

# **PROGRESS ON THE IMPLEMENTATION OF THE CAREER AND COLLEGE READY GRADUATES PROGRAM**

A Report to the:  
Joint Legislative Education Oversight Committee

Submitted by The State Board of Community Colleges  
and the State Board of Education

S.L. 2015-241, Section 10.13, as amended by S.L. 2016-94 and S.L. 2018-5

March 15, 2020

## BACKGROUND

S.L. 2015-241, Section 10.13 amended by S.L. 2016-94 and S.L. 2018-5, Career and College Ready Graduates, requires the State Board of Community Colleges (SBCC), in consultation with the State Board of Education (SBE), to develop a program introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year and provides opportunities for college remediation for students prior to high school graduation through cooperation with community college partners. Implementation of select model partnerships began in the 2016/17 academic year with a scaled implementation planned for subsequent years and statewide implementation planned for 2020/21.

State law requires that high school students enroll in their program if they have not met benchmarks established by the SBCC in their junior year. High schools are required to use the curriculum approved by the SBCC, in consultation with the SBE. The SBCC is also required to determine the appropriate measure of successful completion to ensure students are prepared for coursework at a North Carolina community college. The training is being prepared and delivered by the professional development sub-committee of the Career and College Ready Graduate Alignment Partnership (CCRGAP) committee. The courses will be delivered by high school faculty after completing training requirements. The NC Community College System (NCCCS) will provide oversight for the program.

Aligned with the NCCCS RISE remediation program, the NCCCS has selected the NROC platform to deliver the CCRG curriculum. NCDPI is in the process of procuring the NROC tool for high schools, and will be requesting an expansion budget item of \$450,000 for statewide implementation of the tool for the 2020-21 school year.

In working to design the program, the NCCCS and the Department of Public Instruction (DPI) are partnering to support the goal of students successfully graduating from public high schools who are career and college ready. In doing so, both the NCCCS and DPI are engaged in developing the best additional strategies to target specific academic deficiencies.

## CURRENT STATUS

### *CCRG Student Eligibility and Exemptions*

- For high school seniors, see the NC Community College System Office (NCCCS) website for eligibility and exemption criteria posted at <https://www.nccommunitycolleges.edu/academic-programs/career-and-college-ready-graduate-alignment-partnership-ccrgap>
- Based on initial eligibility data by NC Department of Public Instruction (NCDPI), there may be approx. 18,000 high school seniors who qualify for this program in 2020/21 based on the NCCCS criteria. This number does not take into account exemptions which will need to be determined locally.
- Enlisted military students are not exempt, based on the current eligibility requirements set by the NCCCS. Questions regarding the impact of the Military Interstate Compact exist and are being referred to the NCCCS to respond.

## ***Professional Development***

### **Fall 2019 Professional Development Opportunities**

In compliance with CCRG legislation that will take effect beginning with the 2020-21 academic year, each LEA coordinated a team of up to six people including, but not limited to, CAOs, advising lead, high school principal or assistant principal, math lead or teacher, English lead or teacher to serve as CCRG leaders in their respective areas of expertise. The law states that the NCCCS creates the training, determines parameters for identifying students, and ensures implementation at high schools.

- Regional trainings were coordinated by the NC Community College System (NCCCS) and held across the state as follows:
  - October 28 District 5—Piedmont-Triad Winston-Salem
  - October 29 District 4—Sandhills Cumberland County
  - October 31 District 3—North Central Raleigh
  - November 5 District 1—Northeast Washington
  - November 6 District 2—Southeast Wilmington
  - November 12 District 6—Southwest Charlotte
  - November 13 District 7—Northwest Wilkesboro
  - November 14 District 8—Western Asheville
- NCCCS led the professional development regional trainings.
- NCDPI partnered with the NCCCS to help with the trainings and support of LEAs.

### **Spring 2020 and Future Training**

The NCCCS surveyed teams who attended the Fall training face to face and via a follow-up survey regarding training needs and the best times to offer these trainings. The NCCCS will communicate to NCDPI future trainings for educators to successfully navigate the content within the NROC platform.

### ***CCRG Implementation in High Schools***

The CCRG content will be taught in high schools statewide in 2020-21, focusing on seniors. This is dependent on the platform procurement.

- Once CCRG has been launched, all high school students, prior to the senior year, will be able access the mathematics CCRG content modules through NROC/EdREADY at any time to master the modules.
- Eligible students will access the CCRG modules for English when they enroll in English IV. The goal is for eligible students to demonstrate mastery of the content prior to high school graduation and entering NC community colleges.
- Guidance for coding of students participating in CCRG in PowerSchool has been shared and will begin with the 2020-21 school year.

### ***CCRG Content***

#### **English Language Arts**

The CCRG English content has been developed to align with the ELA Standard Course of Study as well as NCCCS student outcomes.

- The CCRG content for English Language Arts will be integrated into English IV with specific coding guidance to indicate students who are receiving this content.
- For CCRG content guidance, refer to the NCCCS.
- For implementation CCRG guidance, refer to the NCDPI.

## Mathematics

The CCRG content for mathematics involves mastery-based modules through the chosen NROC/EdREADY platform.

- Prior to a student's senior year, the CCRG mathematics units may be integrated into another existing mathematics course or offered during an intervention time frame to increase the likelihood that students have met the CCRG exemption criteria and will not have to take the stand-alone course during their senior year.
- The CCRG mathematics content does not satisfy a fourth-level mathematics course and does not meet UNC System Minimum Course Requirements for admission because it does not build on Math 3 but is remedial content.
- The standalone CCRG Math course will earn a fourth mathematics credit towards graduation requirements.
- For CCRG content guidance, refer to the NCCCS.
- For implementation CCRG guidance, refer to the NCDPI.

## Communication to Stakeholders

NCDPI and the NCCCS have provided regular updates to the field through a variety of means, including:

- Regular CCRG Updates to Superintendents and in the NCDPI C and I Leaders bi-monthly listserv, as well as other NCDPI-hosted listserv messages
- CCRG Updates with the NCDPI Academic Leaders Advisory Council (August 2019 - present). This committee is comprised of Chief Academic Officers for school system and charter leaders representing all eight SBE districts.
- CCRG Updates via the NCDPI C and I Leaders Quarterly Webinar Series, which provides information to curriculum leaders and other interested stakeholders across North Carolina.
- An Updates Document (Released 1.17.2020), which includes resources for teachers such as access to training demo sites for CCRG/NROC content, as well as links to the content sessions for English and Mathematics that were shared by the NCCCS at the Fall 2019 training sessions.
- An FAQ (Created November 2019 and Revised 1.7.2020) has been shared via multiple listserves and posted online at <https://drive.google.com/file/d/1WSceBcXewbdZnRHwU1dotRz2BEk0JVRE/view>
  - Individual responses - For those who submitted individual questions in the google form at the regional trainings, most questions are responded to in the FAQ but some are individual responses.
- An NCDPI Academic Policy Webinar for just under 2000 stakeholders, which included course coding guidance for CCRG, and is which is recorded and archived (1.24.2020)
- Posting of materials on the NCDPI C and I Leaders and NCCCS Websites (ongoing)
  - NCDPI FAQ (updated 1.7.2020)
  - Coding and scheduling guidance has been shared through multiple listserves and posted.

## Procurement, Security, and Data Sharing

### Procurement

NCDPI is in the process of procurement for the NROC/EdREADY platform. The NCCCS has chosen the NROC/EdREADY platform to deliver the content.

- This platform will be available for all public high schools. It will not be available for middle schools.
- There has been no funding by the General Assembly; funding has been requested the last two years by the State Board of Education/NCDPI. SBE/NCDPI will be requesting funding in the upcoming budget again.
- LEAs will not be responsible to pay for the platform.
- Required e-procurement documentation has been submitted.
- Required NCDPI personnel have approved the e-procurement process.
- Pending approval into workflow.

### **Data Sharing**

NCDPI is working to ensure the appropriate data sharing agreements are in place between the vendor and all parties.

- Requests for CCRG-related EdREADY score data will be initiated by the student and family while the student is still enrolled in high school. As high school students, parents must request the score data be sent to the community college for enrollment and placement purposes.
- Once the student has graduated, data sharing is the responsibility of the college, vendor and student/family. NCDPI will not manage that process.
- Data will flow directly from platform to NCCCS and not through NCDPI or stored at LEA level.
- Must be in adherence to all state IT and federal guidance/requirements (PII)

### **Security Items Pending, based on State IT requirements**

- VRAR
- Internal Credentialed Scan of the Application(s) Hosting the Data.
- Recent External Penetration Testing.
- Provide a letter of intent to complete soc 2 type 2 report along with timelines
- Provide a T ASD

### **INITIAL DEVELOPMENT**

As a first step, the NCCCS convened a community college stakeholder team to lead the development of strategies to design and implement the career and college ready graduate program. The team is composed of mathematics faculty; English/reading faculty; and, statewide association representatives.<sup>1</sup>

The team investigated programs in North Carolina as well as other states and identified four tenets essential to support a successful program:

1. Program development must be data-informed.
2. One strategy may not sufficiently address the state-wide need.
3. The program should build on policies already in place as well as possible partnerships with work already occurring within the State.
4. Students who successfully complete the program should be career and college ready, including all public higher education in North Carolina.

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<sup>1</sup> NC Association of Community College Presidents; NC Student Development Administrators; NC College English Instructors; NC Community College Association of Distance Learners; NC Association of Community College Instructional Administrators; NC Association of Development Educators; and, NC Mathematics Association of Two-Year Colleges

Wake Technical Community College was designated as the Lead College, via a competitive RFP process, to assist with coordination of community college/high school partnerships and organizing regional professional development.

### 2016-17 Phase I Models

Measures for Determining Student Participation in Remedial Coursework. The ACT benchmark in math and English, with slight variance in conjunction with high school GPA, was the initial factor in determining whether a student is required to enroll in remedial coursework during the senior year, for all but one of the Phase I models. Students who meet these standards are exempt from the career and college ready graduate coursework.

ACT Subject-Area Test	ACT Benchmark	Exempts a student from:
English	18 or higher	Remediation in English
Reading	22 or higher	Remediation in English
Mathematics	22 or higher	Remediation in math
Unweighted high school GPA 2.7+		Remediation in math and English

Students who did not meet the above benchmarks were required to enroll in remedial coursework in their senior year, in addition to their other courses.<sup>2</sup>

The seven college/high school partnership models for the 2016-17 academic year all volunteered. The community college and respective high school(s) have worked diligently to create the best program possible for their students. Many of the Phase I models utilized the Southern Regional Education Board (SREB) Essential of College Mathematics (ECM) course. The SREB Math Ready is a course taught by several secondary schools and approved for minimum course requirements by the UNC system as well as a fourth math for NC Community Colleges Multiple Measures for Placement. The course is designed to support learning of math concepts to enable students to be prepared for college coursework.

#### 1. Asheville-Buncombe Community College partnered with:

- Asheville City Schools: Targeted math. Embedded National Repository of Online Courses (NROC) EdReady within Essentials of College Math. The class contained both Career and College Ready Graduate students and those who were not; everyone completed the remediation work and it counted towards the grade in the ECM class. The criteria for remediation were students that had an unweighted high school GPA below 2.7. Post remediation, the NC Diagnostic and Placement test (NC DAP) was used to determine success or failure. The course was the traditional 18-week semester long course.
- Buncombe County: Targeted math. Embedded the National Repository of Online Courses (NROC)'s EdReady within Essentials of College Math (ECM). The class contained students who are

<sup>2</sup> During the 2016/17 AY CCRG was not mandatory, therefore not all students falling below the eligibility criteria were required to enroll in remediation during their senior year.

both Career and College Ready and those who were not; everyone completed the remediation work and it counted towards the grade in the ECM class. The criteria for remediation were students that had an unweighted high school GPA below 2.7. Post remediation, the NC DAP was used to determine success or failure. The course was the traditional 18-week semester long course.

- Madison County: Targeted math. They incorporated the remediation as part of their smart lunch and only students that needed remediation were targeted.

## 2. Alamance Community College partnered with:

- Southern Alamance High School: Targeted math and English. The remediation was a semester-long course. Southern Alamance High School provided students with a first block and third block where students could complete their math and/or English remediation.

**Math.** Used the NROC EdReady as a stand-alone course. The criteria for remediation were ACT scores: reading below 18, math below 22, or an unweighted high school GPA below 2.6. Students took an in-class diagnostic test in EdReady, that aligns with the NC DAP Developmental Math Modules (DMA). The results of the diagnostic test created personalized assignments for each student. For students to be determined as mastering the content, they needed to master one of the paper tests that are administered to Alamance Community College developmental students. Students needed to complete them in order, as students in college complete them. The stand-alone class was pass/fail. The student was required to complete all the coursework that was not mastered during the assessment. Students were assessed (proctored) on each individual DMA needed. Students who did not complete all their modules at the end of the semester were able to retake the placement test. This allowed them to test out of any modules they currently had not completed during their senior year.

**English:** Used NROC's Developmental English course that had been imported into a Moodle Learning Management System (LMS) course. The student was required to complete all the coursework that was not mastered during the assessment. Students were assessed (proctored) on each individual (Developmental Reading and English) DRE needed.

## 3. Brunswick Community College partnered with:

- Brunswick County Schools: Targeted reading and English. Spring 2017 Brunswick used a new elective course. It was a Moodle Learning Management System course built from NROC's Developmental English course. The first semester of a students' senior year the English IV course was taken and the second semester was the remediation course. The criteria for needing remediation was an ACT score less than 18 English, less than 22 on reading, or an unweighted high school GPA of less than 2.7. Proficiency was determined by a specific grade during year one of implementation and/or the results of the NC DAP. A student took the NC DAP at the beginning and end of the remediation course for data collection purposes. If a student demonstrated mastery on the NC DAP this was considered valid at Brunswick CC (and at any of the 58 community colleges). The first year of the model involved one classroom in one high school. Participation was optional for year one. The counselors presented the remediation class as part

of the student's course plan for the spring to increase the likelihood that the student would take the course. The actual grade for the class was pass/fail. Brunswick CC faculty met with the course instructor and the school's English-Language Arts coach to create their in-depth plan for pacing, scheduling of class sessions, criteria for assessment, etc. A major challenge was locating computers/Chromebooks for the classroom.

#### 4. Central Piedmont Community College partnered with:

- Charlotte Mecklenburg Schools – Harding HS, Myers Park HS, Olympic (TEAM) HS, Vance HS, and West Charlotte HS. Targeted math. CPCC embedded EdReady into Advanced Models and Functions (AFM). All students in the AFM class were required to participate in the remediation. The CMS high schools have varying needs therefore additional math courses were being considered. The model design is aimed at embedding remediation into existing courses to minimize disruptions to the learning environment. The EdReady content is aligned as a support mechanism for the most essential prerequisite topics of each course. The EdReady content is not explicitly aligned to the Developmental Mathematics modules (DMAs) however there is a strong correlation between the EdReady content and the DMA learning objectives. The model does not currently include a crosswalk to the DMAs. The criteria for determining students that were not Career and College Ready were those students that scored less than 18 on the ACT math.

Students were given an initial diagnostic assessment followed by a personalized study plan that is aligned with the high school curriculum. The students were required to illustrate mastery of the prerequisite/developmental topics in EdReady and earn a C or higher in the AFM class.

#### 5. Davidson County Community College partnered with:

- Lexington City Schools: targeted math and reading/English. Lexington City Schools offered two stand-alone, 9-week math program and 9-week reading program. The 9-week remediation courses were offered the first semester of a student's senior year and the second semester contained the fourth math course and/or English course. The criteria for remediation was an ACT score below 18 on the English and a score below 21 on the math, or an unweighted high school GPA of less than 2.7.

**Math:** The remediation course utilized NROC's EdReady that has been aligned with the Developmental Math Modules. There were mastery assignments throughout the course and not a high stakes assessment at the end of the course. A crosswalk was developed between the NROC EdReady course and the Developmental Math modules (DMA)s. The class was pass/fail and students received a pass based on effort, success, and successful completion of an appropriate number of modules. To further explain this process, students come to this math course with varied abilities and backgrounds. If students work, make progress, and complete the number of modules they were able to complete in the time allowed, then they receive a P, as well as non-course credit (at the community college) for the modules they mastered. We must remember that many of these students are seeking a technical certificate, diploma or Associate's degree. Some of these programs may not require all the DMA modules. Successful completion of any modules will decrease the time necessary at Davidson County CC to complete a program and decrease the classroom time necessary to earn a family sustaining wage. When a student enrolls



at Davidson County CC individual DMA credit is awarded for modules in which the student has demonstrated mastery.

**English:** In English/Reading, students worked through the NROC English materials to improve their reading, comprehension, and writing skills. If they mastered the skills for DRE096, DRE097, and/or DRE098, students received a P and were awarded non-course credit for the remedial college courses based on their own individual skill attainment. During the first model year, DCCC deemed success as the completion of as many modules as possible to ensure each student's understanding and mastery of the skills in each module.

#### **6. Pitt Community College partnered with:**

- JH Rose High School & South Central High School: Pitt CC offered a "bundle" of courses to students that were not career and college ready, as deemed by their high school teachers and the NC DAP. The bundle included a professional development course, a research course, a college study skills course and developmental math and developmental English course. The bundle was taught each semester, Monday through Friday for a 90-minute block. Upon completion students retook the NC DAP. The results from the NC DAP were used for placement at Pitt CC. Pitt CC is not currently using the state-wide English or math course but began using these courses in spring 2018.

#### **7. Randolph Community College partnered with:**

- Asheboro High School: targeted math. Randolph CC and Asheboro High School embedded Developmental Math Modules (DMA) material within two SREB courses. They did not use a technology based intervention. Students took the NC DAP and this was used as a pre-and-post assessment. There was one grade for the SREB course that was inclusive of the remediation work. The criteria for determining career and college ready were all students that made a C or D in Math 3 (or were on the path to do so when registration took place). Those students were placed in Essentials for College Mathematics

### **State-wide courses**

The math sub-committee of the CCRGAP task force has created a NROC EdReady math course. The math sub-committee incorporated input from community college faculty, high school teachers, and LEAs wherever possible. This course was sent to all members of the CCRGAP taskforce (over 90) for review. The course has been closely aligned with the Developmental Math Modules offered at the 58 community colleges, is mastery based, and allows a student to earn "credit"<sup>3</sup> for these modules at the community college. Although successful completion of the entire course is the goal we realize that might not be obtainable for all students. This newly created course allows for a reduced developmental education footprint, if not completely mastered. The EdReady math course resides in the cloud. Students were given a URL that has been customized for their participating college.

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<sup>3</sup> Credit earned for developmental education courses does not count toward graduation.

The English sub-committee of the CCRGAP task force has created an English/reading course. The English sub-committee incorporated input from community college faculty, high school teachers, the DPI, and LEAs wherever possible. This course was sent to all members of the CCRGAP taskforce (over 90) for review. The course has been closely aligned with the Developmental English courses offered at the 58 community colleges and allows a student to earn “credit” for these courses at the community college. Although successful completion of the entire course is the goal we realize that might not be obtainable for all students. This newly created course will allow for a reduced developmental education footprint, if not completely mastered. The English course resides in the Virtual Learning Community (VLC). Every participating high school senior was assigned a community college email address to access the course.

It is important to note that both the state-wide math and English course rely heavily upon technology. Although a paper/pencil option was made available, the courses were not created with that approach at the forefront. Internet, bandwidth, and accessibility to computers within the high schools is of utmost concern.

The above-referenced curriculum discussion will allow community college/high school partnerships to utilize one of the existing courses, or to establish frameworks for new courses, that will align with NCDPI graduation standards as well as satisfy college-level course prerequisite requirements.

### **Assessment to Determine Successful Completion**

After completing remedial coursework, students were assessed to determine career and college readiness. In some of the models this assessment occurred at the end of the remedial intervention in the student’s senior year. Some math models utilized a mastery-based approach whereby students were assessed at multiple points during the course. To progress, mastery was required on preceding modules. Students could receive “credit” for individual developmental math modules at their respective community college.

Grading of the final English assessment utilized a rubric. The score on the final assessment determined whether a student successfully completed all the English remediation or only received credit for one or two of the developmental English courses. Students could receive “credit” for individual developmental English courses at their respective community college.

## 2016-17 Phase I Models – At a Glance

	<b>AB-Tech</b>	<b>Alamance</b>	<b>Brunswick</b>
<b>Criteria for determining career and college ready</b>	Unweighted HS GPA < 2.6 or ACT reading < 18 Math < 21	ACT reading < 18 Math < 22 or unweighted HS GPA < 2.6	ACT reading < 18 Math < 21 or unweighted HS GPA < 2.7
<b>Number of partnering high schools</b>	8	1	1
<b>Remediation required of students not CCR?</b>	Yes	No	Optional during year one.
<b>Targeted subject</b>	Math	Math and English	English
<b>Length of course</b>	Asheville City Schools and Buncombe County: 18-week semester Madison County: Offered during “Smart” lunch.	Semester	Semester
<b>Embedding or Stand-alone?</b>	Embedded within the SREB ECM course	Stand-alone course	Stand-alone “mandatory elective”
<b>Using State-wide EdReady math course?</b>	No, not yet.	No, not yet.	N/A
<b>Using state-wide NROC English course?</b>	N/A	Yes	Yes
<b>Criteria for determining success</b>	NC DAP	Math – Mastery of a paper/pencil test identical to one given to ACC students.	Class grade and/or NC DAP

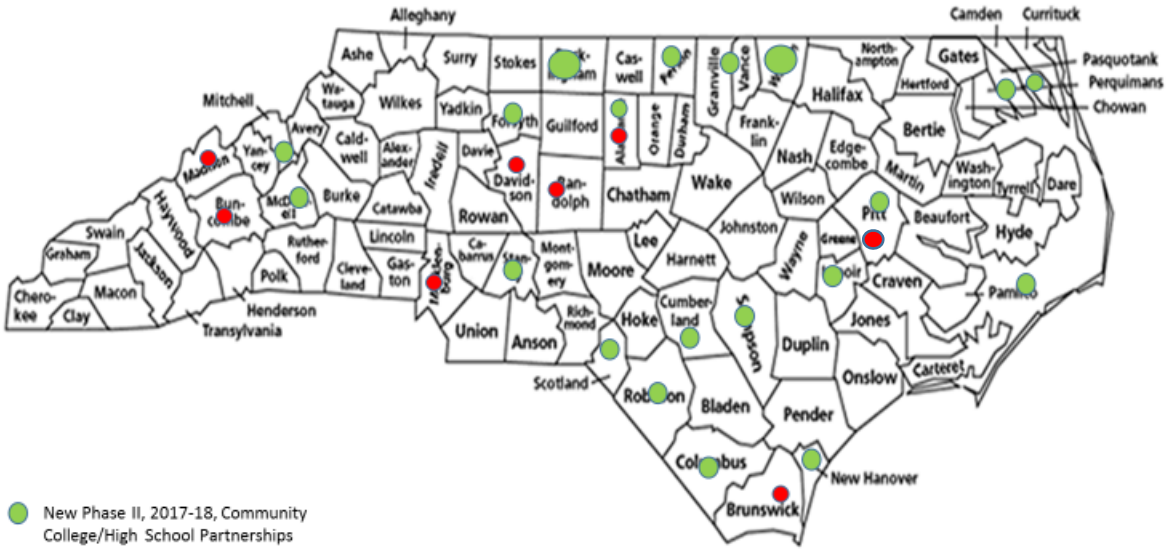
	<b>Central Piedmont</b>	<b>Davidson</b>	<b>Pitt</b>	<b>Randolph</b>
<b>Criteria for determining career and college ready</b>	ACT math < 18 and registered for the AFM class	ACT reading < 18 Math < 21 or unweighted HS GPA < 2.7	Students that identify as planning on attending Pitt CC and identified by faculty as not career and college ready	A student that receives a grade below a B in Math III
<b>Number of partnering high schools</b>	5	1	1	1
<b>Remediation required of students not CCR?</b>	Yes, any student registered for AFM will be required to participate in the remediation	Yes	No	Yes
<b>Targeted subject</b>	Math	Math and English	Math and English	Math
<b>Length of course</b>	Semester	9-weeks for math and 9-weeks for English	Year-long	Semester
<b>Embedding or Stand-alone?</b>	Embedded within Advanced Functions and Models	Stand-alone	Embedded within a CCP cluster	Embedded within the ECM course
<b>Using State-wide EdReady math course?</b>	No	Yes	Spring 2017 – No Fall 2017 - Yes	No – using paper/pencil approach
<b>Using state-wide NROC English course?</b>	N/A	Yes	Spring 2017 – No Fall 2017 - Yes	N/A

# Phase I Partnerships 2016-17 AY



● 2016-2017 Community College/High School Partnerships

# Phase I & Phase II Partnerships 2017-18 AY

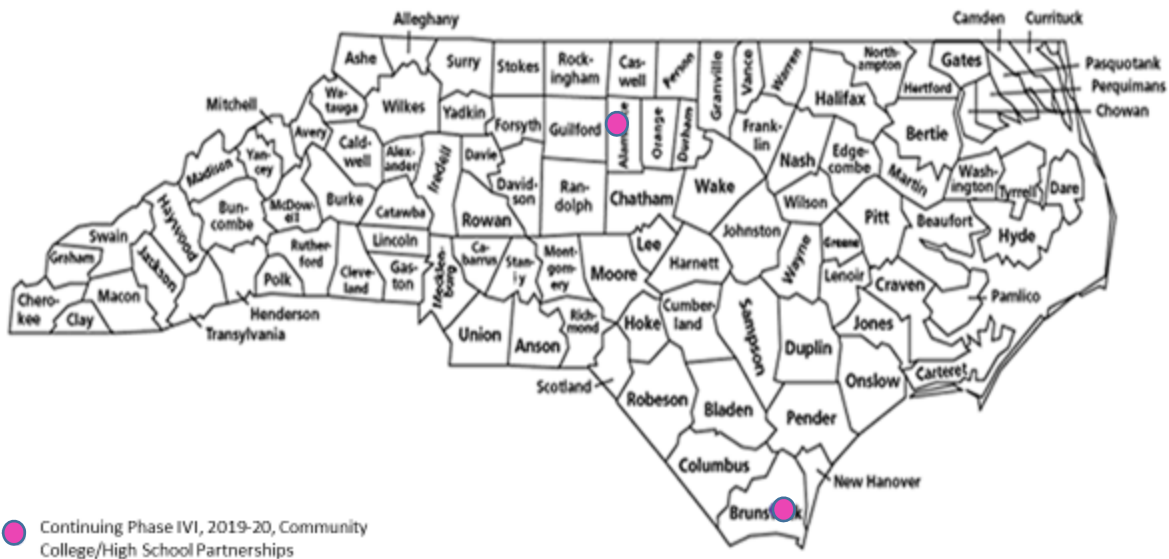


● New Phase II, 2017-18, Community College/High School Partnerships

# Phase III Partnerships 2018-19 AY



# Phase IV Partnerships 2019-20 AY



<b>Community College</b>	<b>High School(s)</b>
<b>AB-Tech</b>	Asheville HS, A.C. Reynolds HS, Charles D. Owen HS, T.C. Roberson HS, Madison HS
<b>Alamance CC</b>	Graham High, Hugh M. Cummings, Walter M. Williams, Southern Alamance HS
<b>Brunswick CC</b>	Brunswick County HS
<b>Cape Fear CC</b>	Still under discussion
<b>Central Piedmont CC</b>	Harding HS, Myers Park HS, Andrews Kell HS, Butler HS, Independence HS, Mallard Creek HS, North Mecklenberg HS, Northwest School of the Arts, Charlotte Engineering Early College @UNCC, Olympic Renaissance, Vance HS, West Charlotte HS, Hopewell HS
<b>College of the Albemarle</b>	John A. Holmes HS
<b>Davidson County CC</b>	Lexington City Schools
<b>Fayetteville Technical CC</b>	E.E. Smith HS
<b>Forsyth Technical CC</b>	North Stokes HS, West Stokes HS, South Stokes HS
<b>Lenoir CC</b>	Kinston High, North Lenoir HS, South Lenoir HS, Lenoir Early College
<b>Mayland CC</b>	Mountain Heritage HS
<b>McDowell Technical CC</b>	McDowell HS
<b>Pamlico CC</b>	Pamlico County HS
<b>Piedmont CC</b>	Person HS
<b>Pitt CC</b>	JH Rose HS, South Central HS

<b>Randolph CC</b>	Asheboro HS
<b>Richmond CC</b>	Scotland HS
<b>Robeson CC</b>	Purnell Swett HS, South Robeson HS
<b>Rockingham CC</b>	Morehead HS, Dalton L. McMichael HS
<b>Sampson CC</b>	Hobpton, Lakewood, Midway, Union, Sampson Early College
<b>Southeastern CC</b>	Whiteville HS, Columbus Career and College Academy (seated), Columbus Career and College Academy (online)
<b>Stanly CC</b>	North Stanly HS
<b>Vance-Granville CC</b>	Warren County HS

## Evaluation of Models & Narrowing Eligibility Criteria

Phase I, “n” size of 588, produced the following results:

- The stand-alone, elective math and English classes had the highest success rates. One high school CCRG math class had 87% of the students complete five developmental math modules. (Most programs at the community college do not require beyond the fifth module, STEM being the exception). 95% of students in the CCRG English class completed the entire CCRG course and will be ready for ENG-111 (Writing and Inquiry).
- Students with unweighted high school GPAs below 2.2 were not as successful as students with GPAs above 2.2.

## 2017-18 Phase II modifications

Phase II consists of 23 college/high school partnerships. We have sought external funding and as a result ten of the NC community colleges will receive a small amount of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) funds.

- Phase II - Students with an unweighted high school GPA 2.7+, an ACT math score less than 22, an ACT English score less than 18, or an ACT reading score less than 22 shall participate in a CCRG course during their senior year. Additional exemption criteria exist, similar to items listed in table 1 below (which has been updated to Phase III criteria).
- During the summer 2017, twelve faculty met for 2 ½ days to create an enhanced version of the statewide English course. It was delivered to the UNC-General Administration (UNC-GA) for review. This new course will be accepted at NC’s 16 public universities as part of the minimum course requirements (MCR). This acceptance will hopefully allow the high schools to offer the course as an alternative to the existing senior year English class. This same course will be presented to the State



Board of Education, seeking approval for a fourth English class for high school graduation.

- Fall 2017, 14 math faculty met to develop an enhanced version of the statewide math course. It was delivered to UNC-GA for review. This new course will be accepted at NC's 16 public universities as part of the minimum course requirements. This acceptance will hopefully allow the high schools to offer the course as an alternative to the existing fourth year math classes.

### **Communication/Professional Development/Data Analysis**

During the fall 2017, the NCCCS held four one-day summits aligned with the DPI Service areas. This allowed Local Education Agencies, high schools, teachers, counselors, and community colleges to learn detailed information about the CCRG initiative and hear firsthand from Phase I partnerships. More than 700 faculty and staff attended.

One result of these summits was that additional college/high school partnerships now have the knowledge needed to begin their planning for future implementation.

On-going professional development is planned for the next three years. The PD committee will also establish an evaluation plan that will position colleges and school districts to review the success levels of student completers of the adopted courses.

The NCCCS in collaboration with the DPI is establishing methods for determining the efficacy of the Career and College Ready Graduates initiative.

Faculty, student services, PD, and research teams continued to meet in 2018 to finalize all the details, policies, and procedures associated with the CCRGAP full implementation and its connection to the new developmental model for the NC community colleges.<sup>4</sup>

### **Evaluation of Models & Adjusting Eligibility Criteria**

Phase II, "n" size of 1,775, produced the following results:

- The stand-alone, elective math programs had the highest success with approximately 64% of the students completing all the math modules.
- The embedded math course (embedded within Essentials of College Math) had a success rate of approximately 14%. It was below 14% when embedded within Advanced Functions and Models.

### **2018-19 Phase III Modifications**

Phase III consists of 13 college/high school partnerships. We have sought external funding and as a result ten of the NC community colleges will receive a small amount of Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) funds.

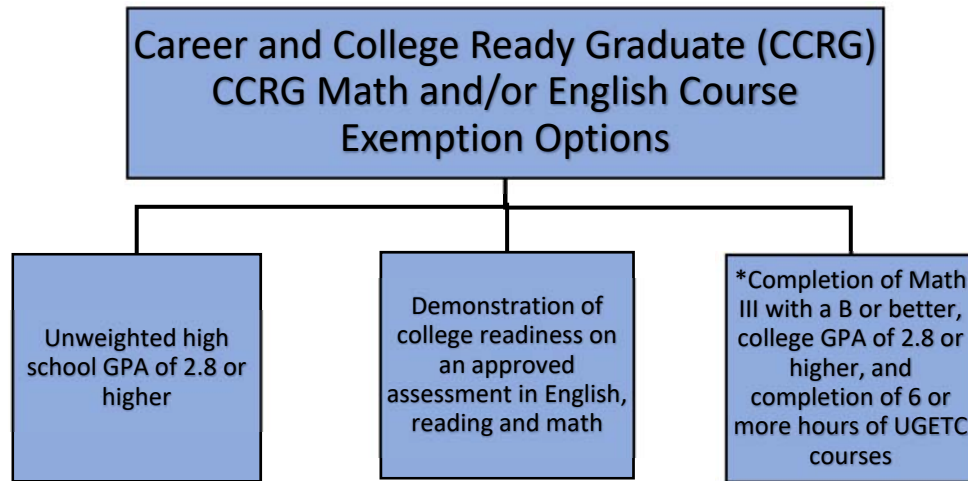
- Phase III - The criteria for determining career and college ready for English is an unweighted HS GPA 2.2-2.799 or ACT English 18+ or ACT Reading 22+ or SAT Evidence Based Reading 480. The criteria for determining career and college ready for math is unweighted HS GPA 2.2-2.799 or ACT 22+ or SAT

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<sup>4</sup> NC is began redesigning its Developmental Education in 2017-18. It is moving toward a corequisite model of remediation and pending final approval from our presidents, no longer requiring a one-time high stakes placement test. Full statewide implementation will be Fall 2020.

530. Additional criteria may exempt a student from the CCRG course as indicated in Table 1.

**Table 1**



Test	SAT (March 2016 and Future)	ACT	NC DAP (NCCCS Cut Score)	RISE Placement Test
<b>English</b>	480 composite score for Evidenced-Based Reading and Writing	18	Composite score of 151 or higher	75 or higher on Tier 1 <b>and</b> Tier 2 (See RISE placement Guide)
<b>Reading</b>		22		
<b>Mathematics</b>	530	22	7 on each assessment for DMA 010 thru 060	75 or higher on Tier 1 <b>and</b> Tier 2 <b>and</b> Tier 3 (See RISE placement Guide)

Advanced Placement (AP)		International Baccalaureate (IB)		Cambridge International Examinations	
English, Language and Composition	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	C or higher
English, Literature, and Composition	3 or higher	IB Mathematics (Higher Level)	4 or higher	A Level English Language	C or higher
Calculus AB	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language and Literature in English	C or higher
Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	C or higher

<p>College Readiness may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness.</p> <ul style="list-style-type: none"> <li>• Option available only to Cooperative Innovative High School (CIHS) students</li> <li>• Cooperative Innovative High School (CIHS) students who successfully complete their gateway English and math courses with a C or better prior to their senior year will be exempt from CCRG.</li> </ul>	A Level Math	C or higher
	A Level Mathematics - Further	C or higher

- During the summer and fall 2018 a community college faculty member and the Brunswick County English Coordinator met to re-work the previously created English course to provide less structure, as requested by DPI. It has been delivered to the UNC-General Administration (UNC-GA) for review. The course has been reviewed by the UNC Provosts and will be accepted at the NC’s 16 public universities as part of the minimum course requirements (MCR). This acceptance will hopefully allow the high schools to offer the course as an alternative to the existing senior year English class. This same course will be presented to the State Board of Education, seeking approval for a fourth English class for high school graduation.
- Fall 2017, 14 math faculty from the community college system, high school math teachers, and the Wake County Math Curriculum coordinator met to create an enhanced version of the statewide math course. It was delivered to UNC-SO for review. The CCRG math course will be accepted at NC’s 16 public universities as part of the minimum course requirements. This acceptance will hopefully allow the high schools to offer the course as an alternative to the existing fourth year math classes. This same course will be presented to the State Board of Education, seeking approval for a fourth math class for high school graduation.
- Professional Development was planned to be offered Spring 2019 but was postponed to the Fall 2019 semester at the request of NC DPI.

## Phase III Partnerships Spring 2019

College	High School
AB-Tech	Discontinued
Alamance CC	Graham High, Hugh M. Cummings, Walter M. Williams, Southern Alamance HS
Brunswick CC	North Brunswick HS, South Brunswick HS, West Brunswick County HS
Cape Fear CC	Discontinued
Central Piedmont CC	Butler HS, Northwest School of the Arts, Olympic HS, Vance HS and West Charlotte HS
College of the Albemarle	Discontinued
Davidson County CC	Davie High School
Fayetteville Technical CC	E.E. Smith HS
Forsyth Technical CC	Discontinued
Lenoir CC	Kinston High, North Lenoir HS, South Lenoir HS
Mayland CC	Mountain Heritage HS
McDowell Technical CC	McDowell HS
Pamlico CC	Pamlico County HS
Piedmont CC	Discontinued
Pitt CC	Ayden Grifton HS, D.H. Conley HS, Farmville Central HS, J.H. Rose HS, North Pitt HS, and South Central HS
Randolph CC	Discontinued

Richmond CC	Scotland HS, Shaw Academy
Robeson CC	Fairmont HS, St. Paul's HS
Rockingham CC	McMicheal, Reidsville and Morehead

### 2019-20 Phase IV Modifications

Phase IV is the 2019-2020 academic year. This phase includes the final planning for full implementation in all high schools across the state in Fall 2020. GEAR UP funding is no longer available.

There are two models running in 2019-2020:

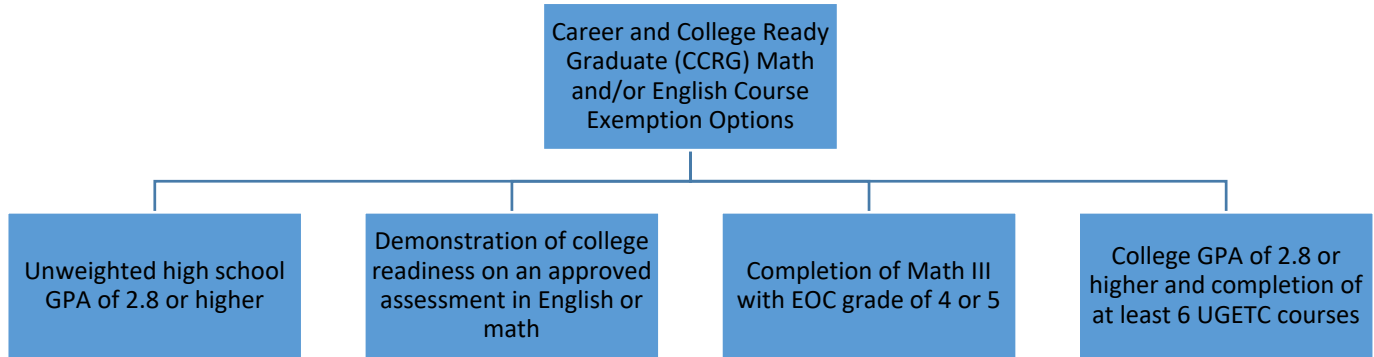
#### 2019-20 Phase IV Partnerships

College	High School
Alamance CC	Graham High – 2019FA and 2020SP – Math only Hugh M. Cummings – 2019FA and 2020SP – Math only Walter M. Williams – 2019FA and 2020SP – Math and English Southern Alamance HS – 2020SP – English only Western Alamance HS – 2019FA and 2020SP – Math and English Eastern Alamance HS – 2019FA and 2020SP – Math only
Brunswick CC	North Brunswick HS – 2020SP – English only

In Phase IV the criteria for determining career and college ready has been set for consistency across this program (CCRG), regular community college placement upon admission, and Career and College Promise (CCP) for current high school students.

- High school seniors will be eligible for CCRG English placement with an unweighted HS GPA 2.2-2.799. These students may be exempted with ACT English 18+ or ACT Reading 22+ or SAT Evidence Based Reading 480+.
- High school seniors will be eligible for CCRG Math placement with an unweighted HS GPA 2.2-2.799. These students may be exempted with ACT Math 22+ or SAT Math 530+.
- Additional criteria may exempt a student from the CCRG courses as indicated in Table 2.
  - In this phase, the Math III EOC score was included as an exemption at the request of NC DPI.

Table 2



Students who have an **unweighted** GPA between 2.2 and 2.799 as a high school junior are required to take CCRG math and English courses in their senior year. An unweighted GPA 2.8 or above signifies career and college ready. Students with an unweighted GPA below 2.2 may opt into the CCRG courses. If the student meets any of the following criteria in either math or English he will be exempt from the CCRG course for which the criteria is met.

Test	SAT (March 2016 and Future)	ACT	Math 3 EOC
English	480 composite score for Evidenced- Based Reading and Writing	18	
Reading		22	
Mathematics	530	22	4 or 5

The following test scores provide English or math credit at the college and so will also exempt students from CCRG course:

Advanced Placement (AP)		International Baccalaureate (IB)		Cambridge International Examinations	
English, Language and Composition	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	C or higher
English, Literature, and Composition	3 or higher	IB Mathematics (Higher Level)	4 or higher	A Level English Language	C or higher
Calculus AB	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language and Literature in English	C or higher

Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	C or higher
				A Level Math	C or higher
				A Level Mathematics - Further	C or higher

Students who are eligible for a CCP College Transfer Pathway are exempt from CCRG courses.

In addition to clarity on the above placement criteria, the following items were considered:

- Community college faculty, high school English teachers, and NC DPI curriculum specialists reviewed the CCRG Enhanced English IV course. There is agreement that this course can satisfy the English IV high school graduation requirement. The course will be listed as English IV on the transcript and will satisfy the UNC minimum admissions requirement.
- Community college faculty, high school math teachers, and NC DPI curriculum specialists reviewed the CCRG Math course. This course can count as a fourth math for high school graduation but not as a fourth level math. Since this is not a fourth level math, it will not satisfy UNC minimum admissions requirements.
- As these courses will count as English and math courses for graduation, NCCCS strongly suggests that certified English and math teachers should teach them.
- Each course will include assessments that align to placement benchmarks at the community college. Scores on these assessments will determine placement at the community college upon completion of the CCRG English and math courses. The grades for the CCRG courses will be separate from this placement and determine credit for high school graduation.
- Per the legislation, NCCCS is required to provide professional development to high school teachers who will teach the CCRG courses. NCCCS hopes to hold very specific teacher training in the online curriculum product in Spring 2020 but has postponed planning at the request of NC DPI as they work on purchasing the NROC membership.

During Fall 2019, the NCCCS held eight one-day CCRG Information Meetings aligned with DPI service regions. Approximately 700 high school administrators, counselors, and teachers attended the eight meetings. The meeting consisted of a morning overview of the legislation and proposed CCRG courses with a FAQ presentation by NC DPI. The afternoon session, led by community college faculty and high school teachers, provided an opportunity to see the proposed courses and gave access to the demo versions of the online curriculums. Additional time was provided for questions and discussion for administrators with NCCCS representatives.

## Summary of Exemption Changes

This table summarizes the changes in exemption criteria for how high school juniors are determined to be career and college ready. The criteria determines exemption from the CCRG courses as a senior. The goal of the community college system is to have as much consistency as possible between CCRG, CCP, and college placement as possible.

Unweighted GPA	Math	English	Other	Reason
<b>2016-2017 Phase I</b>				
2.7+	ACT Math 22+	ACT English 18+ OR ACT Reading 22+	GPA used varied slightly by model	Aligned with CC multiple measures policy with room for GPA to decline in senior year.
<b>2017-2018 Phase II</b>				
2.7+	ACT Math 22+ OR SAT 530+	ACT English 18+ OR ACT Reading 22+ OR SAT 480+	AP or IB or Cambridge test scores	Includes more exemptions based on current CC multiple measures policy.
<b>2018-2019 Phase III</b>				
2.8+*	ACT Math 22+ OR SAT 530+	ACT English 18+ OR ACT Reading 22+ OR SAT 480+	AP or IB or Cambridge test scores OR Completion of Math III with an A or B, college GPA of 2.8 or higher, and completion of 6 or more hours of UGETC courses	GPA change based on new CC gateway course placement policy. Additional exemptions added to be consistent with CCP policy.
<b>2019-2020 Phase IV</b>				
2.8+*	ACT Math 22+ OR SAT 530+	ACT English 18+ OR ACT Reading 22+ OR SAT 480+	AP or IB or Cambridge test scores OR Completion of Math III with EOC grade of 4+ OR College GPA of 2.8 or higher, and completion of 6 or more hours of UGETC courses	Refinement to ensure that a student who is eligible for a CCP college transfer pathway is exempt from CCRG courses.

\*GPA for Phases III and IV indicate that 2.8 unweighted GPA indicates college readiness per CC gateway course placement policy. Only students with GPA of 2.2-2.799 will be required to take CCRG courses as a senior, if they meet no other exemption criteria. Students with a GPA below 2.2 may opt into the CCRG courses and NCCCS encourages this practice. The floor of 2.2 has been instituted for two reasons. 1) CCRG data shows these students did not progress well through the material in the high school models and may be better served with other courses in their senior year and 2) it corresponds to a placement cutoff at the colleges.



## Conclusion

The NCCCS Career and College Ready Graduate Alignment Partnership team believes the current plan has strong potential for success as it is designed to ensure that:

1. Input and participation from the community colleges, DPI, LEA's and high school teachers has been incorporated at every phase.
2. The possible need for multiple strategies to sufficiently address the State-wide need is identified and supported.
3. The program is built on policies already in place as well as partnerships with work already occurring within the State.
4. Students who successfully complete the program should be career and college ready, including all public higher education in North Carolina.
5. Students that were not able to complete the entire program will still be able to reduce their developmental education footprint when enrolling at their community college.
6. The NCCCS has begun a developmental education redesign. Statewide rollout is currently planned for fall 2020, perfectly aligning with the CCRG.
7. Alamance Community College, among others, has directed many high school students to college following high school graduation. At the beginning of the CCRG course these students indicated no plans to attend college. They expressed beliefs that they were not "college material". NCCCS will be monitoring these students progress as they begin, and continue, their journey through ACC.