

THE ASPIRE TIMES

The Official Newsletter of MVCTC's Aspire Program



HIGHLIGHTS IN THIS ISSUE

GRADUATION

CLOTHES THAT WORK

NEW HEIGHTS

LEAP OF FAITH

A STORY OF PERSEVERANCE

UPCOMING EVENTS / CLASSES

CLASS INFORMATION

Congratulations, Graduates!

Photos: Sue Shira

Commentary: Hannah Satterfield

Graduation is a time to celebrate achievement, but it is also a time of hope. Hope that the future brings all you could have ever dreamed of. Hope that you can do better for yourself and those that look up to you.

Always an inspiring evening, MVCTC's Aspire Program hosted graduation for students in the Adult Diploma program and the High School Equivalency program on June 16, 2023. Students worked diligently throughout the year to accomplish their educational and personal goals. Graduate, Megan Brink, pictured above, gave an inspiring speech discussing the obstacles she has had to overcome to accomplish her goals. She represents just one story of the hundreds we encounter in our program. We wish all of our graduates a happy, healthy, and successful life ahead.



Finding Clothes That Work

Submitted by: Lisa Witt, Transitions Coordinator

Recently, MVCTC Aspire's Certified Manufacturing Associate class took a class trip to Clothes That Work. Clothes That Work gives people an opportunity to look their best so they can feel their best going into an interview. The program helps to provide work attire to individuals that may not have access to appropriate clothing. Our students were able to find an outfit that they felt comfortable in. Not only were students comfortable, they were beaming with pride at the opportunities that lie ahead of them. One student, Michael, got goosebumps seeing himself in a suit for the first time. Everyone walked away with something that made them feel confident and ready for their upcoming interviews.





Elijah's Story

*Submitted by: Dani Heeter,
Aspire Coordinator - Edited*

My parents joined a religious organization in the early nineties that had its own Community. One day my Mom received a phone call from one of the representatives of the group. The woman was calling to inform my mom that my brother and I were stepping into manhood and a part of that meant moving from our home in Cincinnati, Ohio, to the headquarters of the organization located in Kansas City. What we didn't know was that the "education" would be little to none. The educators were unqualified individuals. Every student that had graduated was required to start over because their credentials were not state recognized. Therefore, the students' credits did not count. To make matters worse, leaders of organization who were responsible for the development and safety of youth would years later be charged with the exploitation and abuse of young children.

At the time I was one of those kids. From the age of 12 years old, the exploiters began labor trafficking me from state to state. Wherever there was a restaurant owned by the organization, they would ship me off without my parents' permission. From 12 to 21 years old I was forced to work in those restaurants, the labor that I performed and would never be compensated for. In 2011, I managed to escape the organization, and although I was back in Ohio mentally, I was lost.

I had no idea of where to start as an independent, grown man. So I began to do the thing I became most familiar with doing (work). My plan was to get two jobs. One job was at night for third shift and the second was an early morning first shift. I made for certain that my evenings were clear because I was definitely going to get my GED high school equivalent. I aced accomplishing the first part of my plan, which was to work. However, I quickly found that working two jobs while studying was easier said than done. At the Miami Valley Career Technology Center, students learned and moved forward as a group, so long as as you were present. You were expected to advance and eventually reach the finish line, which of course was earning your GED. The problem for me was that I wasn't all in, probably not even half. Work had consumed my time. I fell tremendously behind, and by my own fault, I needed to drop out. The teacher of the class had mentioned that there was another option at a place called the Brunner Literacy Center and urged me not to give up. I was not even a little bit interested in experiencing the disappointment I had just went through again, so I dropped the goal of earning my GED. My older brother, whom I had mentioned earlier, had the exact opposite experience. He was doing well with his studies with the GED materials but couldn't seem to land a Job. He told me that he had been going to the Brunner Literacy Center and thought it would be a good idea for me to check out the adult learning center.

Continued on Page 5

I took my brother's advice and to my surprise, the Brunner Literacy Center, with the help of MVCTC, identified my progress blockage. I was given the resources to get help both with my trauma and class sessions to get me back on track with the progress I had already made. I am happy to say that I did earn my GED. My wife and I own and operate our bakery, Lee Lee's Cookies. The skills I use to operate our business began with education from the GED program. I am forever thankful for both the Miami Valley Career Technology Center and the Brunner Literacy Center for giving me the tools and guidance needed to advance in life.

English in the Medical Field

Photos & Commentary: Chelsie Hellwig, ESOL Instructor

Students at Abiding Christ took advantage of Premier Health's free clinic open to the community on Thursday, April 13th. Students of all levels of proficiency practiced English in a medical setting while also receiving updates on their personal health. Some of the free services offered to students included checks on blood pressure, blood sugar, and cholesterol. Pictured is Mary from our intermediate ESOL class having her blood pressure checked.



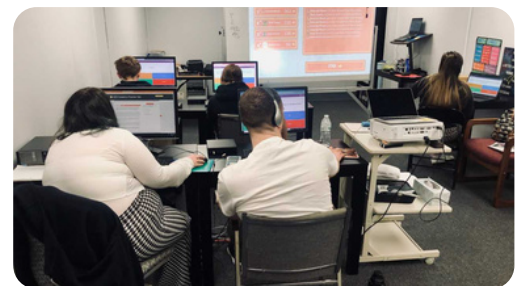
Technology in the Classroom

Photos: Jack Simpson, HSE Instructor

Commentary: Hannah Satterfield, HSE Instructor

Instructor, Jack Simpson, keeps his students engaged through various learning formats. Students at Yes! for Youth played an online game that reflected math problems including fractions, operations, and mixed numbers. Students enjoyed the friendly competition of their classmates and a break from traditional teaching techniques.

Students at the Dream Center are pictured working with partners on a Point of View lesson. They are learning the differences between different voices and how to identify them in text.



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to see class updates, student
success stories, and more!

ASPIRING NEW HEIGHTS IN ASPIRE

Submitted by: Steve Brinkerhoff, HSE Instructor

The day begins like most others. Up at 6 AM, breakfast trays of cold cereal are served, and minimal personal grooming is accomplished in the cell assignment to each inmate in either A or B pod at the Greene County Adult Detention Center. The exception to this normally monotonous routine is a Tuesday and Thursday visit to the ASPIRE Classroom located adjacent to



the Control room and the duty sergeant's office. The on duty Sergeant calls for the men to come, and the early morning "fog" is shaken off as these men begin their studies.

Clearly, the students report that enrollment in the ASPIRE class has offered not only a break from the "hum-drum" routine but also an opportunity to make serious and far reaching changes in their lives. Each person thinks of how these changes will affect the many facets of their life when they are released. We discuss how to go about putting these changes into practice as a side to their learning goals. Several men have determined to mend broken relationships. Others have committed to attending treatment centers and transitional housing facilities. Many have purposed to resume their studies at other ASPIRE sites closest to their homes once they depart the facility.

I think of two particular men in our class. Allen is from Greene County and is involved in an intensive rehab program addressing his alcohol and drug abuse. He tells me that had he not been arrested and charged, he most likely would have been dead. Though his education history is weak, Allen has made steady progress in improving his reading and math skills. While incarcerated, Allen earned four Aramark food safety certificates. In addition, the discipline of coming to class has taught him greater self-discipline and accountability to others. He states that he has a more positive outlook for the future. Allen will enroll in an ASPIRE class when he is released in several weeks.

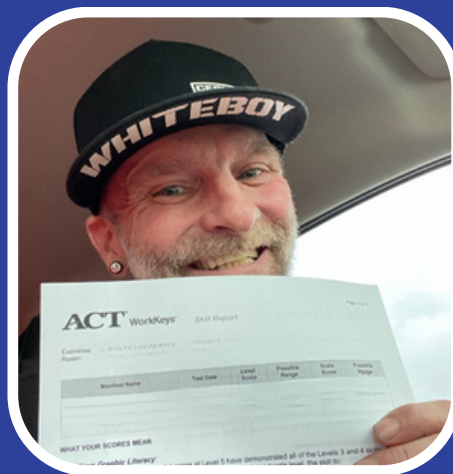
David quit high school and has labored in jobs that require little skill. Through his ordeal, David is committed to helping ex-offenders to re-adjust to life when they are released. In fact, David has started an informal support group and Bible study among other men in his pod. He cares deeply for them and often entertains a sort of "study-hall" for others to improve their math and reading skills. He tells me that his goal is to achieve his high school equivalency and enroll in community college to study social work and counseling. Through participation in the ASPIRE program, David has re-examined his life with heightened expectations for a more productive life.

Yes, two different men with two diverse life situations. However, the overall change in each is very similar due in part to the hard work each has invested in their studies. It certainly is gratifying to see the new "aspirations" in each man, having participated in ASPIRE.

Leap of Faith

Submitted by: Vonci English, ADP Instructor

Joe Young started his journey for his high school diploma in January. Determined to succeed, he tried his best to attend every class despite his hectic work schedule. After a couple of months, he decided to take his Workplace Documents and Graphic Literacy WorkKeys tests. He was excited that he scored a 4 and a 5 respectively. Joe needed a 5 on his Applied Math test in order to get into his trade program. Unfortunately, when he tested one week later, he only scored a 4. He was so discouraged that he missed it by one point. On March 30th, he texted me and said that he probably won't be coming back to school. I could tell that he had given up and lost all hope. His program was due to start in 6 days and he said, "there's no way I'll make it in time." I called Joe that evening and left an encouraging voicemail pushing him to retest and to have faith in himself. On March 31st, I received a text from Joe thanking me for believing in him. He had decided to retake his Workplace Documents test. Later that day, I received great news... "I did it Miss V. I got a six!" From hopeless to full of hope, this ADP student chose to believe in himself. Today, I'm happy to report that Joe successfully completed his Welding certification with an A, has obtained his high school diploma, and is now doing very well in the Electrical program. It's amazing what a little encouragement and a leap of faith can do.



Understanding Ohio's Weather

Submitted by: Ruth Sapp, ESOL Instructor

The St. John's Basic English students proudly displayed their weather vocabulary worksheets. They've practiced talking about the weather in Ohio, its seasons, day-to-day local weather conditions, and the proper clothing needed. This particular worksheet, gave them an opportunity to hone their reading and writing skills by matching the vocabulary word to the weather picture.



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Big News for the Adult Diploma Program

Written by: Hannah Satterfield, HSE Instructor

MVCTC Aspire's Adult Diploma Program has some big news to share! Previously, students had to be at least 20 years of age to enroll. That limit has now been lowered to 18 years of age. This allows the ADP program to enter more students that are looking to obtain both their diploma and a workforce credential.



Which Path is Right for You?

In Ohio, you have choices when it comes to earning your high school diploma as an adult. Choose from taking an Aspire prep class at one of our many locations or earn your diploma while training for an in-demand career field in the Adult Diploma Program. Best of all, each of these options are totally **FREE!** Compare your options below and start your journey to a brighter future!

Visit www.mvctc.com/aspire or call the numbers below for more information.

ASPIRE CLASSES

16+ years old

Study to pass the GED or HiSET, high school equivalency exams.

English for Speakers of Other Languages (ESOL)

WorkKeys Test Prep

Refresher courses in math, reading, writing, and computers for work readiness.

Assist with College Prep, Military Entrance Exam, and OGT/Proficiency test.

Self-paced with multiple classroom locations.

Distance learning & virtual learning options.

Call (937) 223-5626 or email aspire@mvctc.com for more information.

ADULT DIPLOMA PROGRAM

18+ years old

State-issued high school diploma awarded.

Students do not have to pass the OGT/Proficiency test.

One year suggested time to complete program.

No minimum number of high school credits required.

Must pursue and complete trade certificate.

Best for adults seeking to enter in-demand job fields such as healthcare or skilled trades.

Call (937) 854-8488 or email mbaumgartner@mvctc.com for more information.

22+ CREDIT RECOVERY

22+ years old

Locally-issued high school diploma awarded.

Students will work to meet graduation credit requirements from the time of their entry in 9th grade.

One year suggested time to complete program.

Suggested three credits or less for recovery.

Best for adults who only need a few credits and have all OGT/Proficiency testing passed. Transcripts will be reviewed to determine eligibility.

Call (937) 854-8488 or email mbaumgartner@mvctc.com for more information.



Department of
Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor



Bridging the Employment Gap

Submitted by: Lisa Witt, Transitions Coordinator – Edited

The New American Employer Roundtable event aims to help employers understand the New American work authorization processes. This event was co-sponsored by MVCTC's Aspire Program, along with Dayton Area Chamber of Commerce, Welcome Dayton, and Catholic Social Services of the Miami Valley.

Held at the Montgomery County Business Solutions Center, the event titled, "Bridging the Employment Gap", hosted panelists from DACC, UD School of Law, Laron & Lyons and CSSMV. Panelists discussed a variety of topics addressing hiring new Americans and answered questions from participants, such as defining and understanding work authorizations.

At the end of the session, employer participants brainstormed topics and questions for future sessions. Each session pertains to different topics surrounding hiring new Americans. More information on future events can be found on page 17.



Ambition

NOUN

- *a strong desire to do or to achieve something, typically requiring determination and hard work:*

Ambitious students in instructor Tim Murtaugh's ESOL class work diligently to better learn the English Language.



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The Importance of a Support System

Submitted by: Lori Porter, Instructor

Written by: Sh'Correy, HSE Student - Edited

Motivation and support were the keys to my success in achieving my GED. I had been out of high school for seven years and became comfortable with the fact that everyone I knew had graduated except myself. At some point I started to feel incomplete. I felt as if I were going nowhere in life and wanted to achieve more, but not having my diploma held me back. I had tried going back to school once already, but dropped out again because I wasn't focused and lost motivation and confidence in myself.

My sister was my motivation throughout this journey. As a dropout herself, earning her diploma was a core priority of hers. I was inspired by her motivation to keep going, and sure enough, I made it. I was also supported by Mrs. Porter to have confidence in my abilities. I am so very thankful for these women.

On December 25, 2022, at 12:05 a.m., I passed my final exam and achieved obtaining my GED. I couldn't have asked for a better Christmas gift.



Hope for the Future

Submitted by: Lori Porter, Instructor

Written by: Bobbi Butler, HSE Student - Edited

Courage, hope, willpower, and an unquenchable thirst to achieve my life long dreams is what helped me attain my GED! Even when I thought about giving up, due to external events occurring in my outside life, I still pushed through. I have already envisioned the life I want, and getting my GED was the first step. I studied hard, maintained a positive mindset even when difficult to, and pushed myself to be the greatest I know I can be. I knew I no longer wanted to continue to live in regret and "what ifs". I wanted to make a name for myself in this world. I didn't want my hardships and trauma to be in vain. While I'm here on this earth, I'm going to forge my own paths and make living worth it.

That is how I passed my GED. Hope for the future.

*Bobbi plans to attend Sinclair this Spring.



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Persistence Leads to Success

Submitted by: Lori Porter, Instructor

Written by: Timothy N. , HSE Student - Edited

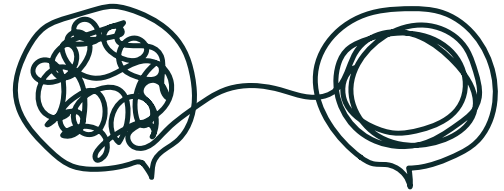
This was my fourth time signing up for GED classes. Every time I went for my GED, I would experience really bad testing anxiety and quit, despite all the progress I had made. This happened three times before I decided that, this time was different. I pushed myself further than I ever thought I would go. Each test day I would log onto GED.com waiting for my test scores impatiently. To my surprise, I passed every section. I never gave up or let myself get overwhelmed. Confidence and belief in myself were the keys in my success. I know that everyone has that same power and can accomplish everything they want for themselves!

Combating Test Anxiety

Submitted by: Lori Porter, Instructor

Written by: Steven B. , HSE Student - Edited

Steven B. also experienced testing anxiety. Here are some notes from his experience:



- **Prepare thoroughly.**
 - Study, take the practice test, and then schedule ASAP.
- **Clear your mind.**
 - Do not dwell on the fact that you have to test. Have confidence in your knowledge.
- **Remember the end result.**
 - You are working toward your goals!
- **Don't delay due to anxiety.**
 - Make a timely goal for completing each section of the exam and be sure to follow through step-by-step.

It is not a sprint to get your GED, this goal is a marathon. If you want something bad enough, you will work hard enough to get it!

GED Student Tests in Native Language

Submitted by: Lori Porter, Instructor - Edited

Yirlandy Robles Mora passed her GED in just 2 months!



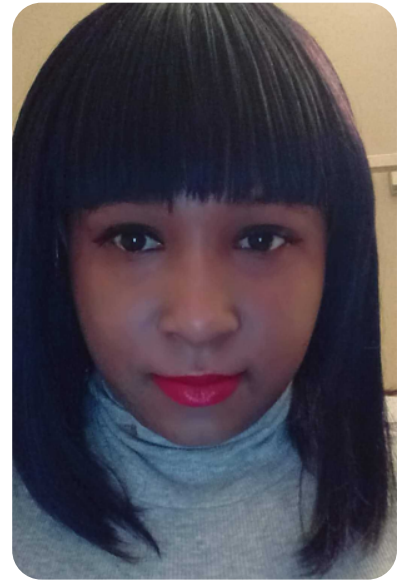
Yirlandy took the GED in Spanish, her native language, all while working, attending GED classes, and caring for two children at home. She had a great deal of life to balance, and she did it. Organization was very important to Yirlandy's success. She committed to attending classes and studied very hard to achieve her goals.

Student Success

Submitted by: Lori Porter, HSE Instructor

After years of being told as a child by my adopted mom that I wouldn't be able to accomplish anything, including getting a High School Diploma, I decided to pursue my GED. Though I didn't have much confidence, I am much smarter than I give myself credit. After making the decision to start the program in July, I completed testing just three months later.

My advice is to think about how much better your life would be if you've obtained an education. You are not only setting an example for yourself, but for the people who look up to you. Let your story be an inspiration for your community. Stay focused and consistent. This was my recipe for success.



Moldovan Delegation Visits Miami Valley

Submitted by: Dani Heeter, Aspire Coordinator

The Moldovan Open World Program met with MVCTC's ESOL program at St. John's Church in Downtown Dayton in mid- November. They had a chance to meet with ESOL faculty and understand how to model ESOL teaching tactics. The aim of this visit was to see how the ESOL program model can be used in Moldova for Ukrainian and Russian refugees to learn Romanian.



World Refugee Day

Submitted by: Tim Murtaugh, ESOL Instructor - Edited

On Saturday, June 10, 2023, Welcome Dayton held a free World Refugee Day event at the Main Branch of the Dayton Metro Library downtown. The event was open to all and was actually geared towards immigrants and refugees. There was entertainment with dance groups from Turkey, Panama and Colombia. 3 local restaurants: Nelly's Bolivian restaurant in Centerville, Cedarland Lebanese restaurant in Dayton and El Gaban Mexican restaurant in Trotwood brought in food for all the attendees to enjoy. Six different St. John's students did displays that showed highlights of their countries (and they were beautiful). In addition, a St. John's Level 4 student, Innocent Byiringiro, was one of 4 refugees on a speaking panel. He talked about his long journey to America including 27 years in a refugee camp in Rwanda starting when he was 4 and only ending a few months ago when he arrived in America. Many thanks to Innocent for being brave enough to share a story that still causes him a fair amount of pain. The other panelists were from Colombia, Afghanistan and South Africa and all had interesting stories to tell.

Continued on Page 14

Poetry Activity Embraced by ESOL Students

Submitted by: Charles Farlow, Volunteer Instructor – Edited

My name is Charles (Charlie) Farlow, and I'm a volunteer ESOL instructor at the Sulphur Grove UMC location in Huber Heights. I've taught advanced classes there for several years, and we always have an amazing diversity of learners in our classes. This past year was no exception; students from Japan, Mexico, Saudi Arabia, Colombia, El Salvador, Poland, Niger, and Brazil made for a dynamic and fun classroom experience.

In addition to working through lessons in our textbook, I encouraged enrichment opportunities for students to discuss life and cultural norms in their home countries. The concept was to have students address these topics using their advanced English skills to build vocabulary, improve pronunciation, and become more comfortable using English in group conversations. These became popular activities and, in addition to the obvious ESOL learning gains, helped students to bond as a group and broaden their world views.

With the above template in mind, I began searching for a way to expand this interactive experience and decided to develop an activity using poetry as a learning tool. I asked each student to do the following:

1. Pick a poem by a noted poet from your home country.
2. Print the poem in its original language.
3. Translate the poem into English and print your translation.
4. Present the poem to the class, reciting it in its original language.
5. Next, present your English translation of the poem.
6. Finally, give a brief profile of the poet.



Students were hesitant when I gave this assignment, but they quickly embraced the opportunity. Hearing poetry recited by a fellow student in its original language was a unique experience. Then, listening to the students' English translation of the poem was another poignant learning moment that led to thoughtful analysis and discussions. Afterward, at the group's request, I compiled all the poems in their original and translated formats into one document (PDF) and sent it to each participant for their personal portfolio.

This activity addressed several advanced ESOL learning challenges, including researching a topic, organizing a presentation, text translation (which is widely recognized as one of the most difficult tasks one can encounter working in multiple languages to accurately capture the meaning and nuances of an original text), and presenting in a group environment. Our students excelled in meeting each of these challenges and asked if we could do a similar activity in the future. The answer is "Yes!"

"To have another language is to possess a second soul."
- Charlemagne

World Refugee Day Cont.

If you visit St. John's any time soon, the student-created displays are now stored there. Please ask to see them. Joan Pierce, Salinda Cummings, Marquita Manns, the St. John's staff and I all helped the students to make them but the students did all the work. Different displays featured Mexico, Colombia, Ethiopia, Russia, Japan and Sudan.

Overall, our ASPIRE program's attendance at the event was impressive! By my latest count, we had at least 7 or 8 teachers and up to 20 students who attended. This event is an annual event. Even if you aren't involved in ESOL teaching, please consider coming next year. You will be amazed at the strength and positive energy you'll feel from these incredible people.



The Difference Sulphur Grove makes

Submitted by: Jacqueline Bunke, ESOL Instructor - Edited

Miami Valley Career Technology Center has been holding classes through the Huber Heights English Language Program at Sulphur Grove (SG) for 24 years. Sulphur Grove has touched the lives of over 1000 immigrants and their families since 1999. Here is an unusual example of the way a student found joy through SG.

Yukiko Kameyama, from Japan, is a professional violinist. She was a professional violinist when I first met her and she came to our classes. While here, Yukiko played with a fellow student and amateur violinist during 3 different Sunday church services. She performed a beautiful arrangement that left the congregation in awe of her talent. This was four - six years ago, and it is still a highlight that is often reminisced on.

In April of 2023, I was able to visit Yukiko again while in Japan. She told me about her experiences growing up and how she began playing the violin at a very young age. I found out that her father was a violinist as well. While Yukiko was not thrilled to be playing when she was younger, she found joy and a love for violin while at Sulphur Grove. She explained that playing for the warm, welcoming congregation and working with various individuals from the church changed her life.

The impact that the Aspire program and Sulphur Grove has had in its years of working with the community is truly inspirational. This is a great reminder of just how much we can impact lives across the Valley, and even the world.



More than Academics

Submitted by: Ruth Sapp, ESOL Instructor

Written by: Hannah Satterfield

The Aspire program is not only great for improving academic skills, but it can be a great tool for helping others to succeed in life skills. Some students often struggle to learn technology in this constantly advancing world. Technological skill is needed to pay bills, communicate, and find information. This is seemingly impossible for some generations. Aspire classes assist students with these basic skills needed to better maneuver life's obstacles. Instructor, Ruth Sapp, and our Aspire team is over-the-moon that these students are conquering their fears and working on laptops with minimal assistance.



New Year Resolutions

Submitted by: Brittany Antoon, ESOL Instructor



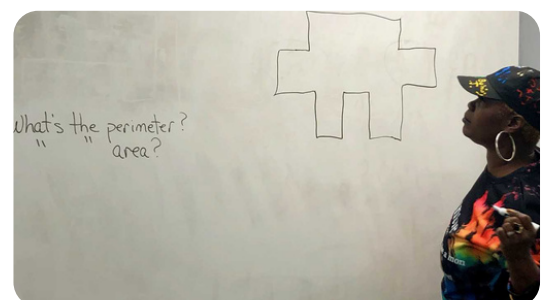
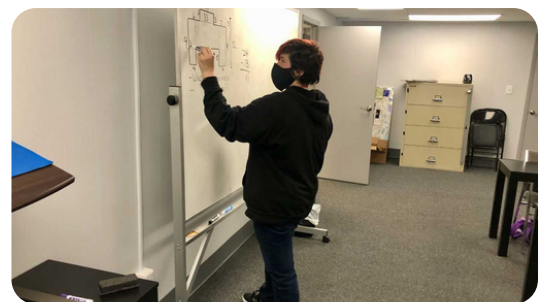
To kick off class in 2023, our St. John's ESOL program Level 4 students considered the American cultural phenomenon of setting New Year's Resolutions. Students analyzed two opinion articles from news outlets about resolutions and discussed their perspectives on the articles. Next, students developed a position essay on New Year's Resolutions. Perspectives varied among our seven students, each from a different country, but the common position was seeking some form of improvement at the start of each year is valuable!

Problem Solving with Geometry

Submitted by: Jack Simpson, HSE Instructor

Written by: Hannah Satterfield

At Yes! for Youth in Dayton, instructor Jack works with his students on complex figures in geometry. Geometry is an important aspect of education because it allows students to transfer their skill to real life. It increases students' spatial awareness, critical thinking, and problem solving skills. By mapping complex figures in the classroom, students have the opportunity to learn how geometry impacts their lives. Ordinary life calls for geometry daily. Need new carpet in your living room? You'll need to find the area of it. Planning your yearly garden? You'll need to compare your volume of crops wanted to the area available for planting. By learning geometry in the classroom, students are better equipped to navigate real life situations.



A Story of Perseverance

Submitted by: Nina Pence, HSE Instructor

My name is Dianna Watts, and I have been with Aspire since August 2022. I decided to get into the Aspire program because I was married at a very young age. Not saying that it was bad, but I did not proceed to be able to graduate high school. It was always an option to go back. My husband and I talked about it, but kids kept coming. At seventeen I had my first son, and by the age of twenty-five I was married with six children. So, of course, they became the main priority and work. School was pushed aside, and my husband and I continued to work odd jobs to maintain our family.

It's not that I wanted it that way. Sometimes life just has a way of happening, and sometimes there's no other way. There were never any regrets. I had thirty years with my husband raising our children. It was challenging, being parents, working odd jobs, and trying to make a home for six kids, but by the will of God we not only did it, but we did it together.

My husband was not able to get his high school diploma either. Yes, we talked about it, but again, life was happening. The kids got older, and my husband said, "Ok, you go back to school, and I will work." I tried then, but life kept kicking us. My husband lost his job, and we became homeless. So, once again, school was put off.

By the time our kids were grown up, four graduated high school, but two didn't. Our kids were graduating, and we still put it off.

Then 2019 came. My husband passed away suddenly with a brain hemorrhage. It is still unbelievable. I was his rib, and he was my best friend. I believed I had no sense of direction without him. Our last baby had just graduated high school right before God called my husband home. So, when that happened, I was so confused. I was with him for thirty years. Where do I go from here? All my kids are grown. I have always been a mom and a wife.

So, this last June, my phone rings. A caller from Aspire called asking for my daughter. We proceeded to talk, and I asked questions about the program. She encouraged me to go back to school. I said to myself, "I have been a wife and mom for years. I did that and was great at it. How about doing something for Dianna?"

I told her I would call but didn't. When she called ME back, I felt like that was God's way of saying, "It's time to do something you have been wanting but seemed to never have time for." I went, took the tests, and became a student with the Aspire program.

Now, I feel like I'm back in tune with where I want my life to go. My goal after the program is to go back to school to become a respiratory therapist. I am not only doing this for me. I'm doing this for my kids, especially the two who did not finish high school. I also have 15 grandchildren and two more on the way. I'm doing this for all of us.





Certified Manufacturing Associate

CMfgA Certification covers fundamental topics such as shop math, assembly, maintenance, machining, inspection, and more.

Information Sessions

August 15 - 9am

August 16 - 9am

August 17 - 9am

Registration immediately following

Location

Montgomery County Job Center
Room 200
1111 Edwin C. Moses Blvd.
Dayton, OH 45422

Class Schedule

Tuesday, Wednesday, Thursday
9:00am - 2:00pm
Program starts August 22
6 week program

Contact Information

(937) 854-8488
mbaumgartner@mvctc.com

- Anyone 18+ is eligible for this program
- Increase your employability skills
- Free job search training
- There's a home for you in modern manufacturing.
- Complete our WorkAdvance paid manufacturing training and national certification to be eligible for a full-time position with a local manufacturer.
- Wages start at \$15/ hour.
- Interview opportunities upon training completion for positions such as Assembler, Machine Operator, and much more.
- Ability to discuss and connect with employers who hire those with a record.
- Build a renewed confidence and a supportive network of professionals working to help you succeed.

-New American Employer Roundtable- *Bridging the Employment Gap*



Dayton area employers and hiring managers:
Save the dates for the **2023 New American Employer Roundtables** designed to help you meet your employment and talent needs and the needs of the region's New American workforce.

Topics

1. Recruitment: How? Why? Where?

Thursday, March 2
9:00 - 11:00 a.m.

2. Welcome to the team! Onboarding your New American employees

Thursday, June 8
9:00 - 11:00 a.m.

3. Retention: Cultural Considerations

Wednesday, October 18
12:30 - 3:00 p.m. (lunch included)



Location: Montgomery County Business Solutions Center
1435 Cincinnati St. #300, Dayton, OH 45417

A local immigration attorney will be present at each event to address immigration requirements and answer questions.

Scan QR code to register.

Job Fair: Open to the public

Thursday, September 14
10:00 a.m. - 12:00 p.m.
St. John's United Church of Christ
515 East Third St. Dayton, OH 45402

For more information:
WelcomeDayton@daytonohio.gov

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DAYTON
Area Chamber of Commerce

MIAMI VALLEY
CAREER TECHNOLOGY CENTER

Brunner Literacy Center
Literacy changes lives

DAYTON

Catholic Social Services
OF THE MIAMI VALLEY



High School Equivalency Sites

Abiding Christ Lutheran Church
326 E. Dayton- Yellow Springs Rd.
Fairborn, OH 45324

Emerge
2960 W. Enon Rd.
Xenia, OH 45385

OMJ Xenia
581 Ledbetter Rd.
Xenia, OH 45385

Dayton Dream Center
2720 E. Third St.
Dayton, OH 45403

EOC at Westtown Center
4303 W. Third St.
Dayton, OH 45417

Sinclair (Main Campus)
444 W. Third St.
Dayton, OH 45402

Dayton Metro Library
215 E. Third St.
Dayton, OH 45402

Kroc (Salvation Army)
1000 N. Keowee
Dayton, OH 45404

Wayne High School
5400 Chambersburg Rd.
Dayton, OH 45424

Edison State (Preble)
1973 Edison Dr.
Piqua, OH 45356

Montgomery County Job Center
1111 Edwin C. Moses Blvd.
Dayton, OH 45422

Yes 4 Youth
1723 Webster
Dayton, OH 45404

MVCTC Adult Ed.
6800 Hoke Rd.
Clayton, OH 45315

English as a Second Language Sites

Abiding Christ Lutheran Church
326 E. Dayton- Yellow Springs Rd.
Fairborn, OH 45324

Sinclair (Centerville)
5800 Clys Rd.
Dayton, OH 45459

Sulphur Grove Church
7505 Taylorsville Rd.
Huber Heights, OH

Medway Baptist Church
11027 Gerlaugh Rd.
Medway, OH 45341

Sinclair (Main Campus)
444 W. Third St.
Dayton, OH 45402

West Carrollton Library
300 E. Central Ave.
West Carrollton, OH 45449

St. John's
United Church of Christ
515 E. Third St.
Dayton, OH 45402

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MVCTC offers FREE classes at one of our many different locations to meet your workplace education needs, including; GED, HiSet, & Work Keys Exam prep., High School Diploma Credit Recovery, Adult Diploma Program, skill refresher courses, English for speakers of other Languages (ESOL), and more!

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