

# Career and College Ready State Leadership Team

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# Team Design

- **Shared in November 3<sup>rd</sup> Skype Conference Call and November 11<sup>th</sup> Email Invitation sent to CAO's, SDAA (copied to Presidents)**
  - **State-level team that will “...develop a program for implementation in the 2016-2017 school year that introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year...”, (excerpted from pg. 109 of SL 2015-241, Sec. 30.5(b) (HB97))**
    - **Mathematics and English/Reading Faculty**
      - Documented success in the classroom
      - Evidence of proactive work with secondary partners to reduce remediation at local level
      - Overall understanding of Developmental Education and needed preparation for gateway mathematics and English courses.
    - **Leadership from engaged/impacted associations**

# Introductions

- **Faculty Members**
  - **Mathematics**
    - Heather King (Forsyth Technical CC)
    - Laura Kalbaugh (Wake Technical CC)
    - Melissa Cook (Alamance CC)
    - David Klass (Montgomery CC)
    - Theresa Thigpen (Coastal Carolina CC)
  - **English/Reading**
    - Taffy Graham (Stanly CC)
    - Nancy Risch (Caldwell CC&TI)
    - Patrick Morris (Vance-Granville CC)
    - Marsi Franceschini (Central Piedmont CC)
    - Kelley Evans (Brunswick CC)

# Introductions

- **Association Leadership**
  - JW Kelley (NCSDAA)
  - Dominique Marshall (NCCEI)
  - Kimberly King (NC3ADL)
  - Melissa Quinley (NCACCIA)
  - Emily Moore (NCADE)
  - Glynis Mullins (NCMATYC)
  - Robert Shackelford (NCACCP)

# Legislation

## CAREER- AND COLLEGE-READY GRADUATES

**SECTION 10.13.(a)** The State Board of Community Colleges, in consultation with the State Board of Education, shall develop a program for implementation in the 2016-2017 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. Students who are enrolled in the Occupational Course of Study to receive their high school diplomas shall not be required to participate in the program or be required to take mandatory remedial courses as provided for in this section, unless a parent specifically requests through the individualized education program (IEP) process that the student participates. The program shall require the following:

- (1) Establishment by the State Board of Community Colleges 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 State Board of Community Colleges to determine college readiness for entering students.
- (2) Changes in curriculum, policy, and rules as needed by the State Board of Community Colleges and State Board of Education 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. These changes shall include the flexibility for students to fulfill senior mathematics and English graduation requirements through enrollment in mandatory remedial courses or to enroll in those courses as electives.
- (3) High schools to use curriculum approved by the State Board of Community Colleges, in consultation with the State Board of Education.
- (4) Determinations by the State Board of Community Colleges on the following:
  - a. Appropriate measures of successful completion of the remedial courses to ensure students are prepared for coursework at a North Carolina community college without need for further remediation in mathematics or reading and English.
  - b. The length of time following high school graduation in which a student who successfully completed high school remedial courses will not be required to enroll in developmental courses at a North Carolina community college.
- (5) Delivery of remedial courses by high school faculty consistent with policies adopted by the State Board of Community Colleges and the State Board of Education. The policies shall include, at a minimum, the following requirements:
  - a. High school faculty teaching the approved remedial courses must successfully complete training requirements as determined by the State Board of Community Colleges, in consultation with the State Board of Education.
  - b. The North Carolina Community College System shall provide oversight of the remedial courses to ensure appropriate instructional delivery.

**SECTION 10.13.(b)** The State Board of Community Colleges and the State Board of Education shall report on progress of implementation of the program statewide, including the requirements in subsection (a) of this section, to the Joint Legislative Education Oversight Committee no later than March 15, 2016.

# Organizational Approach

- **Strategy**
  - One size fits all ... or ...
  - Multi-pronged approach based on level of needed remediation
- **Three Subcommittees**
  - **Curriculum**
    - Content and Instructional Delivery
  - **Assessment**
    - Instrument
    - Delivery
  - **Professional Development**
- **Full Committee**
  - Policies and cost

# Review of Current Efforts

- **NROC**
  - CPCC
  - <http://nrocmath.org/>
- **SREB**
  - [http://www.sreb.org/page/1684/math\\_ready.html](http://www.sreb.org/page/1684/math_ready.html)
- **Bridge Programs**
  - Davidson
  - Other colleges?
- **Others?**
- **Current Assessments?**

# Proposed Timeline

- **Subcommittee work: December-January**
- **Subcommittee chairs meet with DPI committee: Early January**
- **Proposed Program: End of March**
  - Assessment
  - Curriculum
  - Deployment Design
- **Professional Development**
  - May-July