

STATE BOARD OF COMMUNITY COLLEGES
Allocation for Lead College for Career and College-Ready Alignment Partnership
FY 2019-20

Request: The State Board of Community Colleges is asked to approve an allocation of \$135,000 to Wake Technical Community College to continue serving as the Lead College for the Career-and-College-Ready Alignment Partnership.

Strategic Plan Reference:

Theme: Student Interest and Access

Goal # 1: Increase the percentage of North Carolinians, particularly within underserved populations, pursuing and easily accessing education or training through North Carolina community colleges.

- Objective 1.3: Identify and reduce access barriers for all prospective students, particularly among underserved populations.

Background: CAREER AND COLLEGE READY GRADUATES – S.L. 2015-241, SECTION 10.13, as amended, requires the following:

1. Establishment by the State Board of Community Colleges (SBCC) of measures for determining student readiness and preparation for college coursework by using ACT scores, student grade point averages, or other measures currently used by the SBCC to determine college readiness for entering students.
2. Changes in curriculum, policy, and rules as needed by the SBCC and State Board of Education (SBOE) to make remedial courses mandatory for students who do not meet readiness indicators by their junior year to ensure college readiness prior to high school graduation.
3. High schools to use curriculum approved by the SBCC, in consultation with the SBOE.
4. Determination of appropriate measures of successful mastery of the remedial courses.
5. High school faculty to deliver the courses after completing professional development.
6. The NC Community College System to provide oversight for the program.
7. Model programs to begin in the 2016-17 school year and to be fully implemented in all high schools statewide beginning with the 2020-21 school year.

THE CAREER AND COLLEGE-READY ALIGNMENT PARTNERSHIP (CCRGAP)

Objective 1: Increase the number of students that are Career-and-College-Ready.

It is the purpose of the CCRGAP to develop model programs, beginning in the 2016-17 school year that introduce developmental mathematics and developmental reading and English curriculums in the high school senior year and provide opportunities for college remediation for students prior to high school graduation through cooperation with community college partners.

Objective 2: Effectively partner with DPI, UNCISO, and the 58 community colleges.

North Carolina Community College System (NCCCS), Department of Public Instruction (DPI), and University of North Carolina System Office (UNCISO) are partnering to support the goal of

students successfully graduating from public high schools who are career and college ready. In doing so, the NCCCS, DPI, and UNCISO are engaged in developing the best additional strategies to target specific academic deficiencies. A team consisting of mathematics faculty, English/reading faculty, and statewide association representatives investigated programs in the State as well as other states and identified essential characteristics of a successful program.

Rationale: The purpose of the Career-and-College-Ready Alignment Partnership is to increase the number of graduating high school students that are Career-and-College-Ready. A request for proposal was sent to all 58 community colleges' Chief Academic Officers. Only one proposal was submitted, Wake Technical Community College (WTCC). A committee consisting of four, from different areas within the System Office, reviewed the proposal and determined it was sound and that WTCC has the capacity to execute the tasks involved. This request is to allow WTCC to continue as the Lead College.

Lead College Responsibilities: The Lead College will continue to manage the coordination of the remediation efforts between the model community colleges and their respective high schools during 2019-20. The Project Lead for WTCC will work in collaboration with the North Carolina Community College System Office (NCCCSO) leadership.

1. The project lead will possess excellent leadership skills
 - a. Coordinate the planning and implementation efforts between the model community colleges and participating high schools
 - b. Identify location for and organize at least four regional meetings for model colleges and participating high schools to share and discuss their model implementations and opportunities for improvement
 - c. Identify, collect, and distribute any planning, implementation, and data collection tools that may be helpful to the model colleges and their respective high schools
 - d. Collect necessary, pre-determined, data from the colleges and/or high schools
2. The project lead must be an effective communicator
 - a. Maintain frequent communication with the NCCCSO and the model community colleges and their respective high schools
 - b. Facilitate communications among the model colleges
3. The project lead must have a thorough knowledge of Developmental Education
4. The project lead will coordinate professional development for Colleges and high schools involved in CCRG.

Budget:

1. A maximum award of \$135,000 will be awarded to WTCC for the grant period July 1, 2019 through June 30, 2020. Expenditures of these funds must be used only to support approved project objectives and outcomes.
2. Administrative Costs: The budget may include part of the salary and benefits of a project coordinator(s) or it may be used for the salary and benefits of a substitute instructor to release college personnel to direct the project.

3. Budget for Faculty Travel: The budget may include travel expenses to regional meetings and to deliver professional development for both the college lead, a maximum of four members from participating model colleges, and appropriate NCCCSO personnel.
4. The budget may include creation of professional development as it relates to reports within the National Repository of Online Courses (NROC), including NROC staff.
5. Budget for model colleges: A portion of the funds may be allocated to the model colleges to help offset expenses associated with the remediation efforts such as, but not limited to, creation of professional development, administrative oversight, data collection, reporting, and to offset the cost of high school substitute teachers (when he/she is attending a CCRGAP professional development meeting delivered by the NCCCSO).
6. Budget for convenings related to CCRG:
 - a. Workshops to create/plan professional development
 - b. Stipends for community college faculty and high school teachers, not under contract, to engage in PD creation during summer 2019
7. Creation of a multi-module online "CCRG 101" course that will allow for training/refresher at any time. Expenses include, but are not limited to,
 - a. Instructional designer
 - b. Subject matter experts to create each module
 - c. Training provided for use with the course

Allocation Amount and Time Period: The \$135,000 allocation for the Lead College is from July 1, 2019 to June 30, 2020.

Fund Source and Availability: Funding is contingent on the FY 2019-20 State General Fund appropriation.

Contact:

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