Editor's Note: We are excited about this issue of UPDATE because it highlights projects and activities of both the Office of Community College Research and Leadership (OCCRL) and the Pathways Resource Center (PRC). The lead article features Dr. Eboni M. Zamani-Gallaher, Professor of Education Policy, Organization, and Leadership, and co-Principal Investigator for STEM College and Career Readiness and Dual Credit research at OCCRL. John Lang, PhD student and graduate research assistant at OCCRL, is interviewer and author of the piece, which summarizes Dr. Zamani-Gallaher's thoughts on pathways to college for underserved students. Also featured in this issue are articles on dual credit, programs of study, career pathways, and Pathways to Results (PTR), including a summary of the Alliance for Quality Career Pathway (AQCP) framework that is being integrated with PTR. Readers are encouraged to contact the authors of articles and explore resources on the OCCRL project website at: occrl.illinois.edu and on the PRC website at: pathways.illinois.edu Assisting readers to implement ideas mentioned in this issue to expand college access and success is an important goal that both OCCRL and the PRC strive to achieve. We look forward to hearing from you on how well we are doing.

Eboni M. Zamani-Gallaher

Charting Pathways in Challenging Times: An Interview with Eboni Zamani-Gallaher

by John Lang, Office of Community College Research and Leadership

John Lang

This fall, Eboni M. Zamani-Gallaher returned to the College of Education at the University of Illinois at Urbana-Champaign, where she received her Ph.D., now as Professor of Higher Education and Community College Leadership in the Department of Education Policy, Organization, and Leadership (EPOL). She also joined OCCRL as a faculty affiliate and co-Principal Investigator for the Illinois Community College Board (ICCB) grant where she leads research on STEM College and Career Readiness and Dual Credit Funding Models. Prior to her arrival at Illinois, Dr. Zamani-Gallaher was Professor of Educational Leadership and Coordinator of the Community College Leadership Program in the Department of Leadership and Counseling at Eastern Michigan University. In addition to numerous publications, Dr. Zamani-Gallaher's most recent text is the *ASHE Reader on Community Colleges, 4th edition,* co-edited with Drs. Jamie Lester, Debra Bragg, and Linda Hagedorn. In 2013, she served as President of the Council for the Study of Community Colleges, an affiliate of the American Association of Community Colleges. Her teaching, research, and consulting activities focus on women in leadership, psychosocial adjustment, and transition of marginalized collegians, as well as access and transfer policies, student development, and student services at community colleges.

This fall, OCCLR's John Lang, a doctoral candidate in Educational Policy Studies, interviewed Dr. Zamani-Gallaher. A synopsis of the interview follows.

LANG: The current period in higher education is often characterized as the era of "college completion," driven by the call to increase degree conferral rates. What are the pathways and challenges you see to student matriculation and completion, and what role is OCCRL playing to help make each of these possible?

ZAMANI-GALLAHER: Access and equity have been central concerns for me over the years. It matters that diverse students enter college, *and* it matters where they attend and how well they do. Our job is to be intentional in creating pathways to college opportunity and completion. To its credit, the Obama Administration has been a proponent for pushing beyond getting students in the door and for measuring success according to degrees in hand.

There are multiple pathways and innovative approaches to improving student access, matriculation, and degree conferral, such as promoting stackable credentials, dual credit programs, transfer articulation, and reverse transfer. In short, we can lay down numerous pathways to completion. However, the increasing cost of college ranks among the greatest challenges to completion. Access and affordability go hand-in-hand. We cannot expect greater numbers of college students to reach the finish line amid unprecedented rising costs. Additionally, completion is vulnerable not only to high costs but to attendance patterns. We desperately need to redress and accommodate growth in student swirl whereby students attend more than one college over the course of their collegiate careers. Multiple institutional attendance affects the often winding road to completion. The pathway for the majority of college students does not involve attendance in a straight, linear sequential fashion at one institution. The high school graduate who selects, attends, and graduates from a community college, all in the span of two years, is no longer the norm.

LANG: As a question of equity, how would you respond to the assessment that community colleges are educational and career steppingstones, on the one hand, and ceilings of opportunity to students of color, on the other — both the solution and the problem?

ZAMANI-GALLAHER: When considering the goal of equitable educational outcomes, let's be clear that while we try to educate all kids, we do not give all the kids we educate the same high quality education. Despite the promise and ideal of American P–20 education, there is racial and ethnic stratification in educational achievement and attainment that does not exist merely in isolated instances but runs through the pipeline. The achievement gap is continually widening for a myriad of reasons. Students of color and low-income students often have little or no exposure to advanced placement (AP) and dual credit courses, just two examples among the array of college preparatory course offerings. Unfortunately, this segmentation often begins in early childhood education and continues through secondary and postsecondary education,

denoting obstacles and blockages rather than anything like a pipeline.

There is disparate access to certain types of curricula indicative of socioeconomic and race/ethnic stratification in schooling. This is one of the reasons that community colleges are as you described — both the solution and the problem — in the minds of some. Two-year institutions are game changers for many who otherwise would not have any postsecondary opportunities due to cost, proximity, and college readiness, for instance. There are some claims that community colleges can actually divert students away from completion, based on the fact that students attending two-year institutions with baccalaureate aspirations are less likely to attain a bachelor's degree than those who matriculate directly into four-year institutions. Here is where we need a new narrative. Yes, community colleges can be a contributor to some of the differences we see in postsecondary attendance and conferral. The means by which we determine outcomes are skewed in favor of four-year institutions tracking full-time attending, first-time at any institution, continuously enrolled, and matriculating to graduation within six years. Arguably, community colleges are not the root cause of educational inequalities. At their very core they can help to overcome imparities and obstacles by positioning students for four-year institutions or direct entry into careers in nursing, accounting, early childhood education, automotive technology, aircraft mechanics, criminal justice, and dental hygiene, to name a few. But even with the centerpiece of two-year colleges being democratization and fostering educational access, there are areas for improvement in developing and graduating students, particularly those from underserved and underrepresented groups.

LANG: A vital factor in student success at the community college level is the positive influence of a faculty-student relationship. To what extent does a diverse faculty exist and help to mentor students of color?

ZAMANI-GALLAHER: In both two- and four-year institutions, for undergraduate and graduate students alike, social and academic engagement is critical for student retention, persistence, and completion. Therefore, faculty-student interaction at all levels matters. For example, work by Trudy Bers and associates and a key study by June Chang have examined academic integration, engagement, and interaction with faculty. However, more research is needed to build on the knowledge we have about faculty-student interactions, the influence of faculty of color on college performance, and how faculty members foster pathways to completion for divergent learners in the community college context.

As for diverse faculty to mentor students of color to increase academic success, there is a disconnect in the representation of students of color and faculty of color on two- and four-year campuses. Case in point, over three-fourths of the full-time college and university faculty posts are held by white instructors whereas individuals of color (e.g., African American/Black,

Hispanic (Latino/a), Asian American, and Native American) comprise just 18% of faculties at American colleges and universities (National Center for Education Statistics, 2010). Although faculty of color have made some gains in instructional employment, they remain significantly underrepresented in community colleges since students of color make up 42% of community college enrollment (American Association of Community Colleges, 2014).

LANG: In the spring 2012 issue of UPDATE, you discussed the often-unwelcoming community college environment for LGBTQ students, and the negative effects it has on them. You also encouraged administrators and faculty to devote more attention and resources toward a new, supporting campus and classroom environment. Much has changed (or has it?) in terms of tolerance and recognition, especially on the question of same-sex marriage. What changes, if any, have you observed in community college settings or research since your previous assessment?

ZAMANI-GALLAHER: There has been advancement since 2012 in terms of LGBTQ civil rights and policy reform. Prior to the spring 2012 issue of UPDATE, in 2011, President Obama repealed *Don't Ask, Don't Tell* allowing Gay, Lesbian, and Bisexual Americans to openly serve in our Armed Forces. The same year the President ended the Legal Defense of the Defense of Marriage Act (DOMA). In the time between, the President also signed the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act into law to broaden federal hate crimes law to include attacks based on the victim's perceived or actual sexual orientation or gender identity. President Obama gave a directive to the Department of Health and Human Services requiring all hospitals receiving Medicare or Medicaid funds to allow visitation rights for LGBT patients and ensure that medical decision-making rights of LGBT patients are recognized. Another presidential directive, which was made to the Office of Personnel Management, expanded federal benefits to include same-sex partners of federal employees. This year marks continued improvements in and expansions of LGBTQ rights. In May of 2014, President Obama proclaimed each March as LGBT Pride Month. In addition, the President, Vice President Biden, and White House staff participated in the *It Gets Better* campaign, recording video messages of uplift and support for LGBTQ youth who are bullied due to sexual orientation and/or gender identity.

As for community colleges, improvements do trickle down but the extent of change differs widely from college to college. Given the diversity of institutional climates and characters, and broader community contexts, it's hard to know the degree to which the culture has opened up or if campus climates remain, unchanged if not downright chilly. There is much room and need for additional research in this area. Since the spring 2012 Update, the *Community College Journal of Research and Practice* published a special themed volume on LGBT issues in community colleges which highlights key areas for campus climate in and outside of the classroom.

Additionally, colleagues Devika Dibya Choudhuri at St. Joseph's University in New Haven, Connecticut, Jason Taylor at the University of Utah, and I have a book under contract/in progress entitled, *Engaging LGBTQ Students Across Postsecondary Contexts: Identity, Transitions, and Intersectionality*. In this text, we highlight the challenges and opportunities for LGBTQ student engagement in and out of the classroom, and the pathways for navigating heteronormative environments and creating welcoming campus climates. We also discuss policy improvements and reforms that are still needed.

LANG: You teach a range of courses on community college education and administration. Turning to your students, what are the most encouraging and challenging aspects you see in their outlooks, capabilities, and backgrounds?

ZAMANI-GALLAHER: In my experience as a faculty member teaching higher education administration, student affairs, and community college leadership courses, I find the exchange of teaching and learning to be reciprocal. I try to engage students in active learning and critical thinking especially in terms of calling to question issues of access and equity. In my courses, research, and service, I encourage folks to challenge marginalization, as well as policies and practices that oppress or act to suppress inclusion and equitable pathways for every learner to self-actualize. It is encouraging to see scholars-in-training and exciting to consider the contributions that they bring to the field. It is also a good time for studying community colleges given the national stage it has received under the Obama Administration. One challenge however, is still getting the public at large and some within academe to recognize the value and importance of the two-year sector to the overall higher education landscape.

LANG: Recently you completed your term as President of the Council for the Study of Community Colleges (CSCC), an affiliate of the American Association of Community Colleges. Could you reflect on your time in office? What priorities, accomplishments, and directions would you highlight?

ZAMANI-GALLAHER: CSCC membership includes university-based researchers and community college practitioners who further scholarship on the community college enterprise. Among our priorities is the development of pre-service and in-service education for community college professionals. One example of our efforts to provide networking and professional development opportunities are through our newcomers mentorship exchange as well as the graduate and new professionals scholarly roundtables with senior researchers and practitioner-scholars.

During my term, we made a significant organizational change by moving the CSCC headquarters from UCLA to the University of North Texas, where it is now housed at the Bill J. Priest Center for Community College Education. Dr. Beverly Bower a long-time CSCC member, past-president, and senior scholar

in community college leadership began as the new Executive Director in July 2013. The move to UNT has been great, as we have received exceptional support in our administrative office at the Bill J. Priest Center for Community College Education.

In September 2013, CSCC leadership participated in the AACC Fall Leadership Meeting, and shared our commissioned papers in response to the AACC "*Reclaiming the American Dream: Community Colleges and the Nation's Future*" Report (for details see http://www.cscconline.org/files/3713/8315/2755/CSCC_Response_to_AACC_Report.pdf). Additionally, CSCC continued to have representation on AACC's Commission on Research, Technology, and Emerging Trends.

And in April 2014, we hosted our annual conference — a preconference to the AACC annual convention in Washington, DC — where I had the pleasure of recognizing outstanding researchers in the field. The Dissertation of the Year, "*Community college dual credit: Differential participation and differential impacts on college access and success*" was awarded to Jason Taylor (University of Illinois at Urbana-Champaign). The Barbara K. Townsend Emerging Scholar award went to Mark D'Amico (University of North Carolina at Charlotte), and Brent Cejda (University of Nebraska at Lincoln) received the Senior Scholar award. The Arthur M. Cohen and Florence B. Brawer award for distinguished service was awarded to Trudy Bers (Oakton Community College) and Debra Bragg (University of Illinois at Urbana-Champaign). Congratulations 2014 CSCC Awardees!

Relative to future directions, CSCC will continue to serve as a forum for dialogue between university professors, graduate students, and community college practitioners who study community college; and we will continue to recognize outstanding community college service, research, and publications.

LANG: Since your arrival at the University of Illinois is something of a homecoming, and in the spirit of education, how has your thinking changed within and beyond your areas of focus in the intervening time?

ZAMANI-GALLAHER: Great question. I left Illinois nearly 15 years ago. I suppose on some level people embrace leaving only when they can expect to return. Coming back was not something I could have scripted or planned but in the process of being here after all this time, I see several ways that I have grown personally and professionally. Throughout, my areas of focus have remained related to examining and informing policies, practice, and inquiry on marginalized students in two- and four-year settings. I endeavor to train scholar-practitioners who are culturally proficient leaders committed to improving the educational and career trajectories for all students.

Given your question, there is a quote that readily comes to mind, so I will close with this…

> "Sometimes we have to leave home in order to find out what we left there, and why it matters so much." –Shauna Niequist

In sum, a return to the University of Illinois is really an affirmation of what has mattered all along, a nice opportunity to take stock of my own ongoing learning process, and a reminder about the work that still remains. ◆

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Dual Credit Funding Policies in Illinois: Understanding How State and Local Funding Relates to Student Access and Participation

by Jason L. Taylor, Assistant Professor, Department of Educational Leadership and Policy, University of Utah

Over the past decade, the number of Illinois high school students enrolling in community college courses has expanded rapidly. Data from Illinois and the Illinois Community College Board (ICCB) show that a duplicated count of dual credit students increased from 11,809 in 2001 to 82,895 in 2011 (Andrews & Barnett, 2002; ICCB, 2014). Unduplicated data from the Illinois State Board of Education (ISBE) show that the number of students participating in community college dual credit courses increased from 20,405 in 2003-2004 to 39,291 in 2012-2013 (ISBE, 2014). With using duplicated or unduplicated numbers, these data suggest that, on average, the number of dual credit students is increasing statewide, but as my colleague, Eric Lichtenberger, and I documented in another study, students' access to dual credit in Illinois varies based on the high school they attend (Taylor & Lichtenberger, 2013). These findings and other research raise questions about access to dual credit, including the role of state and local funding policies on students' access to dual credit courses.

The state policies that govern dual credit funding in Illinois are the Dual Credit Quality Act and the ICCB's administrative rules. These policies allow high schools to collect funding for average daily attendance (ADA), and they allow colleges to obtain funding for full-time enrollment (FTE) for the same dual credit student. Referred to as either "hold harmless" or "double dipping," this set of policy arrangements provides a financial incentive for both the high school and community college to engage in dual credit by not eliminating enrollment-based funding for either sector. Beyond these policies on ADA and FTE, state policies do not place additional parameters on the funding of dual credit. Of particular interest to us is that state policies do not set tuition rates for dual credit students nor dictate how funding is exchanged among high schools and colleges, both policies that can be found in other states (see Borden, Taylor, Park, & Seiler, 2013, for a 50-state analysis of dual credit funding policies). Thus, dual credit tuition and fee policies are established locally by community colleges and partner high schools in Illinois. We know from the research on higher education finance that students and parents are sensitive to the cost of higher education, particularly low-income students (Dynarski, 1999; Kane, 1995; Long, 2004), so it is reasonable to question whether high school students who are considering whether or not to participate in dual credit may be concerned about cost and how dual credit costs may influence students' behavior.

To begin to understand this relationship, we set out to understand community college funding policies. An online survey was distributed to the ICCB's Chief Academic Officer (CAO) listserv in spring 2014. The CAO of each community college in the Illinois Community College System was invited to respond or designate another administrator within the institution to do so. Complete responses were received from 36 of the 48 of the Illinois community colleges, yielding a relatively high response rate of 75%. The survey asked respondents to answer questions about community college dual credit funding related to: a) costs to students and families; b) costs to institutions; and c) perceptions of funding policies. Below, I summarize results of the survey according to these three categories (the full report is available at occrl.illinois.edu/files/Projects/dual_credit/dual-crdit.pdf).

Cost to Students and Families

A key to understanding dual credit funding policies is understanding who pays tuition and fees and other costs associated with dual credit (see Figure 1 and Figure 2). The survey results revealed the following:

- 36% of the 36 colleges charged students dual credit tuition (Figure 1), and 50% of the 36 colleges charged students dual credit tuition and/or fees (Figure 2).

- Of those colleges that charge students dual credit tuition and/or fees, tuition ranged from $0 to $410 and fees ranged from $0 to $91 for a 3-credit hour dual credit course.

- At 61% of colleges, students were responsible for paying for some or all of the books and/or course materials for dual credit courses.
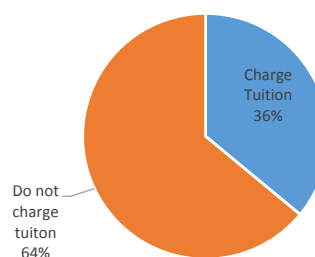

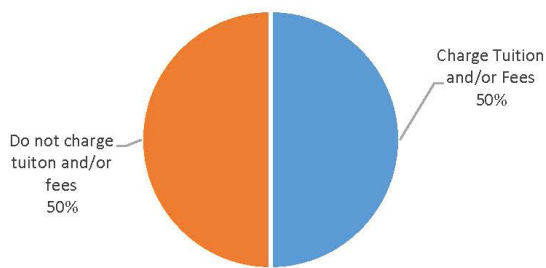Figure 1. Percentage of community colleges by dual credit tuition policy

Figure 2. Percentage of community colleges by dual credit tuition and/or fee policies

These results are critical because they surface the variation in dual credit funding policies among community colleges. Although the results show that some high school students can access dual credit courses for free in many community college districts, students in other community college districts may pay up to $410 for a 3-credit hour dual credit course. These results suggest major differences in the cost of dual credit by the community college district in which the student lives.

Costs to Institutions

Because state policies do not regulate funding arrangements between community colleges and high schools, the survey results shed light on the funding arrangements for organizational partners involved in dual credit, and the costs of dual credit to community colleges. Some highlights of these results include:

- When asked if funds are exchanged between community colleges and high schools for the purpose of dual credit, 69% of the colleges indicated that no funds are exchanged, 22% indicated that funds are exchanged, and 9% did not respond.

- When asked how and why funding was exchanged, some common reasons included: high schools pay the college application fee; colleges pay high schools a stipend if a high school instructor teaches the course; high schools pay the college stipend if a college instructor teaches the course; and high schools pay students' tuition.

- Several community colleges reported administrative and overhead costs associated with dual credit, and these costs varied from under $10,000 to more than $250,000. Common costs associated with dual credit included: administrative salaries at the college; personnel salaries to support functions such as placement testing, articulation, curriculum alignment, data collection and entry, course scheduling, etc.; faculty stipends for teaching; faculty stipends for orientation and professional development activities; and faculty and administrative travel.

The first two above-mentioned bullet points are interesting because, as previously noted, both high schools and colleges receive funding for students enrolling in dual credit (via ADA and FTE reimbursement). Although both sectors have a funding stream to support dual credit, the results show that some community colleges and high schools have developed agreements whereby one sector pays the other for costs incurred for dual credit. This type of cost sharing deserves further examination, including the reason for these expenditures, the extent to which these cost sharing arrangements are fair to both sectors, and the extent to which various cost structures impact students.

Perceptions of Funding Policies and Models

The third and final portion of the survey asked respondents about their perceptions of local and state funding policies. The results showed the following:

- Approximately 69% of the colleges agreed or strongly agreed with the statement, *The current dual credit funding model between your college and its partner high school(s) is effective.*

- 58% of colleges agreed or strongly agreed with the statement, *My college offers sufficient financial resources to low-income dual credit students (e.g., tuition discounts, paying for textbooks, assistance with fees, etc.).* The percentage of respondents agreeing or strongly agreeing with this statement was lower among the colleges that charged students tuition (38%) compared to the colleges that did not charge students tuition (70%) (See Figure 3).

- Only 36% of colleges agreed or strongly agreed with the statement, *State funding and support for dual credit adequately supports your college's dual credit costs.*
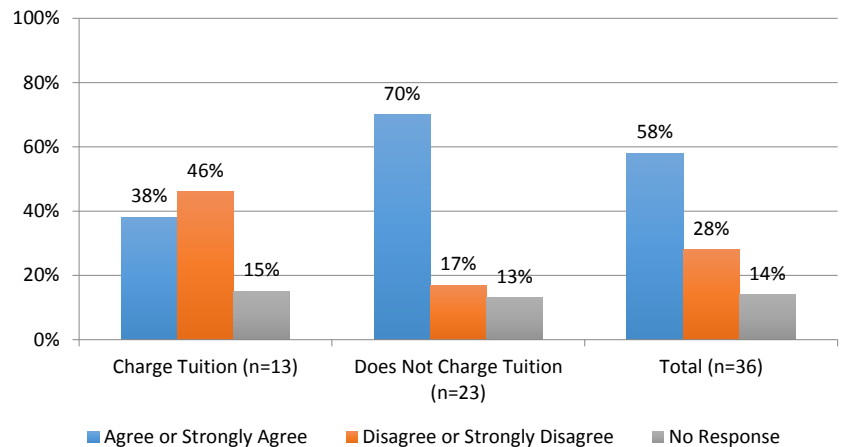

Figure 3. Percentage of community colleges by level of agreement with the statement, *My college offers sufficient financial resources to low-income dual credit students (e.g., tuition discounts, paying for textbooks, assistance with fees, etc.).*

The most concerning of these results is that respondents from colleges that charge tuition reported they do not perceive the college is adequately supporting low-income students. The difference in perception among colleges that do and do not charge tuition point to perceptions of inequities in students' access to dual credit, particularly for low-income students. Equally as concerning is that the preponderance of respondents perceive that state funding and support for dual credit is inadequate.

Implications and Recommendations

The results from this survey have several implications for policy and practice and lend themselves to additional inquires. Like other aspects of dual credit, funding policies are complex because they cut across two disparate educational sectors (secondary and postsecondary) with separate governance and funding mechanisms and policies. Any proposed policy change or future research should consider and integrate both the secondary and postsecondary perspectives. The implications and recommendations below are offered as a starting point:

- *Policy Standardization*: Is it time for the state of Illinois to engage the secondary and postsecondary sectors in a dialogue about standardizing dual credit tuition and fee costs? Although institutions might perceive dual credit costs to be minimal to students, these costs can be a substantial burden to students and families, particularly those who have limited access to capital or financial aid to cover the costs of dual credit tuition and fees. Whether the state believes that all qualified high school students should have equal access to dual credit courses, regardless of students' ability to pay for them, is important to address. Other states have established such policies whereby the state establishes a maximum tuition level or the state mandates that dual credit is free to students (see Borden et al., 2013). Is it time for Illinois to do the same?

- *State Financial Incentives*: Illinois' policies already provide both high schools and colleges a financial incentive to engage in dual credit with the "hold harmless" policy, a policy that about half of the 50 states also have. However, the elimination of the P-16 grant in 2008 that supported dual credit along with, ICCB's declining credit reimbursement rate have likely contributed to increased institutional costs to colleges to administer dual credit (or at least a perception of increased costs). If the state is invested in supporting high school students' access to dual credit, it should reevaluate the financial incentives for colleges and high schools to provide dual credit. To their credit, the ICCB released a competitive dual credit enhancement grant in 2013-2014 and 2014-2015, but as the elimination of the P-16 grants in 2008 proved, this grant is not a long-term solution given the growth of dual credit enrollments in the state.

- *Institutional Costs and Funding Arrangements*: To what extent are institutional costs and funding arrangements fair to both the high school and colleges in the state? Because both sectors can receive reimbursement for dual credit enrollment via ADA and FTE, one could argue that cost sharing arrangements are unnecessary. However, if one sector bears the burden of costs of dual credit administration and instruction, then one could also argue that the other sector should proportionately share the costs. The fact that about 22% of the responding community colleges in Illinois have cost sharing arrangements suggests costs may not be covered through existing financial arrangements, and also raises questions about how such arrangements are working, and whether they are fair to all parties.

- *Student Impact*. Ultimately, dual credit funding policies should benefit students and provide equal access to high school students. Future research should dig deeper to understand how tuition and fee policies, for example, are barriers to dual credit access and success for low-income students and other students who are historically underrepresented in higher education.

Learn more at http://occrl.illinois.edu/projects/dual-credit ◆

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PRC Spotlight Briefs Highlight Promising Practices

by Donald G. Hackmann, Director, Pathways Resource Center

The Pathways Resource Center supports Illinois school districts that are involved in the Illinois Race to the Top program, providing technical assistance as the district educators develop and implement programs of study and Individualized Learning Plan processes for their students. Our PRC staff members have created several documents, research briefs, and supplementary materials to support district educators as they strive to promote equitable learning experiences for their students. One of our projects is the creation of a series of *Pathways Spotlight Briefs*, which are 2-page reports that highlight promising practices occurring in Illinois schools that are effective in preparing students for college and careers. Written collaboratively by PRC staff and educators from the featured school districts, these briefs succinctly describe the schools' exemplary practices, note their positive impact on students, underscore key points from the programs, and provide advice from the field for those who are considering implementing these practices. In this article, I provide an overview of our initial seven briefs.

Wall-to-Wall High School Academies (Joel Malin, with collaborating educator David Carson): This report describes the inception, rollout, and initial implementation of wall-to-wall college and career academies in Rockford School District 205's four comprehensive high schools. Students initially enter a Freshman Academy, then select from one of four career academies for the remainder of their high school experience, based upon their career interests.

Partnerships for College and Career Readiness (Geoffrey Scott Chattin, with collaborating educator William Hook): This brief describes Chicago High School for Agricultural Sciences' (CHSAS) practice of building a substantive constellation of partnerships that support college and career readiness for all students. CHSAS has developed extensive partnerships with businesses and industries in Chicago, as well as numerous colleges and universities (both inside Illinois and in other states). Many students participate in internship experiences in one of five agricultural career pathways, as a result of these partnerships.

Sterling High School's Young Doctor's League (Geoffrey Scott Chattin, with collaborating educator Jason Austin): In this report, the inception and expansion of Sterling High School's Young Doctor's League (YDL) student organization is described. YDL is a result of collaborative efforts between Community General Hospital Medical Center and several area high schools; this organization is open to all students who have career interests in healthcare occupations. Students meet monthly with healthcare professionals, with meetings held at the hospital.

Career and Technical Education for Postsecondary Readiness (Geoffrey Scott Chattin, with collaborating educator Natasha Schultz): This brief describes how Marengo Community High School (MCHS) has created and sustains quality career and technical education (CTE) programming for all students. All MCHS students are required to exhibit competency in eight essential workplace skills, and CTE coursework and learning experiences are incorporated into the curriculum through a job shadowing program for all junior students. The MCHS guidance department provides an array of career guidance supports activities and supports for students.

CareerTEC's Health Occupations Youth Apprenticeship (Geoffrey Scott Chattin, with collaborating educators Jen Newendyke and Elizabeth Chambers): In this brief, the Career and Technical Education Consortium's (CareerTEC) Health Occupations Youth Apprenticeship (HOYA) program is described, and positive effects of the programs for students are highlighted. HOYA I and HOYA II classes are held in Freeport, Illinois, with all high schools in the CareerTEC Education for Employment region participating. The HOYA program provides foundational skills and training for healthcare occupations, and many students earn Certified Nursing Assistant credentials.

Education to Careers and Professionals Program (Asia Fuller Hamilton, with collaborating educator Marc Changnon): This report provides a description of Champaign Unit 4 School District's Education to Careers and Professions (ECP) program. Students begin career exploration in the sixth grade, continuing through their sophomore year. Shifting to career exploration in the junior year, students complete a workplace assessment and participate in career mentoring, when they are paired with adult mentors for 5-6 month period. Seniors have an opportunity to participate in a capstone ECP internship course, which includes project-based activities and field work.

Township High School District 211's Girls in Engineering, Mathematics, and Sciences (GEMS) Conference (Joel Malin, with collaborating educator Sharon McCoy): In this brief, District 211's annual GEMS Conference is described. The conference is held for 5th and 6th grade girls and their parents, as a vehicle to get girls interested in and excited about STEM careers. Included in this activity are a career expo, hands-on learning activities for students and parents, opportunities to discuss parents' roles in promoting STEM education, and dialogue about college student experiences in STEM fields.

Each brief is posted on our PRC website and readily available to download (www.pathways.illinois.edu); we encourage you to read the reports in their entirety. The collaborating educators' contact information is listed on each brief, so that you may follow up with them, should you desire additional information about these excellent programs. Our Pathways Resource Center staff members continue to seek out exemplary PK-12 programs—both within the state of Illinois and in other states—that promote students' college and career readiness. If you know of an outstanding program that you believe should be highlighted in our Spotlight Brief series, please contact me (dghack@illinois.edu). ◆

Donald G. Hackmann *is a professor of Education Policy, Organization and Leadership and Director of the Pathways Resource Center at the University of Illinois at Urbana-Champaign. He may be contacted at dghack@illinois.edu*

The Path to Revised Guiding Principles for the Transformative Change Initiative

by Marianne Peacock, Project Coordinator for the Transformative Change Initiative, Office of Community College Research and Leadership

History of TCI and the Guiding Principles

The Office of Community College Research and Leadership (OCCRL) and The Collaboratory partnered to create the Transformative Change Initiative (TCI), which is dedicated to assisting community colleges to scale up innovations that improve student outcomes and program, organization, and system performance. We define transformative change as raising the individual, organizational, and system performance of community colleges to unprecedented levels without sacrificing their historic commitment to access and equity. Community colleges that are part of the TCI network and engage in TCI are expected to innovate in ways to better serve all learners, and especially learners historically underserved by higher education (Bragg, 2014).

In assisting community colleges to scale up innovations, TCI is committed to the use of guiding principles to implement and evaluate scaling. These principles are not intended to dictate action, but rather enable informed decision making. Principles honor the wisdom of stakeholders who understand their diverse student populations and the complexity of the settings in which these learners are being served. "Principles provide guidance for action in the face of complexity," (Patton, 2011) and when successfully employed, they utilize the underlying beliefs and foundational knowledge that is needed to bring about change. Guiding principles create a blueprint for scaling innovation that results in more equitable outcomes for diverse learners, including enhanced education, economic and social impact (Bragg, 2014).

Based on research and a review of related literature, TCI introduced an initial set of seven guiding principles that frame the scaling of transformative change at the Learning Lab in Orlando, Florida in 2013. This past summer, OCCRL researchers engaged groups of practitioners involved in the TCI network in reviewing and revising these principles. The goal was to ensure that the principles reflect actual practice in the field—what community college practitioners and their partners are seeing and doing day-to-day.

Practitioner Work Groups

OCCRL researchers convened six work groups of community college practitioners to review and refine the initial set of guiding principles. Each work group had between five and seven members along with a practitioner leader and an OCCRL staff member acting as a meeting facilitator. Formal processes, such as record keeping and note taking, facilitation, and scheduled meetings were used to help the group achieve the objective of reformulating the guiding principles.

The idea behind convening practitioner work groups was that using this method of review would help us explore and clarify practitioners' views on a complex topic in a way that talking to them individually would not allow us to do. We found that working in a group allowed for deeper and broader analysis—group member discussion, and the end goal of principle revisions, benefitted from analyzing, discussing and exploring ideas as a group and participating in peer interaction and feedback.

With the leader asking open-ended questions and encouraging participants to explore areas of importance to themselves and other group members as well as interpreting the principle into their own words, we were able to gather invaluable information from the work group participants about each principle as it applies in day-to-day community college practice. Each practitioner work group meeting was grounded in respect and inclusion of all members' perspectives and sought to capture an authentic view of the principle in action.

Following the work group meetings, OCCRL staff met in reflective debrief sessions to review data and documentation, look for insight and patterns, and prepare materials for the next meetings. These reflective debrief sessions were an important part of the work group process. Dick (2009), an action research theorist and consultant, describes critical reflection and the action research cycle in the following way:

> In each cycle there is action and critical reflection. During reflection people first examine what happened previously -- they "review". They then decide what to do next -- they "plan".
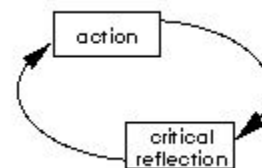
> So action is followed by critical reflection: What worked? What didn't? What have we learned? How might we do it differently next time? Reflection is followed by action. The understanding achieved, the conclusions drawn, the plans developed ... These are tested in action.

Revisions were made to the principles during these reflective debrief sessions based on the work done by the practitioner work group, with the revised principle being presented to the work group at the next meeting for further analysis and discussion.

The Guiding Principles

The practitioners and OCCRL researchers worked together in multiple meetings over the summer to review, define, refine and ultimately reformulate the principles. Below is a list of the guiding principles that came out of this work.

Scaling of transformative change will occur if...

- **Leaders** envision, encourage, and support innovation that supports all learners.
- Innovations are chosen for scaling that show the potential to **spread and endure**.
- **Storytelling** is used to facilitate learning about innovation and transformative change.
- **Adoption and adaptation** honor and influence the culture of the settings involved.
- Evidence collected through ongoing and responsive **evaluation** is used strategically.
- Practitioners engage in **networks** to gain access to expertise, professional development, and other vital resources.
- **Dissemination** is led by individuals with deep knowledge of their settings.
- Effective and appropriate **technology** is used to strengthen resources and expertise.

Future Research and Work with the Guiding Principles

OCCRL will be providing more detail on the guiding principles that frame the scaling of transformative change in a published report highlighting literature and research results from this project in early 2015. We will continue to document and disseminate evidence-based information illustrating these principles in action through our *Strategies of Transformative Change* brief series. Additionally, the principles shape the Transformative Change Scaling Tool Kit, our blog posts, and other work available through our website, http://occrl.illinois.edu/projects/transformative_change.

Much like the way Dick (2009) describes action research, the revision work done on the guiding principles this past summer had the twin outcomes of action (change) and research (understanding). Reflection on the guiding principles is an emergent process, continuing to grow and change. While the principles will be used to guide our research in the ways community colleges spread innovations developed under TAACCCT and related programs, the research itself will also impact future work on the principles that frame the scaling of transformative change themselves.

Acknowledgments

Learn more about the Transformative Change Initiative at http://occrl.illinois.edu/projects/transformative_change ◆

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The Alliance for Quality Career Pathways (AQCP) Framework: Building Momentum to Individual Prosperity and Regional Economic Competitiveness

by Judith Mortrude, Director, Alliance for Quality Career Pathways, Center for Law and Social Policy (CLASP)

The career pathways movement is gaining momentum as frontline leaders like you and your colleagues build cross-agency partnerships to support both individual prosperity and regional economic competitiveness. The Center for Law and Social Policy's (CLASP) mission is to improve the lives of low-income people through developing and advocating for federal, state and local policies to strengthen families and create pathways to education and work. One of CLASP's core issues is postsecondary and economic success through the use of career pathways.

As career pathway work expands, we know that your ability to fully embrace the career pathway approach is hampered by the lack of a common, cross-agency understanding of what constitutes a quality career pathway system and metrics to assess participants' progress and success along the pathway. From you, we have learned that without cross-system consensus on the "right" things to adopt and implement, it is difficult to know if your partnership is on the right track.

In 2012, CLASP responded to this challenge by inviting 10 leading career pathway states—Arkansas, California, Illinois, Kentucky, Massachusetts, Minnesota, Oregon, Virginia, Washington, and Wisconsin—and their local/regional partners to form the Alliance for Quality Career Pathways, which is supported by the Joyce Foundation, James Irvine Foundation, and Greater Twin Cities United Way. During Phase I of the initiative (2012- 2014), these partners developed a framework, based on existing evidence and "wisdom from the field" from your peers across the country, providing a shared vision and understanding of quality career pathway systems, pathways, and programs. The Alliance framework also outlines a set of metrics to assess participant progress and success in career pathway programs.

The framework can be used to help career pathway partners continuously improve their systems, and can serve as a collaborative, comprehensive strategy for policymakers and funders to align and enhance their investments, technical assistance, and guidance for building, scaling, and sustaining career pathway systems.

In Phase II (2014-2015), the Alliance will focus on supporting state and local partnerships to use the framework and its accompanying self-assessment tools to further their career pathway collaborative work in their state and local communities. Examples of this work can include state and local unified planning under the Workforce Innovation and Opportunities Act, TAACCCT grant implementation, planning for upcoming applications for federal funds awarded with the Job Driven Training Checklist in mind, Advancing CTE in Career Pathways, Moving Pathways Forward, or other state and local work. In Illinois, the opportunity to marry the Pathways to Results process and the Alliance quality criteria, indicators, and metrics for an even more powerful formative evaluation and strategic planning process cannot be greater.

We invite you to learn more about and join us in this work. For more information on the Alliance and for additional resources, visit www.clasp.org/careerpathways. ◆

Judith Mortrude *is the director of CLASP's Alliance for Quality Career Pathways. She may be contacted at jmortrude@clasp.org*

Upskill America: U.S. Department of Education Launches the Career Pathways Exchange

A storm of activity is occurring after the WIOA passage and the release of the Vice President's *Ready to Work: Job-Driven Training and American Opportunity* report, making the national effort to advance career pathways more important than ever. You can read the report here: www.whitehouse.gov/sites/default/files/skills_report_072014_2.pdf.

The Office of Community College Research and Leadership (OCCRL) was recently selected by the U.S. Department of Education as a partner in its new three-year career pathways initiative: *Moving Pathways Forward: Supporting Career Pathways Integration*. Throughout the next two years, we will contribute to the project's free information service—the Career Pathways Exchange – to distribute evidence-based information on career pathways associated with Pathways to Results, the Pathways Resource Center, and the Transformative Change Initiative and other projects led by OCCRL researchers and staff.

Launching in October, the Exchange consolidates and distributes career pathways-related resources, events, and information from federal and state agencies and partner organizations. Subscribers can select to receive email digests on their topics of interest, including: Building Cross-Agency Partnerships, Identifying Industry Sectors and Engaging Employers, Designing Education and Training Programs, Identifying Funding Needs and Sources, Aligning Policies and Programs, and Measuring System Change and Performance.

For more information on the Career Pathways Exchange visit lincs.ed.gov/prgrams/movingpathways/career-pathways-exchange. And for continued information about OCCRL's participation in this nationwide federal initiative, please check out our website at occrl.illinois.edu. Also, be sure to find and follow the Exchange on Facebook, Twitter, and Pinterest to stay current on all the latest career pathways events and resources, as well as adult education and WIOA updates on the go! ◆

Save the Date

Scaling Up Pathways to Results

March 10, 2014, 9:30-4:00

Keynote Speaker: Vickie Choitz

Bloomington-Normal Marriott Hotel
201 Broadway Avenue, Bloomington, IL 61761

Keynote Speaker: Vickie Choitz

Ms. Choitz is the Associate Director of the Economic Opportunities Program at the Aspen Institute. She provides strategic research and leadership for a number of program initiatives to identify and advance strategies that help low-income Americans gain ground in today's labor market. Her primary focus is to advance the EOP's work to improve both the quality of low-wage jobs and career advancement opportunities simultaneously as a key strategy to address deepening economic inequality in America.

Ms. Choitz has almost 15 years of experience in national organizations promoting economic security and career advancement opportunities for low-income workers and job seekers. She most recently worked at the Center for Law and Social Policy (CLASP), where she was interim director of the Center for Postsecondary and Economic Success (C-PES) and director of the Alliance for Quality Career Pathways. During her time at CLASP she worked with pioneering state partnerships and led the development of a consensus-based voluntary framework for developing and strengthening state and local/regional career pathway systems that provide workers and job seekers with clear paths and supports to credentials and family-supporting employment.

Pathways to Results: Helping Practitioners Improve Pathways and Programs of Study

by Edmund Graham III, Graduate Research Assistant, Office of Community College Research and Leadership

What is Pathways to Results?

Pathways to Results (PTR) is a methodology developed by the Office of Community College Research and Leadership (OCCRL) to help practitioners to improve programs of study and ease the transition from secondary to postsecondary education and/or into the workforce. PTR emphasizes success for all student groups regardless of their backgrounds and demographics, or where they enter or exit a career pathway.

PTR is a participatory, action research methodology grounded in developmental evaluation and continuous improvement approach that supports practitioners' systemic analysis of data on how career pathways, programs of study, and institutional practices are working for diverse learners. PTR's focus on equity is informed by work of the Center of Urban Education (CUE) at the University of Southern California and the Equity Scorecard. This focus is twofold: first, it encourages practitioners to use data to identify inequitable outcomes, and second, it supports practitioners in critically analyzing equity and opportunity gaps between student groups.

Five processes make up the PTR methodology (Figure 1), beginning with the 1) Engagement and Commitment, and continuing with 2) Outcomes and Equity Assessment 3) Process Assessment 4) Process Improvement and Evaluation and 5) Review and Reflection (Pickel & Bragg, in print). The Engagement and Commitment process brings together various stakeholder groups from P-20 educators, ranging to community-based organizations, to employers, and to others who can help address critical issues that impact student outcomes. Outcomes and Equity Assessment introduces disaggregated student level data to practitioners so that they can identify which student groups are doing well, and perhaps more importantly, which student groups are experiencing inequitable outcomes. Process Assessment assists teams in examining existing processes by deconstructing them as they currently exist to identify barriers to success for students. Process Improvement and Evaluation works to reconstruct processes with new solutions to improve student outcomes. This calls for establishing measures and benchmarks to evaluate the impact of implemented solutions. Finally, the Review and Reflection process calls on practitioners to reflect on and make sense out of what they are learning from student data, how their processes contribute to inequitable outcomes, and how new processes and programs should be developed, implemented and evaluated to close equity and opportunity gaps for all students.
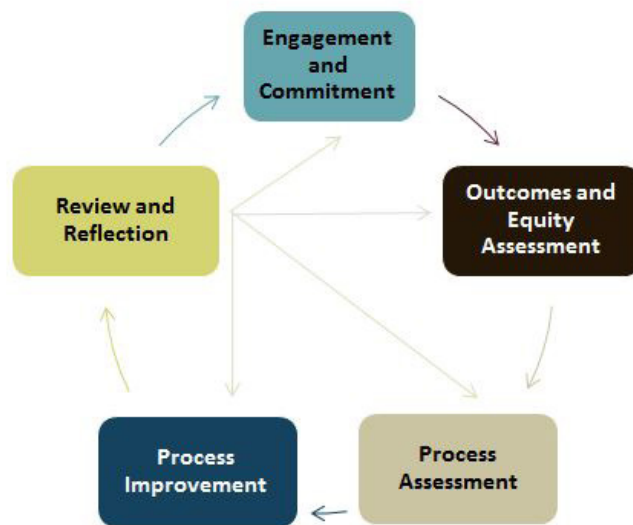

Figure 1: Pathways to Results Methodology

PTR Then and Now

In 2009, the Illinois Community College Board (ICCB) funded six PTR pilot teams, focusing on programs of study in the Health Science and Manufacturing career clusters. Now in its sixth year, 91 teams representing 45 of the 48 public community colleges in Illinois have used or are currently using PTR. Eleven colleges have participated two more times. In 2013, OCCRL created the PTR Network that consisted of 10 former PTR teams in its first year of operation, and is growing to accommodate more teams in 2014-15. The PTR Network contributes to an ecosystem that supports PTR teams to collaborate and share their experiences as they implement PTR in various programs of study, in various regions of the state, and with different partners and stakeholder groups. The Network creates an expectations that PTR teams will collaborate and support one another, without continued assistance from OCCRL.

During the 2014-2015 academic year, 15 community colleges are leading the implementation of PTR methodology in the following focus areas, 1) Perkins deficient performance measures, 2) Special populations performance, 3) Evaluation of an existing program of study, 4) Development of a new program of study, and 5) Program review. The new PTR teams are located at the following colleges:

- Black Hawk College
- College of DuPage
- Harper College
- Harry S. Truman College
- Illinois Central College
- Illinois Eastern Community Colleges
- Illinois Valley Community College
- John Wood Community College
- McHenry County College
- Oakton Community College
- Prairie State College
- Rend Lake College
- Sauk Valley Community College
- South Suburban College
- Spoon River College

Below are snapshots of how teams are implementing PTR over the next year.

Perkins Deficient Performance Measures

Rend Lake College will implement PTR to improve Perkins performance measures. Of the six Perkins performance measures, Rend Lake has struggled most with the retention and transfer measures. The College has experience with using PTR in individual programs of study and has expressed excitement with extending PTR to develop solutions that improve the retention and transfer measures.

Special Populations Performance

Prairie State College is using PTR as a means for improving the evaluation of program interventions and developing mechanisms for tracking special populations in the College's data systems, all within the Nursing (NURS) Program. This program is completing a two-year follow up for the Accreditation Commission for Education in Nursing (ACEN). As part of this follow up, faculty members have been tasked with improving their systematic plan of evaluation. The NURS faculty have been refining their efforts to improve student retention and are collecting data to measure student learning outcomes. They have expressed a commitment to use PTR to improve processes, and more specifically the collection and analysis of student level data.

With respect to improving programs for special populations, Prairie State would like to improve outcomes and better track males and single parents. Anecdotally, Prairie State faculty believe that there are many single parents in the NURS program; however, they have not successfully captured data on that group. Using PTR will assist the college in allocating resources to determine ways to systematically capture these data. PTR will also enable Prairie State to allocate resources towards better ways to capture data and track these students through the NURS program of study.

Program Evaluation

Sauk Valley College is using PTR to evaluate a program of study. In the community surrounding Sauk Valley there is workforce demand for those with training in Computer Information Systems (CIS); however, few students have completed the program in recent years. To address issues surrounding program completion, Sauk Valley intends to review recruiting practices and course-taking patterns to determine what barriers exist. The team also sees an opportunity to examine secondary to postsecondary transition processes, as few students have matriculated to Sauk Valley with credits towards the CIS program in recent years. During the past two cycles, PTR teams have had tremendous success identifying barriers within programs of study, with implementing solutions, and with strengthening relationships between all stakeholders. With a workforce in demand in our community, the need to produce graduates is critical.

Evaluation of Existing Programs of Study

Oakton College has seen changes in programs of study as well as personnel changes that require a re-evaluation of what has been done. This team will focus on transition within the program of study including onboarding Oakton's new Perkins program coordinator. Through participation in the Illinois Network for Advanced Manufacturing (INAM), Oakton has introduced the mechatronics program, a combination of electronics and manufacturing that meets the needs of area employers. Oakton also has introduced a nanotechnology program that links to nano-manufacturing needs in the district. From the secondary perspective, the high schools have introduced and/or made changes to Project Lead the Way (PTLW) programs that include manufacturing technology. Oakton is also collaborating with the Technology and Manufacturing Association (TMA) to develop seamless entry points for non-traditional students into a credential pathway in manufacturing. These multiple changes require new attention to these programs and renewed coordination among all entities.

Given this, PTR will be used to engage high school faculty to discuss secondary and postsecondary courses that establish dual credit opportunities and strengthen the programs of study. Collaborating with high school faculty and establishing a clear course sequence will aid in better communicating pathways to students. Oakton has used PTR before and believes that working on an established program of study will provide the best introduction to POS for new personnel. Oakton is collaborating with the Technology and Manufacturing Association (TMA) to develop seamless entry points for non-traditional students into a credential pathway in manufacturing.

Development of New Programs of Study

Due to the constant and growing need for nursing personnel in McHenry County, McHenry Community College wants to expand its partnership with Woodstock high schools and develop and implement a full program of study in nursing to improve time to credential attainment from the Nursing Assistant Education certificate to baccalaureate degrees in nursing. The development of a nursing program of study will allow McHenry to build on a strong foundation to connect and improve the full spectrum of secondary-to-postsecondary educational elements that lead to nursing credentials that fulfill workforce needs in the area. To do this, McHenry will engage and educate key stakeholders in designing, implementing, and continuing to improve the program of study in nursing.

Program Review

Several of Illinois Central College's heath care programs of study will undergo program review during the 2014-2015 academic year. Work has begun to introduce and utilize PTR processes with the existing program review processes in Nursing, NA and CNA. Integrating PTR requires engaging the administration, program coordinators, deans, secondary partners, and the advisory committee in understanding how PTR concepts and tools can be used for process improvement and improving student outcomes. The team at ICC is building their stakeholder base and educating themselves on their recent AQIP report, the work of the assessment committee, general education committee, and curriculum committee and the processes that bring them into alignment during the program review phase. The Institutional Research Department as owner of the program review process is fully supportive of working on this project together. ICC sees utilizing the PTR process along with their standard program review process as a win- win for all parties. This project will allow ICC to leverage their resources to engage more partners, solicit different perspectives for problem solving, utilize a wide selection of data and develop a shared systematic strategy for program review. The goal is to create a dynamic program review process that is meaningful, effective and scalable.

Recent and Upcoming News and Events regarding PTR

If you would like to learn more about PTR, workshops are scheduled on February 24, 2015 at Parkland College in Champaign, IL and on April 2, 2015 at Rend Lake College in Palatine Illinois. The workshops provide an overview of PTR, introduction of new processes and tools (evaluation and benchmarking, curriculum evaluation, advanced ways to measure equity gaps, and mapping pathways), and time for PTR users to share about their projects and experiences. There are no costs for attending the workshops however, registration is required.

Briefs
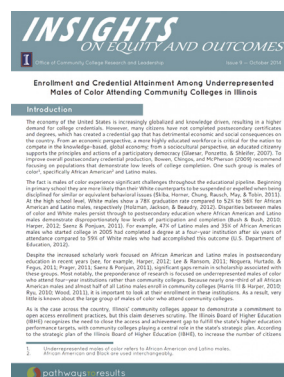
The ninth issue of Insights into Equity and Outcomes, Enrollment and Credential Attainment Among Underrepresented Males of Color Attending Community Colleges in Illinois, was published October 2014. The brief examines the distribution of enrollment and credentials attained by subgroups, namely underrepresented males of color, between 2001 and 2011, in Illinois community colleges. Findings from the analysis show that the likelihood of African Americans males to be enrolled in associate's degree programs is comparable to that of White males and the total student population. However, African American males are more likely to earn a less-than-one-year certificate and less likely to earn associate's degrees than White males. Similarly, whereas the number of Latino males who were enrolled and conferred degrees improved over this 10-year period, these males behind their White male counterparts and the total student population. Yet, Latino males were more likely to receive an associate's degree compared to African American males.

Learn more about Pathways to Results at occrl.illinois.edu/projects/pathways◆

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We would like to thank the PTR teams used in this article for their permission to use their information.

Edmund Graham III is a doctoral student in the Department of Education Policy, Organization and Leadership and a graduate research assistant at OCCRL at the University of Illinois at Urbana-Champaign. He may be contacted at egraha3@illinois.edu

Upcoming OCCRL Events and Presentations

Distributed Leadership Practices of High School Principals in Promoting College and Career Readiness
November 23, 2014, UCEA Annual Conference, Washington, DC
This qualitative study examined distributed leadership practices of high school principals who had developed programs of study to prepare students for college and career success; each led high schools with high poverty and high minority enrollments. The principals' leadership practices were contextualized to their local communities, and each engaged in boundary-spanning activities, connecting with business/industry partners to provide resource supports and work-based learning experiences, and with community colleges to provide dual-credit courses for students.
Presented by: Joel R. Malin and Don G. Hackmann

Outcomes and Equity Assessment Cross-Site Meeting
December 9, 2014, Illini Center, Chicago, IL
For teams currently implementing PTR, a cross-site meeting on Outcomes and Equity Assessment will be held on Tuesday, December 9, 2014 from 10 a.m. – 2 p.m. at the Illini Center on 200 S. Wacker Drive, Chicago, IL 60606. This interactive meeting will include an overview of the Outcomes and Equity Assessment process and how PTR aligns with the Alliance of Quality Pathway (AQCP) participant metrics. Teams will share their plans for data collection and analysis and brainstorm ideas with other teams.

2015 Transformative Change Initiative Learning Lab
February 17-18, 2015, Baltimore, MD
Join OCCRL and the Collaboratory to explore scaling and sustaining innovations beyond TAACCCT, gain critical insights and exchange ideas with peers on promising practices and cutting edge innovations, hear from national experts on transformative change strategies, and help grow a powerful collaborative network dedicated to scaling impact.. For further information, please contact Sue Liu at the Collaboratory at: sliu@thecollaboratoryllc.com

Pair and Share Pathways to Results: Using Data to Close Equity Gaps
This PTR Workshop is scheduled for February 24, 2015 at Parkland College in Champaign, IL. There is no cost to attend this workshop; however, registration is required. To register, please go to: http://icsps.illinoisstate.edu/events/?ee=51

Pair and Share Pathways to Results: Career Pathway Mapping
This PTR workshop is scheduled for April 2, 2015 at Rend Lake College in Palatine Illinois. There is no cost to attend this workshop; however, registration is required. To register, please go to: http://icsps.illinoisstate.edu/events/?ee=52

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