 0.005% have changed majors. Likewise PTEC pre-Compass tutoring and boot camp refresher programs have enhanced participants' performance on Compass assessments and thereby reduced the amount of time a new student spends in remediation prior to college level study. As noted earlier in this proposal, the federal government has recognized the PTEC model as a national best practice. It is anticipated that taking the Co-op/PTEC/Career Center to scale will be of interest to other colleges and community-based organizations across the country interested in effective workforce development and as such, may be attractive to other private funders.

Advising – One of the objectives for CSPTECC is to encourage advisors, (Pre-tech and Program/Major) to insist that students complete career exploration and occupational research in order to inform their decisions about what their major will be. This will be of benefit to our Financial Aid function because it should mitigate default rates and students speciously being admitted to an associate degree program just so they can get financial aid, only to drop once they have achieved one certificate that will get them a job.

Data Management – CSPTECC will be supported by the introduction of EMSI Economic Modeling software, which was acquired using federal fund as part of the 2013 TACCCT grant award. This tool will provide more real time data pertaining to labor market needs, credentialing gaps within the region, as well as occupation outlook forecasts. Additionally, the tool can assist co-op students in career planning and job searches in that it offers occupational and compensation analysis and real time job postings by zip code. The College has already begun to initiate refinements to institutional processes using the data-driven results of PTEC. This grant will allow PTEC strategies to be fully integrated into the co-op program.

### **B. 4. How will the institution develop and sustain its faculty engagement? (500 words)**

The hybrid structure of CSPTECC—which combines the decentralized placement of co-op coordinators within academic division with centralized management, marketing, student assessment/readiness, and data collection—will allow for increased and sustained faculty

engagement. CSPTECC will allow the College to collect a great deal more data on student and employer co-op evaluations that can better inform faculty on decisions related to adjusting curriculum to better prepare students entering high-demand career paths.

Co-op coordinators are faculty members. During the summer of 2013, Cincinnati State co-op coordinators participated in an intensive strategic planning retreat that was attended by the College's Academic Vice President. Part of the focus of the meeting was to determine what core aspects of the co-op program should be kept, and what innovations were needed to move the program forward in a way that would better serve the needs of regional businesses and students.

The list of core co-op program traditions to keep included:

- Coordinators working within academic divisions;
- Site visits to employers;
- Keeping students as the focus of co-ops; and
- Encouraging paid co-ops.

The list of innovations to move the Cincinnati State co-op program forward included:

- Establishing a co-op career center;
- Standardizing processes and best practices across the College;
- Vastly increasing the use of technology for tracking communications and evaluation; and
- Establishing college-wide leadership for the co-op program.

CSPTECC directly addresses these issues in an innovative, cost-effective, and sustainable way. CSPTECC has the full support of Cincinnati State's administration. The program will establish a strong centralized component to support the coordinators and other faculty engaged in the co-op program, through the addition of a CSPTECC Director (1FTE), as well as a Job Developer, Adviser/Recruiter, Job/Coach/Developer, and Data Manager (.50 FTE of fulltime existing PTEC positions to be dedicated to this project). This structure for the program provides coordinators with the support and time they want and need to be able to serve more students and employers in a more effective, data-driven manner.

CSPTECC will boost coordinator/faculty engagement, resulting in the increased productivity needed to sustain the program. There is powerful evidence to support this outcome. A 2012 global meta-analysis of 1.4 million employees in 34 countries by Gallup Inc. found that "employee engagement strongly relates to key organizational outcomes in any economic climate." The study found that departments that scored in the top quartile in their organization for engagement had a 21 percent higher productivity rate and a 100 percent higher score on customer metrics.<sup>9</sup>

#### **B. 5. How will the institution develop and sustain its capacities in job development, and business participation (500 words)**

The College promotes continuous improvement. The CSPTECC project will greatly enhance the College's capacity to use data for continuous improvement—in its co-op program and in its overall job development and business participation goals. There are multiple means by which outcome data are reviewed, analyzed and integrated into training programs and relationships with employers:

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<sup>9</sup> Gallup Inc., *Engagement At Work: Its Effect On Performance Continues In Tough Economic Times*, 2013

- The college serves on four workforce investment boards in the region, several Chambers of Commerce, and the regional collaborative known as the Partners for a Competitive Workforce.
- Every program within the college will continue working with an advisory board of experts and employers in the specific occupation/career pathway to gather ongoing information to guide the co-op program and curriculum design/revision.
- CSPTECC program will create a unified and comprehensive marketing strategy to employers that will increase employer engagement with the College on multiple levels.

As part of the CSPTECC program, the College will hire a CSPTECC Director who will be responsible developing and sustaining the capacity gained through this program. The CSPTECC Director will report to the Academic Vice President and maintain a close working relationship with the cooperative education coordinators in the Academic Divisions and the Pathway to Employment Center (PTEC). The CSPTECC Director, among other duties, will:

- Establish and facilitate, in collaboration with academic division deans and co-op coordinators, cooperative education goals, strategies and metrics.
- Provide leadership, direction, coordination and oversight of the cooperative education program, including retention & completion initiatives, policies, procedures, programs and services.
- Lead the review and evaluation of program quality and performance, and implement program design and development changes.
- Provide oversight of student recruitment and participation in cooperative education, assessment, career exploration, academic and work readiness assessments and preparation.
- Develop and execute recruitment and marketing processes to successfully recruit employer and community-based partners, and by developing partnerships with industry that will enhance the success of students in their training and career goals.
- Direct, enhance, incorporate and evaluate the technological systems related to the administration of cooperative education program, including the website and database.

**BUDGET NARRATIVE**  
**Cincinnati State Pathway to Co-op & Employment Center (CSPTECC)**

	3/1/2014 – 6/1/2014	7/1/2014 – 6/30/2015	7/1/2015 – 6/30/2016
<b>Personnel</b>			
1.0 FTE CSPTECC Director @ \$75,000	\$ 25,000	\$ 75,000	\$ 75,000
.50 FTE Data Manager @ \$65,000*	10,833	32,5000	32,5000
.50 FTE Job Developer @ \$60,000*	10,000	30,000	30,000
.50 FTE PTEC Advisor/Recruiter @ \$55,000*	9,166	27,500	27,500
.50 FTE PTEC Job Coach/Job Development @ \$58,000*	9,666	29,000	29,000
<b>Personnel Subtotal</b>	64,667	194,000	194,000
<b>Fringe</b>			
1.0 FTE CSPTECC Fringe (30%)	7,500	22,500	22,500
.50 FTE Data Manager Fringe (30%)	3,250	9,750	9,750
.50 FTE Job Developer Fringe (30%)	3,000	9,000	9,000
.50 FTE PTEC Advisor/Recruiter Fringe (35%)	3,208	9,625	9,625
.50 FTE PTEC Job Coach/Job Development (31%)	2,997	8,990	8,990
<b>Fringe Subtotal</b>	19,955	59,865	59,865
<b>Purchased Services</b>			
Data System Assessment, overhaul, improvements	15,000	75,000	5,000
<b>Other Employer Contributions</b>			
Employer Incentives @ \$1,000/each	7,000	7,000	6,000
<b>Other</b>			
Marketing Materials	-	10,000	-
National Career Readiness Assessments @ \$50/each*	2,000	3,000	3,000
UI Wage Data Contract with ODJFS	2,000	2,000	2,000
Co-op/Employer Engagement Sessions (refreshments, meeting expenses)		1,000	1,000
<b>Other Subtotal</b>	4,000	16,000	6,000
<b>Total Direct Expense</b>	110,622	351,865	270,865
<b>Indirect Expense @ 8%</b>	8,850	28,149	21,669
<b>Total Direct + Indirect Expenses</b>	119,471	380,014	292,534
<b>TOTAL FUNDS REQUESTED (3/1/2014 – 6/30/2016):</b>			<b>792,020</b>
<b>TOTAL PRIVATE MATCH OF 183 Co-Op Wages @ \$4350/Each:</b>			<b>796,050</b>
<b>% Grant Funds Directed To Employer Incentives:</b>			<b>3%</b>
<b>% Grant Funds Directed To Infrastructure/Capacity Building:</b>			<b>89%</b>

## APPENDICES

### APPENDIX “A” – BUDGET

Activity	Total	Regents Funds	Business Funds*	Applicant Funds	Education Partner Funds	Name of Education Partners	Other Partner Funds	Name of Other Partners
Personnel	\$ 592,352.00	\$ 592,352.00						
Supplies								
Purchased Services	\$ 95,000.00	\$ 95,000.00						
Travel								
Scholarships								
Employer Salaries								
Other Employer Contributions	\$ 20,000.00	\$ 20,000.00	\$796,050.00					
Other (Mktg materials, NCRC, UI Wage Data, Co-op mtgs)	\$ 26,000.00	\$ 26,000.00						
Subtotal	\$ 733,352.00	\$ 733,352.00	\$796,050.00					
Indirect Costs 8% or less	\$ 58,668.00	\$ 58,668.00						
<b>TOTAL</b>	<b>\$ 792,020.00</b>	<b>\$792,020.00</b>	<b>\$796,050.00</b>					

\*Equal to or greater than 100% of requested state money for undergrad programs and 150% for grad programs

**APPENDIX “B” – BUSINESS PARTNER SNAPSHOT**

<b>Employer Name</b>	<b>Total Intern &amp; Co-op Wages</b>	<b># of Intern Positions</b>	<b># of Co-op Positions</b>	<b>Amount of Other Employer Contributions</b>
ADS Manufacturing Ohio, LLC	TBD		TBD	
Analysis Express	\$35,000/yr		minimum of 1	
Faxon Machining	TBD		TBD	
Projotech	\$10-\$14 per hour		TBD	
Queen City Polymers	\$12-\$15 per hour		minimum of 4	
Rhinstahl Corporation	\$16 per hour		TBD	
Serta	\$11 per hour		2	
SunCoke Energy	\$18 per hour		TBD	
WolfeDomain	TBD		TBD	
<b>9</b>	<b>Average hourly wage of \$11.97</b>	<b>0</b>	<b>TBD</b>	

## APPENDIX “C” – LETTERS OF COMMITMENT FROM BUSINESS & OTHER PARTNERS



1701 Reinarts Blvd, Middletown, Ohio, 45042  
Phone:(513) 600-8185 www.advancedds.ca

November 11, 2013

Chancellor John Carey  
Ohio Board of Regents  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Carey,

We are pleased to provide support for the project being proposed by Cincinnati State Technical and Community College under the Ohio Means Internships & Co-ops Program.

As an employer in one of the JobsOhio key industries, we seek employees with the skills needed to thrive in a high performance workplace—not only academic skills but also workplace skills such as teamwork and critical thinking. Cooperative education presents an excellent path on which students may more fully develop these two sets of skills.

ADS provides entry level employment, along with training and development for employees in both skilled and unskilled labor. Partnering with Cincinnati State in their development of the co-op program would be greatly beneficial, as it would provide ADS with an essential talent pool to draw from. As such, we intend on utilizing the co-op program on an on-going basis for our recruiting needs if it becomes available.

Our partnership with Cincinnati State on this project will include working together to create co-op positions that would provide a student participating in a co-op at our company the opportunity to gain essential experience, as well as on the job training. We will evaluate each participating student’s performance in the co-op position, and providing meaningful feedback on how to improve and become more effective in their respective position. Finally, our partnership would also include advising Cincinnati State on the technical and workplace skills needed by employees working in our industry

We appreciate the interest and support that the Ohio Board of Regents is showing towards cooperative education in our state, and look forward to working together with Cincinnati State on this project.

Sincerely,

Mark Booker  
President  
ADS Manufacturing Ohio LLC



Analysis Express, LLC  
8354 Princeton-Glendale Road#122  
West Chester, Ohio 45069  
Telephone 513 942-7752  
[www.AnalysisExpress.com](http://www.AnalysisExpress.com)

Date: Nov 14<sup>th</sup>, 2013

Chancellor John Carey  
Ohio Board of Regents  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Carey,

We are pleased to provide a commitment to actively support the project being proposed by Cincinnati State Technical and Community College under the Ohio Means Internships & Co-ops Program.

As an employer in one of the JobsOhio key industries, we seek employees with the skills needed to thrive in a high performance workplace—not only academic skills but also workplace skills such as teamwork and critical thinking. Cooperative education presents an excellent path on which students may more fully develop these two sets of skills.

Our partnership with Cincinnati State on this project will include:

- Working together to create at least one co-op positions that would provide a student participating in a co-op at our company with an estimate wage of 35k/year;
- Evaluating each participating student's performance in the co-op position;
- Advising Cincinnati State on the technical and workplace skills needed by employees working in our industry;

We appreciate the interest and support that the Ohio Board of Regents is showing towards cooperative education in our state, and look forward to working together with Cincinnati State on this project.

Sincerely,

A handwritten signature in black ink that reads "Subrata Debnath".

Subrata Debnath, President  
[Subrata@analysisExpress.com](mailto:Subrata@analysisExpress.com)  
Cell: 248-259-2598



November 14, 2013

Chancellor John Carey  
Ohio Board of Regents  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Carey,

We are pleased to provide a commitment to actively support the project being proposed by Cincinnati State Technical and Community College under the Ohio Means Internships & Co-ops Program.

As an employer in one of the JobsOhio key industries, we seek employees with the skills needed to thrive in a high performance workplace—not only academic skills but also workplace skills such as teamwork and critical thinking. Cooperative education presents an excellent path on which students may more fully develop these two sets of skills.

Our partnership with Cincinnati State on this project will include:

- Working together to create co-op positions that would provide a student participating in a co-op at our company;
- Evaluating each participating student's performance in the co-op position;
- Advising Cincinnati State on the technical and workplace skills needed by employees working in our industry

We appreciate the interest and support that the Ohio Board of Regents is showing towards cooperative education in our state, and look forward to working together with Cincinnati State on this project.

Sincerely,

Craig Bailey  
Human Resource Manager



11101 Adwood Drive Cincinnati Ohio 45240 Phone: 513.851.4644 Fax: 513.851.4785  
[www.faxon-machining.com](http://www.faxon-machining.com)





11.14.2013

Chancellor John Carey  
Ohio Board of Regents  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Carey,

We are pleased to provide a commitment to actively support the project being proposed by Cincinnati State Technical and Community College under the Ohio Means Internships & Co-ops Program.

As an employer in one of the JobsOhio key industries, we seek employees with the skills needed to thrive in a high performance workplace—not only academic skills but also workplace skills such as teamwork and critical thinking. Cooperative education presents an excellent path on which students may more fully develop these two sets of skills.

Our partnership with Cincinnati State on this project will include:

- Working together to create IT co-op positions that would provide a student participating in a co-op at our company with an estimate wage of \$10 - \$14 an hour;
- Evaluating each participating student's performance in the co-op position;
- Advising Cincinnati State on the technical and workplace skills needed by employees working in our industry;

We appreciate the interest and support that the Ohio Board of Regents is showing towards cooperative education in our state, and look forward to working together with Cincinnati State on this project.

Sincerely,

April Shereda  
Client & Employee Success Manager  
3815 Harrison Ave  
Cincinnati, OH 45211  
Direct phone 513.578.6021  
Direct fax 513.578.6065  
[www.projetechno.com](http://www.projetechno.com)  
[ashereda@projetechno.com](mailto:ashereda@projetechno.com)





QUEEN CITY POLYMERS  
*Plastic Fabrication \* Machining \* Materials Distribution*

November 13, 2013

Chancellor John Carey  
Ohio Board of Regents  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Carey,

I would like to take this opportunity to express our commitment supporting the project being proposed by Cincinnati State Technical and Community College under the Ohio Means Internships & Co-ops Program.

We have recently been active in seeking the skill set of students that Cincinnati State Technical and Community College successfully educates and understand they are an important part of this program.

Queen City Polymers serves some of the JobsOhio key industries and are often seeking employees with the skills needed for a successful business. We value teamwork as well as critical thinking skills. Cooperative education presents an excellent path on which students may more fully develop these talents.

Our partnership with Cincinnati State on this project will include:

- Working together to create 4 or more co-op positions that would provide a student participating in a co-op at our company with an estimate wage of \$12.00 to \$15.00 per hour.
- Evaluating each participating student's performance in the co-op position;
- Advising Cincinnati State on the technical and workplace skills needed by employees working in our industry;
- A continuous cycle of those in the learning process becoming a valuable part of our team.

We appreciate the interest and support that the Ohio Board of Regents is showing towards cooperative education in our state, and look forward to working together with Cincinnati State on this project.

Sincerely,

Larry Deel

Supervisor of Sales and Operations

*Corporate Headquarters*

6101 Schumacher Park Dr. West Chester, Ohio 45069 phone 513.779.0990 toll free 800.886.7790 fax 513.779.0993 email qcpcinc.net



1680 Carillon Boulevard  
Forest Park, Ohio  
45240

November 12, 2013

Chancellor John Carey  
Ohio Board of Regents  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Carey,

We are pleased to provide a commitment to actively support the project being proposed by Cincinnati State Technical and Community College under the Ohio Means Internships & Co-ops Program.

As an employer in one of the JobsOhio key industries, we seek employees with the skills needed to thrive in a high performance workplace—not only academic skills but also workplace skills such as teamwork and critical thinking. Cooperative education presents an excellent path on which students may more fully develop these two sets of skills.

Our partnership with Cincinnati State on this project will include:

- Working together to create two co-op positions that would provide a student participating in a co-op at our company with an estimate wage of \$11.00 an hour;
- Evaluating each participating student's performance in the co-op position;
- Advising Cincinnati State on the technical and workplace skills needed by employees working in our industry;
- Developing the student's workplace skills, including; project management, tracking and reporting quality metrics, as well as honing their ability to work on multiple tasks.

We appreciate the interest and support that the Ohio Board of Regents is showing towards cooperative education in our state, and look forward to working together with Cincinnati State on this project.

Sincerely,

A handwritten signature in blue ink that reads "David Hopkins". The signature is fluid and cursive.

David Hopkins  
Production Supervisor  
Serta Mattress Company

3353 Yankee Road  
Middletown, OH 45044

513.424.0062  
suncoke.com



**SunCoke Energy**

The Higher Degree

November 11, 2013

Chancellor John Carey  
Ohio Board of Regents  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Carey,

We are pleased to provide a commitment to actively support the project being proposed by Cincinnati State Technical and Community College under the Ohio Means Internships & Co-ops Program.

As an employer in one of the JobsOhio key industries, we seek employees with the skills needed to thrive in a high performance workplace—not only academic skills but also workplace skills such as teamwork and critical thinking. Cooperative education presents an excellent path on which students may more fully develop these two sets of skills.

Our partnership with Cincinnati State on this project will include:

- Working together to create co-op positions that would provide a student participating in a co-op at our company with an estimate wage of \$18.00/hr;
- Evaluating each participating student's performance in the co-op position;
- Advising Cincinnati State on the technical and workplace skills needed by employees working in our industry;
- *[please list any other commitments of resources to the project, such as mentors]*

We appreciate the interest and support that the Ohio Board of Regents is showing towards cooperative education in our state, and look forward to working together with Cincinnati State on this project.

Sincerely,

Paula Polyak  
Plant Human Resource Manager  
SunCoke Energy  
Middletown Operations

11/14/2013

Chancellor John Carey  
Ohio Board of Regents  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Carey,

We are pleased to provide a commitment to actively support the project being proposed by Cincinnati State Technical and Community College under the Ohio Means Internships & Co-ops Program.

As an employer in one of the JobsOhio key industries, we seek employees with the skills needed to thrive in a high performance workplace—not only academic skills but also workplace skills such as teamwork and critical thinking. Cooperative education presents an excellent path on which students may more fully develop these two sets of skills.

Our partnership with Cincinnati State on this project will include:

- Working together to create ( ) co-op positions that would provide a student participating in a co-op at our company with an estimate wage of ( );
- Evaluating each participating student's performance in the co-op position;
- Advising Cincinnati State on the technical and workplace skills needed by employees working in our industry: Content Creation (Video, Writing, Graphic Design, Audio)

We appreciate the interest and support that the Ohio Board of Regents is showing towards cooperative education in our state, and look forward to working together with Cincinnati State on this project.

Sincerely,



Jake Dressman  
Director of Marketing and Video Production at Wolfe Domain



The Southwest Ohio Region  
WORKFORCE INVESTMENT BOARD

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November 15, 2013

Chancellor John Carey  
Ohio Board of Regents  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Carey,

On behalf of the 72 members of the Southwest Ohio Region Workforce Investment Board, 75% of whom are employers, economic developers and business representatives; I am pleased to provide the SWORWIB's commitment to support Cincinnati State Technical and Community College for their grant application under the Ohio Means Internships & Co-ops Program.

Cooperative education has long been a key component in the employment pathways of many of our leading companies and industries. It is even more important today, as Ohioans must be skilled and highly adaptable to assist Ohio and regional employer in competing within the global economy.

We have partnered with Cincinnati State on many grant applications over the years as well as utilized our WIA funded training dollars in Cincinnati State educational grants to our customers. At this time, Cincinnati State is an eligible training provider under WIA for our service area and we are hopeful they can obtain additional funds to better serve our customers and residents thanks to the interest and support that the Ohio Board of Regents is showing towards cooperative education for Ohio and hopefully Ohioans.

We look forward to establishing a partnership with Cincinnati State for this co-ops and internship project that promotes their collaborating with the SWORWIB to better understand the regional labor market as well as the needs of specific industries and employers with whom we work and for whom we serve. Please feel free to contact me at the letterhead address below if you have any questions.

Most sincerely,

A handwritten signature in green ink that reads "Sherry Kelley Marshall". The signature is written in a cursive style and extends to the right with a long, thin tail.

Sherry Kelley Marshall  
President & CEO

---

300 Carew Tower • 441 Vine St • Cincinnati, Ohio 45202 • 513.579.3118 • smarshall@cincinnati-chamber.com

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November 4, 2013

Chancellor John Carey  
Ohio Board of Regents  
25 South Front Street  
Columbus, OH 43215

\* Zark

Dear Chancellor Carey,

We are pleased to provide a commitment to actively support the project being proposed by Cincinnati State Technical and Community College under the Ohio Means Internships & Co-ops Program.

Cooperative education has long been a key component in the employment pathways of many of our leading companies and industries. It is even more important today, as workers must be skilled and highly adaptable to assist employers in competing within the global economy.

We support this proposal because Cincinnati State has a history of leadership in cooperative education, and this project would further enhance the quality, breadth and sustainability of the college's co-op programs.

Our partnership with Cincinnati State on this project will include collaborating with Cincinnati State on better understanding the regional labor market as well as the needs of specific industries and employers. We appreciate the interest and support that the Ohio Board of Regents is showing towards cooperative education in our state, and look forward to working together with Cincinnati State on this project.

Sincerely,

Rick Pearce  
President/CEO  
The Chamber of Commerce

SUSTAINING MEMBERS

PLATINUM

Butler Tech

TITANIUM

AK Steel

DIAMOND

Atrium Medical Center

First Financial Bank

Huhtamaki

GOLD

COHEN

Dickerson Distributing/

Budweiser

Duke Energy

Flowers by Roger, Inc.

McGraw/Kokosing

Midd Cities Partners

MidUSA Credit Union

MillerCoors

SILVER

American Savings Bank

Cox Media Group Ohio

Deceuninck North America

Evertz Technology Service

The Kleingers Group

Miller Insurance, Inc.

PCC Internet Group

The Pratt Law Practice, LLC

Robinson Heating &

Air Conditioning, Inc.

*Serving Middletown, Monroe and Trenton*

1500 Central Avenue • Middletown, Ohio 45044 • 513.422.4551 • Fax 513.422.6831



November 8, 2013

Chancellor John Carey  
Ohio Board of Regents  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Carey,

We are pleased to provide a commitment to actively support the project being proposed by Cincinnati State Technical and Community College under the Ohio Means Internships & Co-ops Program.

Cooperative education has long been a key component in the employment pathways of many of our leading companies and industries. It is even more important today, as workers must be skilled and highly adaptable to assist employers in competing within the global economy.

We support this proposal because Cincinnati State has a history of leadership in cooperative education, and this project would further enhance the quality, breadth and sustainability of the college's co-op programs.

Our partnership with Cincinnati State on this project will include collaborating with Cincinnati State on better understanding the regional labor market as well as the needs of specific industries and employers. We appreciate the interest and support that the Ohio Board of Regents is showing towards cooperative education in our state, and look forward to working together with Cincinnati State on this project.

Sincerely,

A handwritten signature in blue ink, appearing to read "Matt Davis".

Matt Davis  
Interim Executive Director  
Cincinnati USA Partnership

300 Carew Tower  
441 Vine Street  
Cincinnati, Ohio 45202-2812  
phone 513.579.3107  
fax 513.579.3101

[www.cincinnatiusa.org](http://www.cincinnatiusa.org)



Greater Hamilton Chamber of Commerce  
201 Dayton Street  
Hamilton, OH 45011  
513-844-1500  
513-844-1999 Fax  
www.hamilton-ohio.com  
*A Payback Today....A Partner Forever*

11-4-2013

Chancellor John Carey  
Ohio Board of Regents  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Carey,

We are pleased to provide a commitment to actively support the project being proposed by Cincinnati State Technical and Community College under the Ohio Means Internships & Co-ops Program. Our Chamber considers workforce development one of our key economic development priorities. We are constantly hearing from businesses concerning their need to attract and retain qualified employees. Our Chamber has been a leading business voice in our region for over 100 years.

Cooperative education has long been a key component in the employment pathways of many of our leading companies and industries. It is even more important today, as workers must be skilled and highly adaptable to assist employers in competing within the global economy.

We support this proposal because Cincinnati State has a history of leadership in cooperative education, and this project would further enhance the quality, breadth and sustainability of the college's co-op programs.

Our partnership with Cincinnati State on this project will include collaborating with Cincinnati State on better understanding the regional labor market as well as the needs of specific industries and employers. We appreciate the interest and support that the Ohio Board of Regents is showing towards cooperative education in our state, and look forward to working together with Cincinnati State on this project.

Sincerely,

A handwritten signature in black ink that reads 'Kenny Craig'.

Kenny Craig  
President/CEO



2400 Reading Road  
Cincinnati, Ohio 45202  
Phone: 513.762.7170  
Fax: 513.762.7138

November 8, 2013

Chancellor John Carey  
Ohio Board of Regents  
25 South Front Street  
Columbus, OH 43215

Dear Chancellor Carey,

We are pleased to provide a commitment to actively support the project being proposed by Cincinnati State Technical and Community College under the Ohio Means Internships & Co-ops Program.

Cooperative education has long been a key component in the employment pathways of many of our leading companies and industries. It is even more important today, as workers must be skilled and highly adaptable to assist employers in competing within the global economy.

We support this proposal because Cincinnati State has a history of leadership in cooperative education, and this project would further enhance the quality, breadth and sustainability of the college's co-op programs.

Our partnership with Cincinnati State on this project will include collaborating with Cincinnati State on better understanding the regional labor market as well as the needs of specific industries and employers. We appreciate the interest and support that the Ohio Board of Regents is showing towards cooperative education in our state, and look forward to working together with Cincinnati State on this project.

Sincerely,

Janice Urbanik  
Executive Director

➤ SKILLED WORKERS. COMPETITIVE BUSINESSES. A GROWING ECONOMY.

## APPENDIX “D” – ADDITIONAL ITEMS

### POSITION DESCRIPTION

#### **Director, Cooperative Education PTEC**

Department: Academic Affairs

Location: Cincinnati, OH, USA

Employment Type: Full Time

#### Overview

The Director, Cooperative Education PTEC will report to the Academic Vice President (or designee) and maintain a close working relationship with the cooperative education coordinators in the Academic Divisions and the Pathway to Employment Center (PTEC). Likewise, the Director, Cooperative Education PTEC will maintain a dotted line working relationship with Director of Grant Administration to ensure grant compliance and accountability. In the event that the Director, Cooperative Education PTEC has not been identified as of the effective date of the grant award, the Academic Vice President and Director of Grant Administration will co-direct the grant project.

#### RESPONSIBILITIES AND DUTIES

- Establish and facilitate, in collaboration with academic division deans and co-op coordinators, cooperative education goals, strategies and metrics.
- Provide leadership, direction, coordination and oversight of the cooperative education program, including retention & completion initiatives, policies, procedures, programs and services.
- Administer and ensure the standardization, consistency and best practices of the co-op program, including providing a one-stop single point of contact for stakeholders.
- Lead the review and evaluation of program quality and performance, and implement program design and development changes.
- Provide oversight of student recruitment and participation in cooperative education, assessment, career exploration, academic and work readiness assessments and preparation.
- Develop and execute recruitment and marketing processes to successfully recruit employer and community-based partners, and by developing partnerships with industry that will enhance the success of students in their training and career goals.
- Direct, enhance, incorporate and evaluate the technological systems related to the administration of cooperative education program, including the website and database.
- Plan, administer, and control budgets, maintain financial records, and produce financial, programmatic, strategic and grant-required reports.
- Contribute to college knowledge management by staying abreast of current and future innovations related to cooperative education methods, and regional labor market demands.
- Establish operational policies and procedures based on current best practices in collaboration with the Deans Council, Cooperative Education Coordinators, Department Chairs, and College's Strategic Plan workgroups.
- Represent the college at community and campus events, in meetings with other institution personnel, participate on college committee activities, and during accreditation processes.

- At the direction of the Academic Vice President, promote the college and the Cooperative Education PTEC internally by acting as liaison, and externally by participating in community, state, and national events or meetings.

Minimum Qualifications:

At a minimum the Director will:

- Possess a Bachelor Degree and 5-7 years of experience in cooperative education, post-secondary education, academic advising, work readiness, academic readiness and/or support services administration.
- Have familiarity with innovation in cooperative education and work readiness
- Possess exceptional proficiency with all Microsoft Office programs
- Display excellent writing and presentation skills
- Be an experienced leader including project development, execution, supervision, and data/outcomes management experience

Preferred qualifications would include:

- Master's degree in Post-Secondary Education, Educational Leadership, Social Work, Counseling, Human Resources or Psychology
- Experience with federal grants administration, particularly with multiple partners
- Experience in developing and delivering career pathways, including knowledge of work and academic readiness assessment tools, and experience in case management, supportive services counseling and referrals

Details

Reports to: Academic Vice President or designee

Contractual Affiliation: N/A

Exempt Classification: Exempt

Status: Full time

This position is funded through a grant. Funding for the position will end on 4-1-16.

Excellent Benefits

Candidates selected for full-time positions are eligible for our benefit package that includes excellent medical, dental, vision, life and disability insurance benefits with minimal out of pocket payments and contribution rates, a Health and Wellness Bonus Program, immediate accrual of vacation, sick and personal leave, tuition reimbursement, and much more!

Equal Opportunity Employer

Committed to Creating a Diverse and Inclusive Work Environment Cincinnati State Technical and Community College, as well as its individual academic divisions, is committed to a policy of equal opportunity in all its activities and programs, including employment and promotion. It does not discriminate on the basis of race, color, national or ethnic origin, citizenship status, religion, sex, sexual-orientation, age, physical disabilities, veteran or marital status.

## CO-OP PROGRAM INFORMATION & MATERIALS



Congratulations on your Co-op/Internship placement! I hope you take the opportunity to gain as much knowledge and experience possible for this semester.

Below is a list of the requirements for completing the semester. Please contact your co-op coordinator by phone or email at least twice during the semester to let them know how your co-op/Internship is going. **Contact your co-op coordinator during the third week of the semester** to schedule a site visit during which the coordinator will get a chance to meet your supervisor and see you in action. Contact us immediately if you have any questions, problems or concerns during your co-op/Internship.

**Step 1: Students must register for their Co-op/Internship. The choices are:**

- HUM 191 or HUM 192 = Part time Co-op-1 credit, (paid, 15-20 hours per week)
- HUM 291 or 292 = Full time Co-op-2 credits, (paid, 30 + hours per week)
- HUM 294 = Part time Internship-2 credits, (unpaid, 200 hours per semester)

**Step 2: Students will complete and submit the following forms the second week of the semester:**

- Co-op/Internship Agreement
- Co-op/Internship Learning Contract (should be completed with your supervisor)

**Step 3: Students will submit the following forms and assignments during the last full week of the semester:**

- Student journal and summary
- Assessment by Employer
- Assessment by Student
- Career Exploration Assignment

Have a wonderful semester!

Jayne Martin Dressing, Co-op/Internship Coordinator  
(513) 569-4778 (direct)  
(513) 569-4686 (fax)  
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# COOPERATIVE EDUCATION CREDIT OPPORTUNITIES

## Coordinators:

Jayne Martin Dressing  
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To Make an Appointment: 513-569-1700 Fax: 513-569-4686

## 4 credits hours required for graduation

### Prerequisites to Co-op/Internship

- HUM 190 Career Exploration Seminar (2 credit hours) is required prior to co-op
- 2.0 Minimum GPA
- Academic Foundations must be completed prior to Co-op/Internship

## Students Must REGISTER For Co-Op or Internship

Parallel/Part-time Co-op HUM - 191/192 (2 semesters)	1 Credit hour	15-20 Hours a week	Paid
Full Time Co-op HUM - 291/292 (1 semester)	2 Credit hours	30+ Hours a week	Paid
Internship HUM - 294 (1 semester)	2 Credit hours	200 Hours a semester	Unpaid

## Special Projects

- Pre-approval necessary by co-op coordinator
- Outline and Proposal due at registration
- Work Includes: informational interviews, volunteer/job shadowing, and career exploration activities

HUM - 194/195 1 credit hour

HUM - 296 2 credit hours

## Co-op/Internship Assessment by Employer

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Coordinator: \_\_\_\_\_ Program: \_\_\_\_\_

Company Name: \_\_\_\_\_

Company Address: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_

Student's Title/Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Attendance, Punctuality, Personal Appearance**

	Excellent	Good	Average	Fair	Poor
1. Reports to work when scheduled	5	4	3	2	1
2. Arranges for lateness or time off in advance	5	4	3	2	1
3. Is appropriately dressed	5	4	3	2	1

**Knowledge of Job**

	Excellent	Good	Average	Fair	Poor
1. Grasps instructions quickly	5	4	3	2	1
2. Demonstrates appropriate technical knowledge	5	4	3	2	1
3. Desires to increase knowledge of job	5	4	3	2	1
4. Is willing to ask questions	5	4	3	2	1

**Quality of Work**

	Excellent	Good	Average	Fair	Poor
1. Produces work that is accurate and neat	5	4	3	2	1
2. Shows thoroughness in work	5	4	3	2	1
3. Produces the expected volume of work	5	4	3	2	1
4. Is efficient in use of time	5	4	3	2	1
5. Demonstrates ability to set priorities	5	4	3	2	1

**Attitude**

	Excellent	Good	Average	Fair	Poor
1. Shows initiative	5	4	3	2	1
2. Is enthusiastic about work	5	4	3	2	1
3. Is willing to work with and for others	5	4	3	2	1
4. Accepts suggestions/criticism during coaching	5	4	3	2	1
5. Asks for additional work when tasks are complete	5	4	3	2	1

**Judgment, Reliability, Adaptability**

	Excellent	Good	Average	Fair	Poor
1. Is able to think independently	5	4	3	2	1
2. Makes good decisions	5	4	3	2	1
3. Is able to work under pressure	5	4	3	2	1
4. Meets deadlines	5	4	3	2	1
5. Is adaptable to changes in the work environment	5	4	3	2	1

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## Co-op/Internship Agreement

This agreement promotes understanding of the objectives of the Co-op/Internship program among the participants.

Student / Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

### Student

- I understand that it is my responsibility to meet the requirements established by this agreement.
- I will be responsible for completing all work assignments and obligations by their deadlines.
- I understand that, upon completion of my experience, I will complete a Post Work Evaluation and Journal and return them promptly to my co-op/internship coordinator.
- I will adhere to all program regulations and requirements as a student enrolled at Cincinnati State Technical and Community College.
- I will report to work on time, and in the event of illness or emergency, I will notify my employer prior to the beginning of my scheduled shift.
- I will report any situation that could be detrimental to my experience to my co-op/internship coordinator at once.
- If, for any reason during this work assignment I am removed from my position, I will not apply for unemployment benefits. I understand that this is an academic program, not an employment program.
- The co-op/internship coordinator has my permission to examine my academic transcript, and send a copy to the employer, if requested.
- I understand that as a part of the employment process I may be required to participate in pre-employment testing, physicals, or background checks.

### College

Cincinnati State Technical and Community College agrees to provide the student with opportunities to develop basic skills in the occupation and to offer related training. The College will award academic credit for work successfully accomplished based upon a planned work experience agreed upon by the participants.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Co-op Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

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## Co-op/Internship Assessment by Student

Name: \_\_\_\_\_ Major: \_\_\_\_\_

Company Name: \_\_\_\_\_ Term: \_\_\_\_\_

This questionnaire has been developed to help us assess the learning and personal growth you experienced on your most recent co-op/ internship assignment. Please consider each of the following statements and indicate how helpful your position was in expanding your knowledge and experience.

Gender: M  F  Co-op Semester: Fall  Spring  Summer

	Extremely Helpful	Very Helpful	Generally Helpful	Somewhat Helpful	Not Helpful	Not Applicable
1. Opportunity for learning.	5	4	3	2	1	0
2. Realizing my own strengths and weaknesses.	5	4	3	2	1	0
3. Gaining practical experience related to my degree program.	5	4	3	2	1	0
4. Developing professional and technical skills.	5	4	3	2	1	0
5. Gaining self-confidence and assuming responsibility.	5	4	3	2	1	0
6. Learning how to work with supervisors.	5	4	3	2	1	0
7. Learning how to work effectively with colleagues and teams.	5	4	3	2	1	0
8. Developing my ability to communicate orally.	5	4	3	2	1	0
9. Developing my ability to communicate in writing.	5	4	3	2	1	0
10. Learning about leadership.	5	4	3	2	1	0
11. Developing my ability to work with people from diverse age groups, racial and cultural backgrounds.	5	4	3	2	1	0
12. Practicing ethical behavior.	5	4	3	2	1	0
13. Learning about my area of specialization.	5	4	3	2	1	0
14. Learning about technology related to my field of study.	5	4	3	2	1	0
15. Understanding business systems.	5	4	3	2	1	0
16. Learning how to acquire, organize and interpret information.	5	4	3	2	1	0
17. Developing my ability to evaluate other people's point of view in reaching my own conclusions.	5	4	3	2	1	0
18. Practicing troubleshooting, problem solving and decision-making.	5	4	3	2	1	0
19. Learning how to manage resources such as time, money, materials and people.	5	4	3	2	1	0
20. Learning how to assess and exceed internal and/or external customer expectations.	5	4	3	2	1	0

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