



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

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BACKGROUND

Section 10.13 of S.L. 2015-241, 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 for implementation beginning in the 2016-17 school year that 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.

This program will be mandatory for high school students in their senior year who 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 will be prepared and delivered by the professional development sub-committee of the CCRGAP committee. The courses will be delivered by high school faculty after completing training requirements. The NC Community College System will provide oversight for the program.

In working to design the program, the NCCCS and 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.

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.¹

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.

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.

¹ 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

A. Measures for Determining Student Participation in Remedial Coursework. The ACT benchmark in math and English, with slight variance in conjunction with high school GPA, is 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.

College Course	ACT Subject-Area Test	The ACT Benchmark
English Composition	English	18
College Algebra	Mathematics	22
Unweighted high school GPA	2.7 – 2.75	

Students who do not meet the above benchmarks would be required to enroll in remedial coursework in their senior year, in addition to their other courses.

B. 2016-17 Phase I Models

The seven college/high school partnership models for the 2016-17 academic year have 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 are utilizing 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 to minimum admission requirements by the UNC system as well as the 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 partnering with:

- Asheville City Schools: Targeting math. Embedding National Repository of Online Courses (NROC) EdReady within Essentials of College Math. The class will contain students who are both Career and College Ready and those who are not; everyone will complete the remediation work and it will count towards the grade in the ECM class. The exact percentage that the remediation work will count is still under discussion. The criteria for remediation are students that have an unweighted high school GPA below 2.7. Post remediation, the NC DAP will be used to determine success or failure. The course is the traditional 18-week semester long course.
- Buncombe County: Targeting math. Embedding NROC's EdReady within Essentials of College Math. The class will contain students who are both Career and College Ready and those who are not; everyone will complete the remediation work and it will count towards the grade in the ECM class. The exact percentage that the remediation work will count is still under discussion. The criteria for remediation are students that have an unweighted high school GPA below 2.7. Post remediation, the NC DAP will be used to determine success or failure. The course is the traditional 18-week semester long course.

- Madison County: Targeting math. They are incorporating the remediation as part of their smart lunch and only students that need remediation will be targeted.

2. Alamance Community College partnering with:

- Southern Alamance High School: Targeting math and English. The remediation will be a semester-long course. Southern Alamance High School has provided students with a first block and third block where students will be able to complete their math and/or English remediation.

Math. Using the NROC EdReady as a stand-alone course. The criteria for remediation are ACT scores: reading below 18, math below 22, or an unweighted high school GPA below 2.6. A student will take an in-class diagnostic test in EdReady, that aligns with the NC DAP Developmental Math Modules (DMA). The results of the diagnostic test will create personalized assignments for each student. In order for students to be determined as mastering the content, they will need to master one of the paper tests that is given to ACC developmental students. Students will need to complete them in order, as students in college complete them. The stand-alone class is pass/fail. The student will be required to complete all of the coursework that was not mastered during the assessment. Students will then be assessed (proctored) on each individual DMA needed. Students who do not complete all of their modules at the end of the semester can retake the placement test. This will allow them to test out of any modules they currently have not completed during their senior year.

English: Using NROC's Developmental English course that has been imported into a Moodle (Learning Management System) course. The student will be required to complete all of the coursework that was not mastered during the assessment. Students will then be assessed (proctored) on each individual DRE needed.

3. Brunswick Community College partnering with:

- Brunswick County Schools: Targeting reading and English. Spring 2017 Brunswick will be using a new elective course. It will be a Moodle (Learning Management System) course built from NROCs Developmental English course. The first semester of a students' senior year the English IV course will be taken and the second semester will be the remediation course. The criteria for needing remediation will be an ACT score less than 18 English, less than 22 on reading, or an unweighted high school GPA of less than 2.7. Proficiency will be determined by a specific grade during year one of implementation and/or the results of the NC DAP. A student will take the NC DAP at the beginning and end of the remediation course for data collection purposes. If a student demonstrates mastery on the NC DAP this will be considered valid at Brunswick CC (and at any of the 58 community colleges). The first year of the model will involve one classroom in one high school. Participation is optional for year one. The counselors plan to present the remediation class as part of the student's course plan for the spring to increase the likelihood that the student will take the course. The actual grade for the class will be pass/fail. Brunswick CC faculty are meeting 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. The biggest challenge right now is locating the computers/Chromebooks for the classroom. There are concerns that the students will not have steady access to computers, which would be a major challenge!

4. Central Piedmont Community College partnering with:

- Charlotte Mecklenburg Schools – Harding HS, Myers Park HS, Olympic (TEAM) HS, Vance HS, and West Charlotte HS. Targeting math. CPCC will embed EdReady into Advanced Models and Functions (AFM). All students in the AFM class will be required to participate in the remediation. The CMS high schools have varying needs therefore additional math courses are being considered. The model design is aimed at embedding remediation into existing courses in order 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 are not Career and College Ready are those students that scores less than 18 on the ACT math.

Students will be given an initial diagnostic assessment followed by a personalized study plan that is aligned with the high school curriculum. The students will be 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 partnering with:

- Lexington City Schools: targeting math and reading/English. DCCC and Lexington City Schools are offering two stand-alone, 9-week math program and 9-week reading program. The 9-week remediation courses will be offered the first semester of a student's senior year and the second semester will contain the fourth math course and/or English course. The criteria for remediation is 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 will utilize NROC's EdReady that has been aligned with the Developmental Math Modules. There will be mastery assignments throughout the course and not a high stakes assessment at the end of the course. A crosswalk has been developed between the NROC EdReady course and the Developmental Math modules (DMA)s. The class will be pass/fail and students will receive 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 are able to complete in the time allowed, then they receive a P, as well as non-course credit for the modules they mastered. We have to remember that many of these students will be seeking a technical certificate, diploma or associate's degree. Some of these programs may not require all of the DMA modules. Successful completion of any modules will decrease the time necessary at DCCC 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 will be awarded for modules in which the student has demonstrated mastery.

English: In English/Reading, students will work through the NROC English materials to improve their reading, comprehension, and writing skills. If they master the skills for 096, 097, and/or 098, students will receive a P and will be awarded non-course credit for the remedial college courses based on their own individual skill attainment. During this model year, DCCC will deem 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 partnering with:

- JH Rose High School & South Central High School: Pitt CC is offering a "bundle" of courses to students that are not career and college ready, as deemed by their high school teachers and the NC DAP. The bundle includes a professional development course, a research course, a college study skills course and developmental math and developmental English course. The bundle is taught each semester, Monday through Friday for a 90-minute block. Upon completion students retake the NC DAP. The results from the NC DAP are used for placement at Pitt CC. Pitt CC is not currently using the state-wide English or math course but is considering using these courses beginning fall 2017.

7. Randolph Community College partnering with:

- Asheboro High School: targeting math. Randolph CC and Asheboro High School will embed Developmental Math Modules (DMA) material within two SREB courses. They will not be using a technology based intervention. Students will take the NC DAP and this will be used as a pre and post assessment. There will be one grade for the SREB course that is inclusive of the remediation work. The criteria for determining career and college ready are 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 are placed in Essentials for College Mathematics.

C. 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, 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 Math Modules offered at the 58 community colleges, is mastery based, and allows a student to earn "credit" 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 will allow for a reduced developmental education footprint, if not completely mastered. The EdReady math course resides in the cloud. Students will be given a URL that has been customized for their participating college.

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 will be assigned a community college email address in order 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 will be 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.

D. Assessment to Determine Successful Completion. After completing remedial coursework, students will be assessed to determine career and college readiness. In some of the models this assessment will occur at the end of the remedial intervention in the student’s senior year. Some math models will be utilizing a mastery-based approach whereby students are assessed at multiple points during the course. In order to progress, mastery must be demonstrated on preceding modules. Students will be able to receive “credit” for individual developmental math modules at their respective community college.

Grading of the final English assessment will utilize a rubric. The score on the final assessment will determine whether or not a student successfully completes all of the English remediation or only receives credit for one or two of the developmental English courses. Students will be able to receive “credit” for individual developmental English courses at their respective community college

E. Evaluation of Models & Design for Professional Development. While the models are in progress, the CCRGAP taskforce will monitor, assess, and determine recommendations for which approach or approaches should be potentially scaled state-wide and for ongoing professional development and collaboration. A professional development sub-committee of the CCRGAP taskforce has been created to further develop the professional development. The PD sub-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.

F. 2017-18 Phase II Models

Conversations are in progress with UNCGA regarding possible funding contributions as GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) communities will be partnering with CCRGAP beginning spring 2017. There are 10 GEAR UP community college/high school partnerships beginning work spring 2017. Two additional community college/high school partnerships will participate in Phase II. These community college/high school partnerships are:

GEAR UP Communities

- 1. Alamance Community College** partnering with Graham High School, Hugh M. Cummings High School and Walter M. Williams High School
- 2. College of the Albemarle** partnering with John A. Holmes High School in Chowan County and **College of the Albemarle** partnering with Perquimans County High School in Perquimans County
- 3. Lenoir Community College** partnering with Kinston High School, North Lenoir High School, South Lenoir High School, and Lenoir Early College
- 4. McDowell Technical Community College** partnering with McDowell High and Alternative Learning Center
- 5. Pamlico Community College** partnering with Pamlico County High School
- 6. Piedmont Community College** partnering with Person High School
- 7. Rockingham Community College** partnering with Morehead High School, Dalton L. McMichael High School and Reidsville High School
- 8. Richmond Community College** partnering with Scotland High School and Scotland Early College
- 9. Vance-Granville Community College** partnering with Warren County High School, Warren Early College High School, and Warren New Tech High School
- 10. Mayland Community College** partnering with Mountain Heritage High School

Others

Forsyth Technical Community College partnering with Stokes County Schools
Bladen Community College

Phase I Models – At a Glance

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

	Central Piedmont	Davidson	Pitt	Randolph
Criteria for determining career and college ready	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
Number of partnering high schools	5	1	1	1
Remediation required of students not CCR?	Yes, any student registered for AFM will be required to participate in the remediation	Yes	No	Yes
Targeted subject	Math	Math and English	Math and English	Math
Length of course	Semester	9-weeks for math and 9-weeks for English	Year-long	Semester
Embedding or Stand-alone?	Embedded within Advanced Functions and Models	Stand-alone	Embedded within a CCP cluster	Embedded within the ECM course
Using State-wide EdReady math course?	No	Yes	Spring 2017 – No Fall 2017 - Yes	No – using paper/pencil approach
Using state-wide NROC English course?	N/A	Yes	Spring 2017 – No Fall 2017 - Yes	N/A

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 are not able to complete the entire program will still be able to reduce their developmental education footprint when enrolling at their community college.