



EVALUATION OF ILLINOIS COLLEGE AND CAREER READINESS (CCR) ACT PILOT PROJECTS YEAR FOUR (2010-11):

SUMMARY REPORT

August, 2011

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A report from

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The Office of Community College Research and Leadership (OCCRL) was established in 1989 at the University of Illinois at Urbana-Champaign. Our primary mission is to provide research, leadership, and service and assist in improving the quality of education in the Illinois Community College System. Projects of this office are supported by the Illinois Community College Board (ICCB) and the Illinois State Board of Education (ISBE), along with other state, federal, and private and not-for-profit organizations. The contents of our publications do not necessarily represent the positions or policies of our sponsors or the University of Illinois. Comments or inquiries about our publications are welcome and should be directed to OCCRL@illinois.edu. This document can be found on the web at: <http://occrl.illinois.edu>.

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Background

Illinois has many important initiatives designed to improve the alignment of K-12 education, community college education, higher education, adult education, and workforce training. Among these various efforts (e.g., the Public Agenda for College and Career Success, the American Diploma Project, Career-Technical Education reform with Programs of Study, P-20 Longitudinal data), the College and Career Readiness (CCR) Act represents an especially important opportunity to align core high school math, reading and writing with entry-level college-credit course work offered by community colleges. The project funded by the ICCB at the Office of Community College Research and Leadership (OCCRL), University of Illinois articulated a plan for collecting quantitative and qualitative data during the fourth year of the CCR pilot projects and encouraged the use of data for state decision-making and local program implementation.

As a way of introducing and framing the major goals and strategies included in this project, we reference the language in the College and Career Readiness (CCR) Act. Public Act 095-0694 amended the Illinois Community College Act to require the Illinois Community College Board (ICCB) to create a 3-year pilot project, to be known as the College and Career Readiness (CCR) Pilot Program. An Amendatory Act of the 96th General Assembly extended the program for three additional years. (The full text and a link to the General Assembly web page containing the text of the current statute, as amended, are provided in Appendix B. The law is part of the Illinois Compiled Statutes, ILCS, and is identified as: 110 ILCS 805/2-25.) Pilots that began in 2007-08 are entering their fifth year of participation in CCR in FY12. Pilots that began in FY10 are entering their third year of participation in FY12. Recipients of the CCR funds require that pilot sites engage in activities to assist the Board with meeting five elements of the Act, including:

- (1) Diagnosis of college readiness by developing a system to align ACT scores or alternative college placement examination scores to specific community college courses in developmental and freshman curriculums;
- (2) Reduction of remediation by decreasing the need for remedial coursework in mathematics, reading, and writing at the college level;
- (3) Alignment of high school and college curriculums;
- (4) Provision of resources and academic support to students to enrich the senior year of high school through remedial or advanced coursework and other interventions; and,
- (5) Development of an appropriate evaluation process to measure the effectiveness of readiness intervention strategies.

Purpose of the Evaluation

Given the goals of the amended state CCR law, the ICCB has committed to continue awards to seven local pilot sites that are required to engage in outreach and implement interventions to enhance student readiness to enter college in math, reading and writing. All CCR interventions are expected to help students to fill gaps in their foundational knowledge and skills and prepare them to transition to the postsecondary level (community college) ready to engage in and benefit from college level instruction, avoiding remediation. Other aspects of the CCR law call for the diagnosis of students' academic competencies in math and English using the ACT or an

alternative assessment, the alignment of high school and college curriculum, the provision of support services to assist students' academic success, and the development of an evaluation process to measure the effectiveness of intervention strategies.

During the first few years of the CCR pilots, some but not all community colleges offered programs to remediate students' academic skills between the junior and senior years of high school and/or between the senior year in spring and first year of college in the fall (see Baber, Barrientos, Bragg, Castro, & Khan, 2009; Khan, Baber, Castro, Sanders, Bragg, & Common, 2009; Bragg, Baber & Castro, 2011). Other models offered by the colleges included implementing supplemental instruction for juniors or seniors during the regular academic year. Some colleges offered remedial instruction or summer bridge programs for high school students who were at risk of dropping out of high school and for recent high school graduates. Also not specified in the law, some programs integrated college success workshops and courses to assist students in preparing for the college transition. Although not consistent, the pilots recognized that college readiness is more than academic proficiency in math, reading and writing, and they sought to enhance students' ability to navigate the college landscape and support their entry to college ready to learn.

Fundamentally, the intent of the CCR Act is to address a critical need for Illinois high school students to enroll in higher education, community colleges in particular, without requiring remedial courses. This purpose of this evaluation is to document the CCR interventions, make some judgments as to the quality of those interventions, note lessons learned, and suggest productive paths forward for the CCR initiative.

Methods of the Evaluation

Building on results of previous years, OCCRL evaluators continued to collect qualitative and quantitative data on CCR implementations to document related programs and practices and describe the experiences of administrators, teachers, counselors, and students who have been involved with the pilots at the high school and community college levels. In addition to documenting the programs, we have observed and noted the evolving nature of partnerships between community colleges and high schools, including the activities that community colleges and high schools employ to align curriculum and facilitate a smooth transition for students from high school to the postsecondary level.

In addition, OCCRL has developed a web-based data collection instrument that will allow for the systematic collection of data on student outcomes. A copy of the instrument developed for one of the sites, John A. Logan College, can be viewed online at <https://illinois.edu/sb/sec/2598557>. OCCRL has worked with the pilot sites to collect data on cohorts of students enrolled in CCR programs. This data collection instrument will allow OCCRL to connect the qualitative experiences of students participating in CCR activities with the quantitative measurements important to the broader goal of identifying programs with the potential to reduce remediation and help more students more successfully transition to post-secondary studies.

OCCRL's evaluation team conducted multiple site visits to all seven colleges throughout year four of the project (FY11). Through individual and group interviews with college administrators and faculty, focus groups with students, classroom observations, and surveys of students as they

concluded participation in a CCR intervention, OCCRL staff gathered information about each pilot site's goals, program elements, barriers and challenges. The OCCRL evaluation team also engaged in phone calls and regular correspondence with the pilot sites, as well as on-going communication with the ICCB.

Emerging Findings

Improving Data Collection

OCCRL developed a web-based data collection tool (to provide an example of the instrument, a copy of one site's form, the John A. Logan College form, can be viewed online at <https://illinois.edu/sb/sec/2598557>) that was in use this year and that also promises to be beneficial to future study of the CCR act. Significant changes from the previous method of collecting student outcomes data from the sites are outlined briefly here. Previously, colleges were asked to complete and submit spreadsheets based on the initial work of Dr. Scott Parke, ICCB; sites were provided a "data dictionary" that explained the format, type, and structure of information to be entered. These resources offered a good start to collection of student-level data, but their complexity was a barrier to the local administrators' providing high-quality data. (Note, the spreadsheets were targeted for use by Institutional Research (IR) staff, but the individuals entering student-level CCR data were primarily project coordinators; this mismatch of target audience for data entry led to confusion, inaccurate and incomplete data entry, and also in a few cases, miscommunication and improper transmittal of data.)

To address the data quality problem and replace the spreadsheet-based data-submission process, OCCRL developed an instrument for colleges to enter the information into a web-based survey. The advantages of this format include a standardization of responses to certain questions and simplification and streamlining of information sought. In addition, responses to the web-based instrument will be automatically stored on a secure database and ease-of-analysis will be increased by the assistance of the automated online system. Instructions for use of the data collection instrument have been developed to maximize clarity and usability. For example, previous iterations included one general data dictionary for all seven community colleges; now, a data collection instrument is custom designed for each site based on the interventions the college is planning to offer, the pre- and post-tests the college is planning to administer, and other college-specific details. Through this instrument, OCCRL continues to request that colleges submit the same data as was solicited before, but it simplifies the questions asked of the sites. Ultimately, the new data collection instrument was designed to be as concise, clear, and complete as possible while not increasing the demand on any of the participating sites.

Quantitative data have been collected in two forms, student surveys and student outcomes information. Because so much work in the CCR programs occurs over the summer, data are still being submitted and will be analyzed in the coming weeks. As of the date of this report, the sites have submitted 441 student surveys from students in their programs this year. These data will be analyzed to better understand student experiences in CCR programs and will allow OCCRL to compare the response of this year's students to the experiences of students who participated in prior years and who also completed the survey. This year, the survey was both available to sites as a paper-and-pencil instrument (the format in which it has been available throughout the evaluation of the program) and also as a web-based instrument (an identical, but not live, version

of which can be seen online here: <https://illinois.edu/sb/sec/8129787>). Additionally, sites have entered outcomes data for the students who participated in their interventions (with the exception of South Suburban College, which holds a late-ending summer intervention). Data have been submitted for 550 individual students across the sites.

The following table displays the numbers of surveys submitted and the number of students about whom colleges have submitted outcomes data, by site. These numbers are accurate as of the writing of this report but will likely change before analysis is complete.

Table 1: Quantitative Data

College	Student Surveys	Outcomes
Lake County	46	49
John A. Logan	64	121
Kankakee	166	206
Moraine Valley	63	39
Shawnee	14	53
South Suburban	17	
Southwestern IL	71	82
<i>Total</i>	<i>441</i>	<i>550</i>

Evolving Plans

OCCRL and ICCB face a challenge monitoring the achievements of CCR sites against their formal requests for funding when proposed programs are not well aligned with implemented programs. Because work in the pilot phase of CCR Act implementation has been exploratory, colleges have needed flexibility to try different approaches and adjust strategies on the fly in response to observations about what approaches are effectively drawing and serving students and what are not. However, as the program matures, more clearly defined theory of change and measures of success would strengthen the ability for colleges engaged in self-evaluation as well as external evaluators to measure program effectiveness. Furthermore, colleges proposing and then following detailed program plans would enhance the ability of ICCB to promote adoption of effective innovations beyond the seven CCR pilot sites and disseminate innovations, they need to be structured, carried out, and evaluated more systematically than trial pilot CCR programs have tended to be so far.

Because of the exploratory nature of the initiative, in the early stages of the CCR program colleges needed the freedom to be flexible. They adapted their plans as they learned new lessons. However, as the CCR program matures, the evaluators recommends that CCR plans be more clearly defined, both so the evaluators can determine the impact of interventions on student outcomes and for the state to provide appropriate oversight and support. Ideally, the colleges'

CCR proposals will be more detailed than they have been in previous years, and the colleges will carry out the programs with greater fidelity to their proposals to the ICCB.

COMPASS as Post-Test

Quantifying success of the CCR interventions remains a problem. For example, the CCR pilot sites have identified the use of COMPASS as a post-test as problematic, and over the years, the evaluation has documented persistent challenges with assessment of college readiness. We have identified at least three related levels of concern.

1. *Are students motivated to work through the test to the best of their abilities?* Representatives from the sites believe there are virtually no consequences for students when they are given the COMPASS at the end of an intervention, and thus, the exam may fail to produce results that accurately represent student gains. Heavily tested students taking an exit exam, the results of which lack consequences for them personally (e.g., their score does not affect a grade the way a final exam does and the results are not being used to place them in a particular course or track the way an entrance assessment does), are not likely to work hard on the test to demonstrate their true abilities.
2. *Is the test capable of measuring student ability?* As a consequence, the COMPASS may be a measure of success lacking high validity and high reliability, both critical factors in assessment. Because the test, when used in a context other than that for which it was developed, may not be producing a score that actually represents students' ability (validity) and because the same students may be attaining varied scores over time even when student ability is relatively unchanged (reliability).
3. *Does the exam predict future performance?* Although representatives from the sites and the state agree that measuring program outcomes is vital, from the student-focused perspective the most important question about an exit exam is how well it indicates how the student will fare in the next term. Is the student ready for a more advanced course? What can we expect about performance in college based on this exam's results? Ultimately, these are the most important questions the intervention post-test should be able to answer.

Sites have identified finding and implementing a valid and reliable measure of student ability before and after an intervention as a major challenge. We note this finding is critical because it is fundamental to quantifying the effects of the CCR interventions. At this point, the evaluation is not able to say more than that the sites have expressed deep concern about the utility of COMPASS as a post-test and that this is an area for further investigation.

Enrollment

Low enrollment in CCR courses and workshops is a problem for several sites. When visiting CCR interventions, evaluators often saw fewer than ten students. The issue seems to be one of recruiting students and inspiring them to keep returning rather than one of identifying those students who would benefit from the interventions. Colleges' testing initiatives have let them identify and reach out to students who might not graduate from high school college and career

ready, but the difficulty has been to get those students to start the interventions and continue to participate in the them. Without persistence, the CCR interventions cannot bring the students up to the level of proficiency expected of high school graduates by the time they are finished with secondary education.

Barriers to enrollment in additional academic programming include competition for time in the face of demands including work, athletics, and/or student organizations; challenges arranging travel to after-school tutoring or courses; the lack of enthusiasm, motivation and/or self-discipline to follow-through with the programs; and parental attitudes that do not value formal education or support the student's academic efforts. However, the funded colleges have learned some lessons, not just about the challenges, but about ways to meet them.

Giving high school students the COMPASS (or paper-pencil version called the ASSET which is used in some sites) is a good first step for identifying students who are at risk of entering college without adequate reading, writing and math competence to take college-level course work. This testing is common among the sites. Here are some promising next steps documented by the evaluation:

- Innovative instruction at one site shows promise in holding student interest in the mathematics and English course. What aspects of this instruction engage students? Are students in these classes also achieving higher levels of competence in math and English? If so, could this instructional innovation be expanded to other courses and levels?
- Letters to parents and guidance counselors is cited by students as one of the reasons that they are participating in the program. Can outreach to parents be increased to bolster both awareness and participation?
- Additional support services to overcome problems of transportation and conflicts with work and other commitments are challenging, but creative ideas such as work study projects at one college and bus passes have helped to address these issues at other sites.
- Collaboration between the community colleges and the high schools appear to have impacted teacher and administrator awareness of curricular issues and academic challenges at both (college and high school) levels. The next logical step is moving from understanding what constitutes alignment of content to implementing aligned curricula that can result in measurable improvements in student outcomes.
- Collaboration among a diversity of institutional representatives within and across a community college's districts, including high school and college administrators, up to the most senior leaders; high school and college counselors; and high school and college faculty, has proven fruitful, but challenging. For example, in response to an inquiry from a member of OCCRL's evaluation team about continuation of a particular collaboration between the CCR college and partner high schools, one faculty leader wrote in an email communication, "The biggest hurdle we see... is logistics. Some of the team... could only continue if we [meet] after school, some only during." Modern technology makes virtual and asynchronous meetings possible and might be leveraged to reduce barriers to collaboration, but to date, the evaluation team has observed little or no use of technology by the CCR pilot sites.

Minority Males Sub-Study

As part of our evaluation of CCR programs, OCCRL has been working with interested pilot sites on a sub-study on educational experiences of African American and Latino males. The goal of this year's sub-study is to continue to gain a better understanding of the unique challenges African American and Latino males face as they prepare to enter the postsecondary system.

In August 2010, OCCRL submitted an initial report, *"Keep Seeing the Options.... Don't Give Up": How Males of Color in a College and Career Readiness Intervention Portray their High School-to-College Transition Experiences*. Based on participant interviews at three pilot sites—Moraine Valley Community College Shawnee Community College, and Southwestern Illinois College. The report identified areas of support critical for African American and Latino male students as they pursue postsecondary opportunities.

This year, two additional sites were added to the overall study—South Suburban College and College of Lake County. A total of 16 additional students agreed to participate in focus group and individual interviews. Most interviews will be conducted in the late summer and early fall. Additionally, follow-up interviews will be conducted with students who participated in the August 2010 report.

Future Plans

The fifth year of OCCRL's grant will place even more emphasis on student outcomes, including the measurement of student performance in the CCR. In year five, OCCRL will continue to work closely with the ICCB and the seven pilot sites to address key questions about how many students have been served, whether college-level remediation has been reduced for participating students, whether policies and programs have potential for implementation in other sites, and how the state's evaluation system can be enhanced to better measure student transition from high school to college. Whereas continuing to address goals previously pursued in OCCRL evaluations of CCR programs, OCCRL will also strive to foster an advisory relationship with the pilot sites. By shifting roles from evaluator to advisor, OCCRL will help sites implement new programs and address the important goals of the CCR act. Given OCCRL's extensive experience providing technical assistance (TA) on similar projects, such as the Carl D. Perkins IV Programs of Study implementation, and the previous opportunity to visit and learn from the CCR sites, OCCRL researchers are in a unique position to help each site develop the best possible programs targeted at reducing remediation and improving post-secondary success. Further, one of OCCRL evaluation team's observations is that the colleges implementing CCR programs have only a modest level of awareness of other sites' approaches. OCCRL can facilitate enhanced communication among CCR program administrators, allowing those who are working on the programs the opportunity to learn from each other's successes and challenges.

To facilitate increased cross-site collaboration, OCCRL will establish five working groups comprised of representatives from the seven CCR colleges and their partner high schools. The working groups are centered on functional areas identified through the work completed this year. The functional areas are described above, but briefly they are: 1, curriculum alignment and community college-high school collaboration; 2, innovative instruction and pedagogy; 3, assessment; 4, student support modules; 5, community engagement.

Preliminary descriptions of each working group's charge follow.

1. Curriculum alignment and community college-high school collaboration. The evaluation team has seen exemplary practices related to alignment of curricula across the secondary-postsecondary divide, and we believe that both other CCR sites and institutions beyond the CCR pilot project can benefit from exposure to best practices. CCR sites have strategies for high-level partnerships with high schools. We intend to investigate strategies, challenges, and processes and document and disseminate best practices using the OCCRL website and other online and print formats recommended by the ICCB, the local CCR sites, and other stakeholders.
2. Innovative instruction and pedagogy. Some students do not respond to traditional classroom educational experience. For these students, rather than increase the number of hours they are spending in the classroom by adding remedial college courses to their high school experience, providing them alternative instruction may be a more effective way of improving their educational outcomes. The evaluation team has seen isolated examples of innovative pedagogy in the CCR programs. This group will explore alternative approaches to delivery of the educational experience that have the potential to succeed with students who have not responded to traditional classroom practice, and these delivery approaches will be documented and disseminated on the OCCRL website and other online and print formats recommended by the ICCB, the local CCR sites, and other stakeholders.
3. Assessment. The CCR sites have conducted extensive early college-placement testing across their partner high schools, but practices across CCR colleges are highly variable. Critically, the use of test results differs from one college to another. For example, feedback to students and schools might be limited to providing a wakeup call for students, while in other cases testing is used to generate data for broader use. This group will explore the ways CCR colleges might maximize the potential of the testing data they are generating. Recommendations made by this group will be shared on the OCCRL website and other online and print formats recommended by the ICCB, the local CCR sites, and other stakeholders.
4. College and Career Success. Student support courses, modules, and workshops or other ways to work on college success as defined by David Conley (e.g., college readiness, college knowledge) have been developed at different sites. This group will work on documenting what has been done, what has been learned, and what is emerging as best practice. Ideally, a College and Career Success course and related materials will be developed and disseminated by the group via the OCCRL website and other online and print formats recommended by the ICCB, the local CCR sites, and other stakeholders.
5. Community engagement. This activity includes involving communities in the CCR work and also spreading information about CCR objectives and programming to a wider audience than has been involved heretofore. In addition to students, stakeholders in CCR work include those serving on school boards, parents, and community members. Beyond addressing the local engagement of a broad range of stakeholders, this workgroup will also explore dissemination of CCR innovations beyond the local level. Once again the OCCRL website

will be used, along with other venues and formats recommended by the ICCB, the local CCR sites, and other stakeholders, including participants representing groups engaged in this activity.

Cutting across all five working groups are concerns about how best to integrate program and impact evaluation (e.g., How will we know if the strategy is working and effective?) and technology (e.g., How can we use technology more effectively and efficiently to reach more students and improve transition?). These issues appear to be ones that have the potential to impact the issues of all five working groups.

In addition to these working groups, OCCRL staff will provide support for professional development and dissemination of interventions and promising practices that emerge during year five. This activity is intended to support the ICCB's efforts to demonstrate impact of the CCR Act pilot projects.

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APPENDIX A

**COLLEGE AND CAREER READINESS
PROFILES 2011**

College of Lake County

2010-11

Leadership Team:

- Rich Haney, Vice President for Educational Affairs
- David Martinez, Coordinator Early College Start Program
- Darl Drummond, Vice President for Student Development
- Gary Morgan, Dean of Engineering, Math and Physical Science
- Sharron Funnys-Sanders, Director of Talent Search
- Stephanie Gray, Academic Operations Manager, EMPS
- Arlene Santos-George, Data Research Manager, Institutional Effectiveness, Planning & Research
- Trish Andrews, Director of Advising and Counseling
- Al Baldwin, Dean of Lakeshore Campus
- MaryAnn Bretzlauf, English Faculty
- Julie DeGraw, Dean of Counseling and Advising
- Ryan Echevarria, Academic Advisor
- Bill Freitag, Counselor
- Felicia Ganther, Executive Director of Student Life
- Joyce Gatto, English Faculty
- Karen Hlavin, Assistant Vice President of Student Development
- Adriane Hutchinson, Director of Academic Support Services
- Eder Jaramillo, English Faculty
- Jenny Staben, English Faculty
- Mary Winter, English Faculty

Partner High Schools:

- Waukegan High School
- North Chicago High School
- Round Lake High School
- St. Martin DePorres High School
- Zion-Benton Township High School
- Warren Township High School

Additional Partners:

- Lake County High School Technology Campus
- Mundelein High School

INTERVENTION(S)

English 109 Strategic Reading and Writing Section for CCR Cohort: This intervention, which is held during the academic year (October 12, 2010 to March 3, 2011), offers intensive instruction through four reading/writing projects. Individual and collaborative activities lead to a final written essay.

Summer English 109 Program: College of Lake County offers a summer English 109 program (June 13, 2011 to August 4, 2011) that links academic English study with the college's student retention office. The retention office offered CCR administrators consultation about how to work with parents, establish mentors (college students who previously completed English 109), and develop four workshops, lasting three to three-and-a-half-hours, on topics such as financial aid, the importance of writing, college knowledge, leadership and networking, and so forth.

INTERVENTION POPULATION(S) TARGETED

English 109 Strategic Reading and Writing Section for CCR Cohort: High school seniors entering their senior year of study, attending one of the six partner high schools, and with scores ACT 14-16 in English and Accuplacer Language Portion 122-152.

Summer English 109 Program: High school rising seniors and completing seniors, attending or graduating from one of the six partner high schools, and with scores ACT 14-16 in English and Accuplacer Language Portion 122-152.

OUTREACH

College Readiness Workshops: These outreach activities are offered at various sites and multiple campuses—Round Lake High School, Waukegan High School and North Chicago Community High School. Partner high school and college staff worked together developing college knowledge workshop content. Students and their parents learned what students need to begin doing to “get ready for college” from 8th grade through senior year. Participants learned about the activities students should be engaging in over the next few years to learn about and prepare for college. Large-group workshops were held at Round Lake May 13, 2011 with about 171 students; Waukegan May 26, 2011 with about 211 students; and small-group workshops were held at North Chicago May 19, 2011 with 23 students; Round Lake May 17, 2011 with about 61 students; and Waukegan May 6, 2011 with about 60 students.

College Readiness Summit II: This outreach was a one-time, five-hour forum (November 12, 2010) for parents, students and practitioners to discuss college readiness expectations of educational institutions and how students can prepare academically, emotionally and intellectually for college. A panel of students who recently completed CLC's CCR program, a faculty panel, a parent support panel, and other sessions provided participants information about CCR. A total of 234 people participated.

CURRICULUM ALIGNMENT ACTIVITIES

Through CCR, CLC provided faculty-to-faculty workshops at which college and high school faculty collaborated. Individual faculty members meet at both the college and partner high school campuses, maintaining ongoing relationships. Through the CCR initiative, CLC also worked with departments and high school faculty to link with broader state curriculum alignment forums, such as the College Readiness Standards Workshop focused on Common Core Readiness Standards which was sponsored by the Illinois Community College Board and the Illinois Board of Higher Education and held April 18, 2011 at Joliet Junior College (<http://www.jjc.edu/about/community-interests/renaissance-center/iccb-workshop/Pages/default.aspx>).

ASSESSMENTS

ACCUPLACER

HIGHLIGHTED INNOVATION

College of Lake County has had success adding systematic and intentional student retention elements to the English 109 course they offer during the summer. Enhanced student support included peer mentoring connecting the high school students enrolled in the program with college students who were peers just slightly older, but who had experienced the transition to college. Weekly workshops or in-service sessions supplemented English instruction. Also featured was communication with parents, which had not been done in previous years. Parents were kept involved in what was going on in class and what could be done at home. CLC found that both the educational experience was richer for the students and the rate of program completion was higher with the retention enhancements in place. This summer, 42 students began the intervention in one of the two classes offered and 41 completed. Of the 41 completers, 39 qualified to advance to college-level English.

CHALLENGES

Creating a college-going culture in all of the diverse high schools in the district is difficult when students may have been in a system for their entire academic lives where college, what is needed to be successful applying to and going to college, and the assumption that anyone who wishes to go to college can do so is not part of the culture. Recruiting students to take advantage of CCR interventions when the students do not necessarily see college as something in their futures is a challenge for college representatives.

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John A. Logan College

2010-11

Leadership Team:

- Chief Academic Officer
Julia Schroeder, Vice-President for Instructional Services
- Chief Student Services Officer
Tim Daugherty, Vice-President for Administration
- Institutional Researcher
Eric Pulley
- College Staff
Denise Crews, Associate Dean for Educational Programming
Mabel Hayes, Director of Special Projects
- Faculty
Michelle Vargas
Brenda Bratcher
Cheri Barrall
Jennifer Jeter
Kathirave Giritharan
- High School Teachers
Cheryl Staley
Amanda Neibch
Leah Winter
Kelly Bryant
- High School Administration
Virginia Appuhn
Gary Kelly
- Counselor/Advisors
Beth Stephens
Monique Galvin
Eric Kirkpatrick
- CCR Coordinator
Toyin Fox, Director of Educational Planning

Partner High Schools:

- Carbondale Community High School
- Du Quoin High School
- Herrin High School
- Johnston City High School
- Marion High School
- Murphysboro High School
- West Frankfort High School

Additional Partners:

- Boyton Street Community Center, Marion
- Girls and Boys Club, Carbondale

INTERVENTION(S)

MAT 052 & MAT 062: This intervention, delivered at participating high schools, offered instruction in elementary algebra and intermediate algebra to prepare high school seniors for subsequent instruction needed to enroll in college-level math. The focuses were on mathematics skills with emphasis on the use of fundamentals of algebra with real-life problem-solving and mathematical reasoning. Contextualized instruction was used. The course, held during the academic year, ran over different periods of time at different high schools. Classes meet for 1.5 hours, twice per week for roughly 10 weeks.

Developmental English: This intervention offered intensive instruction on articulating thought clearly and succinctly in the written word, with complementary emphasis on reading competencies. Students developed and organized text in response to readings and discussions. Writing assignments were contextualized and covered various subjects, including math and science. The writing process and critical thinking skills were emphasized.

Developmental Reading: This intervention provided students with reading competencies and techniques that are necessary for success in a college-level course. Reading assignments were contextualized and covered various subjects, including math and science. Developmental writing enabled students to gain confidence in their writing ability through journal, writing, reacting to personal reading, and writing for a variety of purposes. Students also developed peer revising skills that enable them to recognize strengths and weaknesses in their own and others' writings.

Carbondale Community High School's after school tutoring program helped students with mathematics and English skills. According to the tutors, normally 15-20 students were in these sessions. The evaluation team spoke with two of the students at Carbondale. They were both grateful for the tutoring program.

Smart Move summer workshop: In the summer the college invited students from partner high schools to the college campus for a summer program with content in Math, English and college readiness. The classes met for three weeks, Mondays through Thursdays, from 8:30 to 1:30. Math was studied for 1.5 hours and English was studied for 1.5 hours, with college knowledge and other content covered in the remainder of the day. This summer, 20 students began the program and 16 completed through the post-test.

INTERVENTION POPULATION(S) TARGETED

High School Seniors entering their senior year or enrolled in their senior year who have ACT scores below 22.

OUTREACH

College Success and Career Planning: Students learned about preparing for college success and career planning. College staff went out to high schools and visited senior classes or participated in high school assembly programs to contribute information about college.

CCR Guide Program: Students were assigned a CCR Guide at the beginning of the intervention who met with them and answered their questions about their classes and college in general. Students and Guides maintained mentoring relationships throughout the intervention.

CURRICULUM ALIGNMENT ACTIVITIES

The CCR content teams worked to align the high school exit and college-entry curriculums.

ASSESSMENTS

MyFoundations and MyMathLab were used to support after school tutoring and credit recovery aspects of the program.

HIGHLIGHTED INNOVATION

The Carbondale Community High School after-school program is an example of increasing flexibility of instruction to remove barriers to student participation. Rather than enroll students in a formal, traditional class, students were able to drop in and drop out of an unstructured study hall that was held immediately after the last class of the day. Experienced teachers were in the room, available to act as tutors and assist students with their work in English and math. Students who had failed a course could sign up to participate in the program and then work semi-independently toward credit recovery. While in the past getting students to sign up for and take courses was an issue, this model proved to be popular with students who were drawn by the opportunity to complete their homework with teachers providing tutoring support. Students were attending in greater numbers than those who had registered for a formal class in previous years, and it also had the advantage of addressing credit recovery while helping set students up to think about their long-term plans. The OCCRL evaluators spoke with two students who had obvious benefits in terms of the academic support the program provided.

CHALLENGES

Staff at the college and at partner high schools believe they would be more effective if they were able to work with students before the senior year. They were under the impression that CCR was applicable to students at the high school senior level only. High school teachers reported turning away or working unofficially with students who had expressed interest in taking advantage of CCR opportunities because they were juniors or perhaps even younger. Staff from both the partner high schools and the college believed that to have the best impact on student success, working with those who are as young as possible would be most effective in increasing their competence in the core academic subjects of math, reading and writing. Limiting CCR opportunities to only 12th grade students was a problem because, they believe, it is too late to reach these students—high-stakes tests are already done, students have “senioritis” and are less engaged; there is just no longer enough time to have an impact on these advanced students.

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Kankakee Community College

2010-11

Leadership Team:

- Denise Burklow, Testing Coordinator for Learning Services and Academic Advisor for Student Services
- Virginia Makepeace, Division Chair for Math, Science, and Engineering
- Mark Lanting, Division Chair for Humanities and Social Sciences
- Linsey Cuti and Mark Lanting, English Faculty
- Martha Makowski and Wendi Bush, Math Faculty
- Margaret Cooper, Director of Adult Education and Workforce Development
- Judy Downey, Administrative Assistant for the Vice President of Instruction
- Julia Waskosky, Dean of Learning Services and Student Success
- Nicole Ford, Director for Recruitment Services

Partner High Schools:

- Bradley-Bourbonnais Community High School District #307
- Central Community Unit School District #4 (Clifton)
- Grant Park Community Unit School District #6
- Kankakee High School District #111
- Manteno Community Unit School District #5
- Tri Point Community Unit School District #6J (Cullum)
- Iroquois County Community School District #9 (Watseka)
- Momence Community Unit School District #1
- Herscher Community Unit School District #2
- St. Anne Community Unit School District #302

Additional Partners:

- South Metropolitan Higher Education Consortium
- Iroquois-Kankakee Regional Office of Education (I-KAN)

INTERVENTION(S)

Math Instructional Support: Student learning deficiencies were addressed during the high school day through diagnosis and intervention with online math programs such as MyMathXL, ALEKS or Carnegie. The objective was to create an environment for self-paced learning and generate a personalized student plan based on results; the study plan linked directly to interactive, tutorial exercises the student had not yet mastered.

Summer Bridge Program: The intervention was offered to area partner high schools. Up to 33 seats in developmental courses were held for participating high schools with three seats reserved for each school. The high schools determined the distribution of the seats (with the ability to send a single student to three classes or multiple students to whatever combination of courses). Math and writing courses were offered tuition free; books and additional support services were also provided free of charge. In addition to attending class, students were required to attend lunch and tutoring/homework sessions. Students who tested college-ready at the end of the summer were rewarded with a free college course to be redeemed within one year. The 2011 summer program ran 8 weeks; future programs will be shorter and more intensive in response to feedback from high school administrators.

INTERVENTION POPULATION(S) TARGETED

Math Instructional Support: Juniors and seniors at partner high schools with COMPASS Algebra score of 60 or below; ACT mathematics sub-score below 20.

Summer Bridge: Rising seniors with COMPASS writing score of 76 or below; COMPASS reading score of 78 or below; COMPASS algebra score of 59 or below; ACT English sub-score below 20; ACT reading sub-score below 22; ACT math sub-score below 21.

OUTREACH

KnowHow2Go Campaign: Based on the Illinois Student Assistant Commission's work, this CCR-related outreach sought to ensure a continuum of access along the P-16 pipeline. College knowledge was fostered through a variety of short-term educational efforts. This effort was integrated with CCR, but was not funded by the CCR grant.

COMPASS testing: KCC used COMPASS testing to measure college readiness among area high school juniors. The focus was to alert them if they did not place college ready so that they might take a more aggressive course load their senior year—the test was used as a “wake up call” to students. Another component of the testing was that it provided an opportunity to build college knowledge. College personnel delivered scores to students and explained KCC cut scores, the college placement process, college developmental coursework as opposed to college-level coursework, and the costs of college coursework. Testing dates varied across high schools and students, but the ideal was that students would have tested before they developed their senior class schedule. Students are encouraged to take four years of math, especially those juniors placing below college-ready standards. As an incentive that rewards those students who do well on the test, high school juniors who placed college ready were awarded a free transfer-level course (an incentive funded by the College Board of Trustees, not the CCR grant).

CURRICULUM ALIGNMENT ACTIVITIES

KCC hosted two faculty conferences, one for math teachers and one for English teachers, to continue dialogue and progress toward the alignment of learning outcomes and assessments. In addition, ongoing curriculum meetings and classroom observations were done at the high schools and on KCC’s campus. Steering Panel meetings were held roughly monthly during the academic year, providing college and high school representatives, including senior administrators, teachers, counselors, and others who work with or support students, the opportunity to address structural alignment issues.

Lesson Study: In spring 2011, KCC instructors Makowski and Bush led a Lesson Study in mathematics learning with local high schools. Lesson Study is a standardized professional development process the KCC and high school partner math faculty used to systematically examine their own practice. Teachers collaborated in a multi-step process developing a finely-detailed plan to deliver a particular lesson and then field tested the lesson with one teacher using it in a class while peers observed and evaluated student response. The next step in the iterative process was collaborative revision of the plan. The research lesson was designed collaboratively by the mathematics instructors and delivered at Herscher High School.

ASSESSMENTS

Carnegie, ALEKS, COMPASS, MyMathXL

KCC worked with partner high schools using the tools that the schools ordinarily use.

HIGHLIGHTED INNOVATION

KCC’s Steering Panel work that brought together high school principals and other key individuals demonstrated through high-level involvement that the CCR-related efforts are a priority. Structural change is difficult, but because this group came together about once per month and top leadership was invested (demonstrated by the regular participation of several area high school principals), the message to faculty and others who work directly with students was clear—alignment of high school and college curricula is essential. Said one partner high school principal: “I hate the thought of another meeting on my calendar, but every time I come to this I think it’s super beneficial.”

CHALLENGES

Collaboration between college and high school partners is by definition a cross cultural exchange, and cross-cultural communication brings together individuals with different knowledge bases, different bureaucracies, and different governing rules and regulations. This can lead to misunderstandings, inefficiencies, and so forth, but it can also eventually lead to improved understanding across barriers. As an example of this challenge with KCC’s CCR efforts, at a meeting this year, college math faculty shared work they had begun on the preparation of a potential high school Math Four course for seniors. High school administrators explained that the work, which they appreciated, would not meet their needs because of NCAA course regulations that they must meet and almost automatically consider in the course development process, but that are not something college faculty member consider or are likely to even be aware of. Collaborators worked on alternative solutions to the original issue and the experience led to greater understanding of processes and procedures on the part of both high school and college members of the CCR team, but not without some level of frustration.

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Moraine Valley Community College

2010-11

Leadership Team:

- Bill Muller, Interim Dean, Enrichment Programs and Services
- Suzanne Ryerson, Director, Enrichment Programs
- Joann Jenkins, Assistant Dean, New Student Retention
- Beth Reis, Director, Institutional Research and Planning
- Helen Pappas, Shepard High School
- John Koch, Richards High School
- Debbie Schillo, Evergreen Park High School
- Lisa Sampson, Oak Lawn High School
- Alicia Romeg, Reavis High School
- Joe Chaloka, Department Chair, Developmental Education
- Amy Madden, Math Faculty
- Thomas Dow, Communications Faculty

Partner High Schools:

- Harold L. Richards High School
- Alan B. Shepard High School
- Dwight D. Eisenhower High School
- Argo Community High School
- Reavis High School
- Evergreen Park High School
- Amos Alonzo Stagg High School
- Victor Andrew High School

Additional Partners:

MVCC is not currently working with any other partners such as middle schools, universities or community based organizations.

INTERVENTION(S)

College Prep Institute- Junior Program: Included Beginning and Intermediate Algebra Workshops; Paragraph and Sentence Writing; Paragraph and Theme Writing; Techniques for Textbook Reading; Critical Reading. In coursework across the spectrum, students created and marketed a small business. This course was offered at MVCC and used an innovative pedagogical approach. It was offered once a year.

College Prep Institute- Senior Program: In spring, students took developmental education courses based on their Pre-COMPASS test scores. Classes in basic Math, Reading, and Communication were offered. Students were part of mixed classes (high school and regular college students). Pedagogy was the same as that for typical MVCC courses. These courses ran for 17 weeks.

College Prep Institute- Graduated Senior Program: This 8-week summer program provided an opportunity for high school graduates to enroll in developmental education courses and a required Introduction to College Course (COL 101). Successful students earned 1 college credit for the COL 101 class.

INTERVENTION POPULATION(S) TARGETED

College Prep Institute- Junior Program: High school students entering their junior year with scores ACT sub scores in math, reading or English between 16 and 19 (the same PLAN and ACT sub-scores are used due to the correlation); Pre COMPASS test scores placing student in MTH 095, MTH 098, COM 085, COM 090, RDG 071, or RDG 091.

College Prep Institute- Senior Program: High school students entering their senior year with scores ACT sub scores in math, reading or English between 16 and 19; Pre COMPASS test scores placing student in MTH 095, MTH 098, COM 085, COM 090, RDG 071, or RDG 091.

College Prep Institute- Graduated Senior Program: Recent high school graduates with scores ACT sub scores in math, reading or English between 16 and 19; Pre COMPASS test scores placing student in MTH 095, MTH 098, COM 085, COM 090, RDG 071, or RDG 091.

OUTREACH

MVCC was devoted to attending parent nights, presenting to juniors and seniors at all ten high schools and parent meetings at the college focused on what to do to prepare students for college. Superintendent breakfast was held in early fall to update schools on the progress of their students.

MVCC faculty members visited high schools to observe classes and talk with students about college expectations.

MVCC faculty shared syllabi with high school faculty.

CURRICULUM ALIGNMENT ACTIVITIES

MVCC met with partner high schools focused on moving the math and reading/English curriculum alignment teams forward. According to the MVCC proposal, alignment meetings were to take place once every two months. When asked about alignment, the CCR coordinator noted that the effort stalled at first, but that they have tried working in groups with similar concerns, for example high school teachers who cover content similar to the Math 095 would meet with the 095 teachers. There was tension around the number of students who place into developmental math based on the COMPASS. There was also reluctance to make curricular changes ahead of implementation of the Common Core State Standards.

ASSESSMENTS

ACT was used to identify students who might benefit from the program. The program targeted students with ACT scores between 16 and 19. COMPASS was used to identify students who would place into developmental courses.

HIGHLIGHTED INNOVATION

Moraine Valley has one course that innovatively integrates mathematics and English. The College Prep Institute, taught by General McArthur and Carol Thomas, used alternative pedagogy to reach students who had not been well served by traditional educational approaches. The course incorporated a wide range of educational material (including math and English content) in long-term, project-based contexts. Students did research on a company in which they were interested and then prepared for the creation of a business of their own. They were guided through the steps of designing and presenting a business plan, a process through which their math, English, collaborative, and other skills were developed. This innovation targeted high school juniors, but the pedagogy seems appropriate to apply at higher levels.

The OCCRL evaluators spoke with high school seniors who were participating in the MVCC CCR program. They seemed very positive about the program and their involvement in it.

CHALLENGES

The creative pedagogy in the junior course contrasts with the traditional pedagogy observed in the Math 095 Algebra course. Perhaps the pressure to cover the content for assessments like COMPASS constrains the pedagogy to a more traditional format. Nonetheless, in the 095 class that we observed, students were very positive about the opportunity and very receptive to the instruction.

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Shawnee Community College

2010-11

Leadership Team:

- Tim Bellamey, Vice-President of Instruction / Institutional Researcher
- Carolyn Kindle, Vice-President of Student Services
- Dee Blakely, Dean of Student Services
- James Darden, Dean of Adult Education and Alternative Instruction
- Ginger McBride, Alternative High School Coordinator/ CCR Coordinator

Partner High Schools:

- Anna-Jonesboro Community High School
- Cairo High School
- Century High School
- Cobden High School
- Egyptian High School
- Goreville High School
- Massac County High School
- Meridian High School
- Vienna High School

INTERVENTION(S)

Developmental classes:

MAT0041 (Intro to Algebra) was offered to high school students who were deemed eligible by a score on the COMPASS or ASSET test. OCCRL team observed the class at Anna.

ENG0041/42 (Basic Writing I, Basic Writing II) were offered to high school students deemed eligible by their scores on the COMPASS or ASSET.

The evaluation team visited a mathematics class in Anna. There were eight students. Instruction style involved the teacher demonstrating problems on the white board while students followed along.

INTERVENTION POPULATION(S) TARGETED

Eligibility was determined by screening students by ACT score. Those with a composite ACT under 21 were eligible for participation in the program. Those who met this eligibility requirement were placed into the appropriate courses based on SCC's COMPASS or ASSET cut scores.

OUTREACH

CCR Workshops offered at Shawnee Community College: These outreach activities were designed to provide ACT preparation and promote academic behaviors that help students succeed.

Transition Counseling: Students were counseled regarding the transition to college. One member of the SCC advisement staff was present one morning each week in each of the 12 high schools in the college district during the spring semester. An SCC representative was included in high school departmental meetings through the course of the semester, so this person knew when and where classes were being held and they were able to counsel students regarding the transition into college and what part CCR could play.

CURRICULUM ALIGNMENT ACTIVITIES

College staff met with high school partners to address different expectations of what constitutes college-level instruction. Monthly meetings throughout the year focused on curriculum alignment, recruitment, retention, and program development. The English team compared the Illinois Learning Standards to syllabi used for the developmental English courses for the purpose of alignment.

CCR faculty partners in English completed a handbook for the developmental courses for use by high school faculty that includes syllabi, sample assignments, student work examples, and other materials.

ASSESSMENTS

ASSET, COMPASS

COMPASS is the college placement test except when computers are not available in the high schools. In these cases, the ASSET, a comparable form of COMPASS but in a paper-pencil format, was given to students in the high schools.

HIGHLIGHTED INNOVATION

The college has worked to build trust with partner high schools so that CCR work can be truly collaborative. The primary objective has been to incorporate CCR coursework into the structure of the partner high school day. Because transportation is such a critical issue in this rural district, the expectation that students would travel to a college site, even a satellite location that is closer to their home than the main college campus, or arrive early to or stay late at their high school, is unrealistic. Allowing students to take Shawnee coursework during the school day at their own high school has made participation feasible for some students. Building the relationships between the college and the high schools has been a major focus for Shawnee Community College CCR that is starting to pay off for students, according to Shawnee administrators. The increased communication resulting from CCR collaboration has helped Shawnee faculty. One college administrator said: “Our faculty came to greater awareness of why students are coming in with certain issues, particularly in English, in writing....That happened when those disciplines came together at the table because of CCR.”

CHALLENGES

Recruitment has been difficult. SCC worked with high school guidance counselors to send letters to parents. The letters described the ways improved college preparation can lead to savings in future costs of tuition, books, and so forth. However, the college has found that it is difficult to get the message that investing effort now can mean real savings later if college education is not valued in the first place. Parental involvement is difficult to achieve, but it is critical to success. One program administrator said: “When we get parents who are partners, we have successful students.” Getting parental commitment, though, is difficult.

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South Suburban College

2010-11

Leadership Team:

- Diane Ostojic, Vice President of Academic Services
- Ronald Kawanna, Dean of Legal Studies, Mathematics, and Sciences
- Beth Beno, CCR Coordinator, Full-time SSC Mathematics Instructor, and Mathematics Department Chair
- Jazaer Farrar, SSC Counselor
- Diane Grzeczka, SSC Full-time Mathematics Instructor
- Corey McDonald, SSC Full-time Mathematics Instructor
- Keith Collett, SSC Full-time English Instructor
- JoAnn Morgan, Career Development and Job Center Coordinator

Partner High Schools:

District 215

- TF North
- TF South

District 205

- Thornwood
- Thornridge
- Thornton

District 228

- Bremen
- Hillcrest
- Tinley Park
- Oak Forest

INTERVENTION(S)

Writers Workshop: The collaboration was between South Suburban College and nine partner high schools. Each feeder district was assigned a weekend workshop (9:00-3:00 on Friday and Saturday), during which students' writing skills were analyzed. They were also made aware of criteria for college-readiness. Specific weaknesses were addressed and remedies practiced over the course of the weekend.

AIM Summer Program: The collaboration was between South Suburban College and nine partner high schools. The AIM Summer Program (Academic Intervention for Matriculation) provided remedial support in Math. Included were Beginning Algebra, Intermediate Algebra 100, Overview for College Success, and part-time employment.

INTERVENTION POPULATION(S) TARGETED

Summer AIM: High School students entering their senior year who had completed Algebra II. Students with a PACT score between 13 and 19, and who also were earning C-D in Algebra II were encouraged to participate. The students must have scored < 71 in the COMPASS Algebra Test. Participants in the Writer's Workshops were selected by the high school counselors and English faculty. They sought motivated students for whom a two-day workshop could make significant improvements in their writing skills.

OUTREACH

CCR/AIM Parent Meeting

CURRICULUM ALIGNMENT ACTIVITIES

Faculty book club is an online discussion between faculty at South Suburban and in the high schools. The book was *What is College Level Writing?* Twelve high school faculty and three South Suburban faculty members participated.

ASSESSMENTS

COMPASS, Aleks (if needed), and MyMathTest were used for placement in the developmental math courses.

HIGHLIGHTED INNOVATION

Counseling support at South Suburban was a strength of their CCR program. The evaluation team observed a mathematics class that was followed by a group counseling session in which students shared information on their performance in classes, discussed their learning styles and shared their concerns about the program.

Another strength was the work-study program that addressed many students' need to work. The need to make money—not just for extra cash, but to pay bills—is something that has been mentioned at many locations for the CCR program. South Suburban has a mechanism to find jobs for students on the campus premises.

CHALLENGES

Authentic relationships with the high schools seem to still be in the early stages. We saw little evidence of relationships with the high school mathematics departments. The book club is primary collaboration mechanism between the college and the high school English faculty.

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Southwestern Illinois College

2010-11

Leadership Team:

- Amanda Starkey – CCR Coordinator
- Clay Baitman – Vice President for Instruction
- Martha Nelson – Dean of Counseling
- Debbie Alford – Dean of Success Programs
- Lyn Waller – Admissions Specialist
- Mike Leiker – Institutional Researcher
- Keven Hansen – Math Department Chair
- Cory Lund – Writing Program Director
- David Collins – Math Faculty
- Denise Keller – English Faculty
- Toby Brown – SWIC Counselor
- Daniel Blash – SWIC Counselor

Partner High Schools:

- Belleville Township High School West
- Cahokia High School
- Collinsville High School
- Columbia High School
- Dupo High School
- Freeburg High School
- Granite City High School
- Highland High School
- Mascoutah High School
- New Athens High School
- O'Fallon Township High School
- Okawville High School
- Sparta High School
- Waterloo High School

INTERVENTION(S)

Dual Enrollment Mathematics and English Courses: These classes had the same academic objectives as all other MATH 94, MATH 97, and ENG 92 sections at SWIC, but class time was extended to allow for greater instructor feedback and discussions about study habits, time management, etc. Contact hours were 76-80 hours compared to 60-64 hours.

Spring:

Math 94: two sections with a total of 36 enrolled; a total of 11 withdrew.

Math 97: 20 students enrolled and 16 completed.

English 92: Total of 11 students enrolled in the two sections; 9 finished.

Summer:

Math 94: 12 out of 14 completed.

Math 97: 11 out of 11 completed.

Courses were mostly offered at the Belleville campus of SWIC, with ENG 92, a reading course, offered at Collinsville. Two sections of ENG 92 were offered this year, one at the college and one at Collinsville High School.

INTERVENTION POPULATION(S) TARGETED

For math, high school seniors with ACT math scores 16 to 21 on the PSAT in their junior year and from high schools that did not make AYP in the 2009-10 academic year were targeted. For reading, high school seniors with ACT reading scores 16 to 20 on their junior year PSAT were targeted. Students with slightly lower scores were allowed to enroll.

College Success Initiative: COMPASS algebra score of 15 to 39 (and pre-algebra score of 34 or higher if algebra was below 21) and a COMPASS reading score of 36 or higher could enroll in MATH 94; those with COMPASS algebra score of 40 to 65, a COMPASS reading score of 69 or higher and successful completion of two semesters of high school geometry could enroll in MATH 97.

College Success Initiative: those with COMPASS reading score of 69 to 80 could enroll in ENG 92 – Intermediate Reading.

OUTREACH

College Success Initiative (CSI) Transition-to-College Workshops were offered to groups of 30 to 40 students. Facilitators used an On Course game to encourage good decision-making and personal responsibility for learning. Other topics included goal setting, college expectations, and the importance of developing a support group.

High school workshops were held at:

- Cahokia High School, March 8, 2011: 99 participants total in three sessions;
- Dupo High School, April 12, 2011, 38 students total in two sessions.

And workshops were held for intervention participants:

- Belleville Campus, March 30 and 31, 2011: Collinsville High School on March 29, 2011: total of 54 students from the five Spring 2011 dual enrollment classes;
- Belleville Campus, July 21, 2011: total of 22 students from the two Summer 2011 dual enrollment classes.

Junior COMPASS Math Assessment was administered to high school juniors to show students possible gaps in math preparation early enough for them to change study habits and/or take additional math. Participating high schools were Highland, Collinsville, Sparta, Cahokia, Columbia and Duplo.

Letters were mailed to parents of seniors eligible for developmental courses to maximize students' and parents' understanding of the need for commitment to attend class regularly and complete assignments. Students and parents were asked to sign a contract showing that they understood the commitment and granting permission to share data between the college, high school, and state evaluators.

Through the Math Ambassadors Program and Writing Ambassadors Program, college faculty visited district high schools. A math faculty member presented to the average and more challenged math students who may not see the connection between math and the real world. He met with 278 students in groups of 15 to 30 at three high schools. The SWIC Writing Coordinator and other faculty members visited with junior and senior English classes to reinforce high school teachers' messages about the skills necessary to be successful college writers. They met with 204 students during classroom visits to two area high schools on three days. Experimenting to try to reach more students, ambassadors met with the entire senior class (roughly 400 students) in the auditorium at one high school, but that visit was not considered successful.

Senior Math Project is a Waterloo HS math class similar to SWIC's Basic Algebra, MATH 94. SWIC invited the class to campus twice during the school year, early in fall and late in spring. COMPASS was used as a pre-test; 19 students tested on October 1, 2010 and 16 placed into Math 94. Ten in this group were post-tested on May 19, 2011 with six scoring higher. However, SWIC officials have observed that the COMPASS used as a post-test may not yield good data about student abilities because teachers find it difficult to convince students to give their complete attention to this assessment in May.

CURRICULUM ALIGNMENT ACTIVITIES

Meetings with mathematics faculty were held on multiple occasions: Five teachers met on October 20, 2010 and four teachers met on October 23, 2010. Two math faculty workshops were held in June 2011. Attendance was 38 from 13 area high schools on the first day and 40 from 14 schools on the second day. Participants came from Althoff, Cahokia (Fr Academy), Cahokia School of Choice, Collinsville, Duplo, Gibault, Granite City, Highland, Lebanon, Marissa, New Athens, O'Fallon, Okawville, Red Bud, Valmeyer.

Meetings with high school counselors: The CATS (Committee for the Advancement of Transition Success, an established

committee) group provides a venue for ongoing communication between high school and college counselors. Three to four meetings were planned through the year with all high schools in the district invited.

High School Writing Partnership: In fall 2010, 17 high school English faculty members met four times (September 30, October 14, October 28, and November 18) with SWIC's Writing Coordinator to discuss best practices and expectations for college writers and common concerns about the curriculum.

Spring meetings—Writing Across the Curriculum: March 10 and March 24, 2011, six high school faculty members met with college faculty about use of writing, grading and review.

ASSESSMENTS

COMPASS test given to juniors in partner high schools. COMPASS was used as a post-test for the interventions for the first time in spring 2011.

HIGHLIGHTED INNOVATION

Strong communication with partner schools: SWIC has an evolving relationship with high schools that demonstrates shared learning and reciprocity of interests. The meetings with mathematics department heads (once a year on a Saturday) have been positively received by the high school faculty. Sharing syllabi led to discussions of the different courses and expectations concerning the Common Core Standards. English chair meetings had been done in the summer, but moved to spring (April) this year. During site visits to Cahokia, Collinsville, and Highland High Schools, the faculty spoke highly of the SWIC programs and outreach.

CHALLENGES

The COMPASS test may be driving the curricular innovation. The general sense is that the COMPASS is a "wake up call" for juniors that informs them of the expectations and challenges they will face preparing for college. Indeed, data from two partner high schools (n=561 students tested) indicate that over 61% of the juniors tested scored at a level that would place them in developmental mathematics. Thus, the COMPASS is a preface to an intervention; it identifies a problem. However, it is not an intervention in itself. The follow-up for the COMPASS is where outreach and interventions begin.

The collaborative faculty meetings take place once or twice a year. Scheduling is difficult.

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APPENDIX B

FULL CURRENT TEXT:

**“COLLEGE AND CAREER READINESS PILOT
PROGRAM” LEGISLATION (110 ILCS 805/2-25)**

Full text, from Illinois Compiled Statutes, of the legislation authorizing the College and Career Readiness Pilot Program.

(110 ILCS 805/2-25)

Sec. 2-25. College and Career Readiness Pilot Program.

(a) The General Assembly finds that there is a direct and significant link between academic preparation of students and success in postsecondary education and careers. Many students enter college unprepared for the academic rigors of college and require noncredit remedial courses to attain skills and knowledge needed for regular, credit coursework. Remediation lengthens time to degree, imposes additional costs on students and colleges, and uses student financial aid for courses that will not count toward a degree. All students entering college take a college entrance exam or a placement test. These tests can be used to assist high school students to identify areas for improvement and help to close skill gaps during students' senior year. College and career readiness reduces the need for remediation, lowers educational costs, shortens time to degree, and increases the overall success rate of Illinois college students.

(b) Subject to appropriation, the State Board shall create a pilot project, to be known as the College and Career Readiness Pilot Program. Subject to appropriation, on July 1, 2010, the State Board shall extend the current program for an additional 3 years and include an additional 7 sites (or as many as are allowed by available funding), as evidenced by the effectiveness of the current program. If in any of these 3 additional years, money is not appropriated for the program, then the State Board shall extend the program for an additional year. The goals of the program are as follows:

(1) To diagnose college readiness by developing a system that aligns ACT scores or college placement examinations to specific community college courses in developmental and freshman curriculums.

(2) To reduce remediation by decreasing the need for remedial coursework in mathematics, reading, and writing at the college level through (i) increasing the number of students enrolled in a college-prep core curriculum, (ii) assisting students in improving college readiness skills, and (iii) increasing successful student transitions into postsecondary education.

(3) To align high school and college curriculums.

(4) To provide resources and academic support to students to enrich the junior and senior year of high school through remedial or advanced coursework and other interventions.

(5) To develop an appropriate evaluation process to measure the effectiveness of readiness intervention strategies.

(c) The first year of the program extended under this Section by this amendatory Act of the 96th General Assembly shall begin with the high school class of 2011 and the high school class of 2012 (or such later classes if money is not appropriated for the program in a given fiscal year).

(1) In addition to the community colleges participating in the program before July 1, 2010, the State Board shall select 7 additional community colleges (or as many as are allowable by available funding) to participate in the program based on all of the following:

(A) The percentage of students in developmental coursework.

(B) Demographics of student enrollment, including socioeconomic status, race and ethnicity, and enrollments of first-generation college students.

(C) Geographic diversity.

(D) The ability of the community college to partner with local high schools to develop college and career readiness strategies and college readiness teams.

(2) Each participating community college shall establish an agreement with a high school or schools to do all of the following:

(A) Create a data-sharing agreement.

(B) Create a Readiness Plan for each student, showing all of the following:

(i) The readiness status for college-level work.

(ii) Course recommendations for remediation or for advanced coursework in Advanced Placement classes or dual credit and dual enrollment programs.

(iii) Additional academic support services, including tutoring, mentoring, and college application assistance.

(C) Create college and career readiness teams, which shall include the chief academic officer, the chief student services officer, an institutional researcher, faculty, and counselors or advisers from the community college and high school, the college and career readiness coordinator from the community college, and other members as determined by the high school and community college. The teams may include local business or civic leaders. The teams shall develop intervention strategies as follows:

(i) Use the Readiness Plan to develop a contract with each student for remedial or advanced coursework to be taken during the senior year.

(ii) Monitor student progress.

(iii) Provide readiness support services.

(D) Retest students upon the completion of the appropriate intervention to assess progress and college readiness.

(3) The State Board shall work with participating community colleges and high schools to develop an appropriate evaluation process to measure effectiveness of intervention strategies, including all of the following:

(A) Baseline data for each participating school.

(B) Baseline data for the Illinois system.

(C) Comparison of college entrance exams or college placement scores, or both, within each group of students.

(D) Student enrollment in each applicable intervention.

(E) Placement of college and career readiness students in developmental and regular courses upon the completion of the intervention and subsequent enrollment in additional courses.

(F) Retention of college and career readiness students in the semester after enrollment.

(G) Other measures as selected by the State Board.

(d) The second year of the program extended under this Section by this amendatory Act of the 96th General Assembly shall begin with the high school class of 2012 and the high school class of 2013 (or such later classes if money is not appropriated for the program in a given fiscal year). In the second year of the extended program, the State Board shall have all of the following duties:

(1) Undertake intervention strategies through college and career readiness teams with students of the classes of 2012 and 2013.

(2) Monitor and assist college and career readiness graduates from the class of 2011 in college.

(e) The third year of the program extended under this Section by this amendatory Act of the 96th General Assembly shall begin with the high school class of 2013 and the high school class of 2014 (or such later classes if money is not appropriated for the program in a given fiscal year). In the third year of the extended program, the State Board shall have all of the following duties:

(1) Undertake intervention strategies through college and career readiness teams with students of the classes of 2013 and 2014.

(2) Monitor and assist students from the classes of 2011 and 2012 in college.

(f) At the end of the 3-year extension of the program, the State Board shall prepare and submit a report outlining its findings and recommendations to the Senate and the House of Representatives by filing a copy of its report with the Secretary of the Senate and Clerk of the House of Representatives no later than December 31, 2013.

(Source: P.A. 95-694, eff. 11-5-07; 95-876, eff. 8-21-08; 96-1300, eff. 7-26-10.)

Available at the Illinois General Assembly official web page:
<http://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=011008050K2-25>