

Report to the North Carolina General Assembly

Career and College-Ready Graduate Program

*S.L.2018-5, sec.9.4; S.L. 2016-94, sec.
10.5*

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Submitted by the State Board of Education, in conjunction with the State
Board of Community Colleges

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Report to the NC General Assembly:

Career and College-Ready Graduate Program

S.L.2018-5, sec.9.4; S.L. 2016-94, sec. 10.5

BACKGROUND

S.L. 2015-241, Section 10.13 amended by S.L. 2016-94, Section 10.5 and S.L. 2018-5, Section 9.4, 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 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. Implementation of select model partnerships began in the 2016/2017 academic year. Professional development for high school faculty began in the 2018-2019 academic year and continued into the 2020-2021 and 2021-2022 academic years. The program has been phased in by cohorts developed by the Department of Public Instruction beginning with the 2019-2020 academic year with the intent for statewide implementation in January 2021. The Department of Public Instruction utilized lapsed salaries to fund the program in the 2019-2020 academic year. Lapsed salaries were not available to fund the program in the 2020-2021 academic year, thus the program was an unfunded mandate. In November 2021, the 2021-2022 budget was passed with funding for CCRG, and the Department of Public Instruction immediately began the process to contract with the vendor, The NROC Project. Despite school challenges during COVID-19, there were 102 Local Education Agencies (LEAs) who participated to some degree with the CCRG online content during the 2019-2022 academic year. All LEAs are aware and prepared to implement CCRG during the 2022-2023 academic year, once procurement is complete and the product is available through NCED Cloud CCRG Session law requires that high school students enroll in the program if they have not met readiness indicators established by the SBCC by 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 without further remediation in mathematics, reading or English. Professional development was prepared and delivered by the professional development sub-committee of the Career and College Ready Graduate Alignment Partnership (CCRGAP) committee during the 2021/2022 school year. The NC Community College System (NCCCS) is providing oversight for the program. The NC Department of Public Instruction (NCDPI) partners with the NCCCS to ensure effective implementation continues to improve across the state.

Aligned with the NCCCS RISE placement and remediation program, the NCCCS selected the NROC platform to deliver the CCRG curriculum. NCDPI procured the NROC platform for all NC public high schools starting in fall 2021 and was available for school use in the spring and summer semesters 2021.

In working to design the program, the NCCCS and NCDPI 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 NCDPI are engaged in developing additional strategies to target specific academic deficiencies.

CURRENT STATUS:

CCRG Implementation

The Department of Public Instruction has been engaged in regular, ongoing communication with LEAs, to include superintendents, chief academic officers, CCRG contacts, and other relevant staff regarding the implementation of CCRG for the 2022-2023 academic year. During the 2021-2022 academic year, CCRG was not implemented, as the state Fiscal Year 2022 budget was passed in November 2021. In preparation for

contracting, the Department of Public Instruction, the Community College System Office, and The NROC Project continued monthly check-in meetings to discuss procurement progress and professional development / other support efforts during the interim period of procurement. Department of Public Instruction staff provided regular, ongoing updates via CAO quarterly meetings, newsletters, emails, and updated frequently asked questions (FAQ) documentation to ensure LEAs understanding of CCRT implementation upon finalizing the contract and making available the vendor platform to LEAs.

Of significance is that the recent budget allocated funding for 1 Full Time Equivalent (FTE) position for CCRG. That position was posted for internal and external applicants in June 2022. In July 2022, the Department of Public Instruction conducted interviews.

Professional Development

Continued professional development was held during spring 2022 and included several different types of webinars led by NROC and NCCCS with support from NCDPI. The webinars featured LEA Administrators, CCRG Math Teachers, and CCRG Enhanced English IV Teachers sharing their “lessons learned” from spring 2021 CCRG implementation. These subject matter experts shared pacing guides, lesson plans, sample grading guidelines, student activities, workbooks, and other materials they have created with the LEAs. These materials have been placed in the already existing “CCRG Resources Course” which is managed by NCCCS faculty on NCDPI’s Canvas Site. Paper copies of the workbooks were printed by NCCCS and are being distributed to math and Enhanced English IV teachers in the LEAs as a resource to assist with teaching the CCRG courses. Other webinars included an overview of and introduction to CCRG. NROC hosted several webinars for CCRG Math and Enhanced English IV Teachers showing the student experience inside the EdReady platform. All webinars were recorded and the recordings and slides can be accessed in the “CCRG Resources Course”.

Under the leadership of NCCCS, NROC created several resources to assist CCRG Enhanced English IV teachers which had been requested by teachers during spring 2021 implementation. The resources which include a handbook for supporting multi-lingual students in the EdReady platform and English Foundations materials have been shared with teachers through the “CCRG Resources Course”.

The “CCRG Resources Course” was first developed as part of the professional development during the 2020-2021 year. Training materials continue to be added to this course which can be accessed by all LEA personnel. NROC has created a CCRG resources website that is continuously updated with materials for CCRG Administrators and Teachers.

Professional development and support for CCRG is also being planned for Fall 2022 and will be made available to LEAs and high schools once the contract with NROC is established and as those plans are finalized. NCCCS will continue to provide webinars and other support materials as appropriate to help LEA Administrators and teachers navigate CCRG implementation each semester.

NCDPI will be supporting NCCCS professional development with NROC by communicating with LEAs, providing regular updates, helping to facilitate “office hours” and working with the NROC Project/EdReady platform to ensure access, data sharing, and progress continues with the vendor for CCRG program.

Program Outcomes

Session Law 2018-5, Section 9.4 requires that the SBCC and the SBE report annually to the Joint Legislative Oversight Committee on progress of implementation. This report should include the “impact on remediation rates by high school in both mathematics and reading and English for recent high school graduates entering a North Carolina community college or constituent institution of The University of North Carolina.”

Since Spring 2022 CCRG High School graduates are currently applying to colleges for Fall 2022, the enrollment data of these graduates into the community colleges is not yet available. We anticipate that data will be available in the coming year once full implementation of CCRG is delivered across the state.

Note: CCRG does not impact the individual remediation programs at UNC Institutions.

Program Outcomes, based on statewide summary from NROC to NCDPI, as of June 30, 2022:

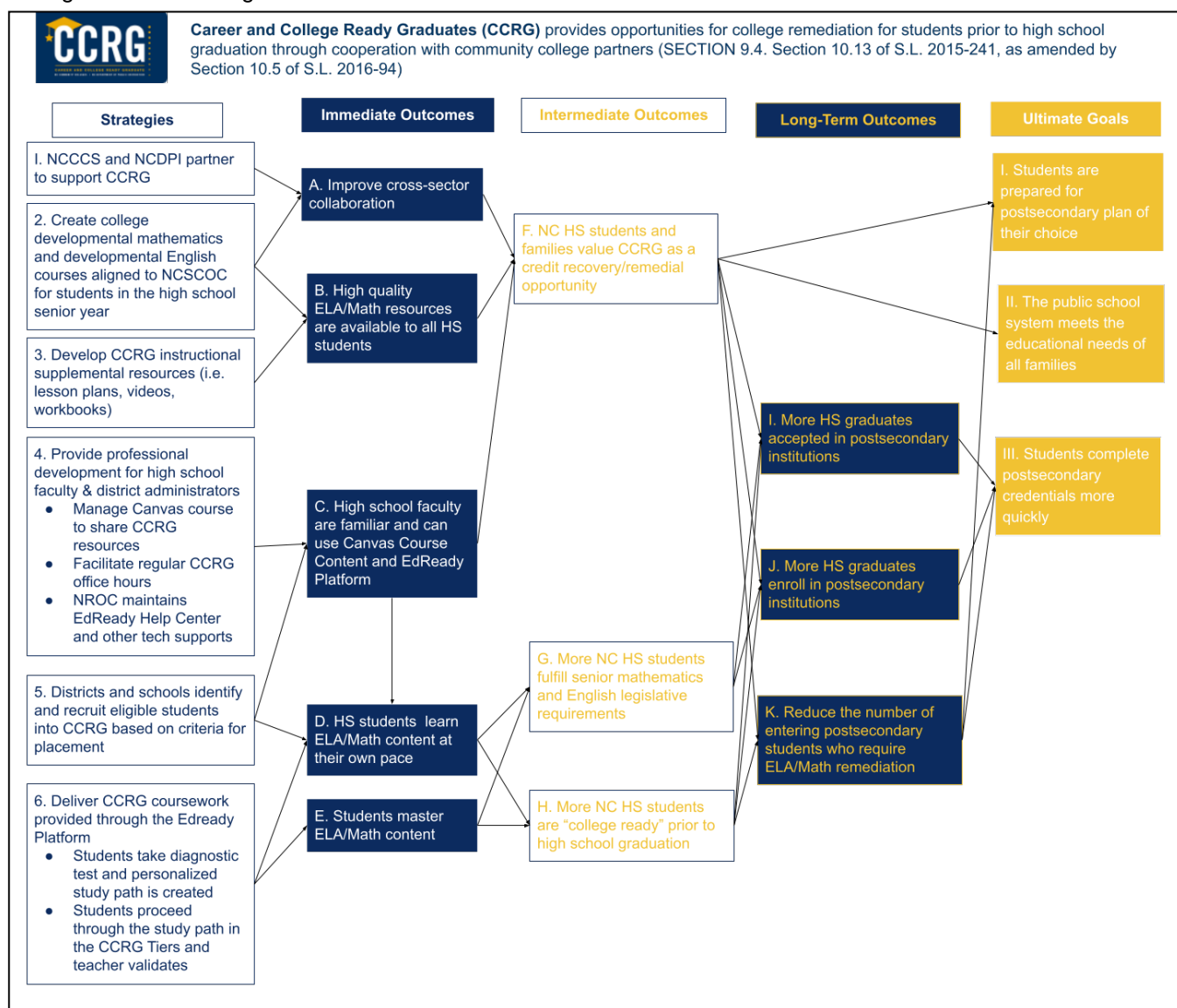
Career and College Ready Graduate (CCRG) was not implemented in the 2021-2022 academic year. The 2021-2022 budget was not approved until November 2021, and differing interpretations of the legislation resulted in a delay of full implementation including finalization of the contract with NROC.

EVALUATION PLAN:

Several major questions guide the evaluation plan for CCRG aligned to the logic model (see Figure 1).

- Implementation: How were CCRG strategies implemented?
- Impact: What were the nearer and longer-term outcomes of the CCRG strategies on students, faculty, and families?

Figure 1. CCRG Logic Model



For the purposes of the 2022-23 academic year, the NCDPI-NCCCS team will focus on the evaluation of implementation of the CCRG and immediate outcomes, as outlined in Tables 1-2. The team will look to evaluate the intermediate and longer-term outcomes in subsequent years of the project and partnership.

Table 1. Implementation Evaluation Plan

Strategy	Evaluation Question	Data Source
1. NCCCS and NCDPI partner to support CCRG	To what extent did NCCCS and NCDPI partner to support CCRG?	Interviews with sector staff
2. Create college developmental mathematics and developmental English courses aligned to NCSCOC for students in the high school senior year	How many and what types of courses were developed? How were the math courses aligned to elementary and middle school NCSCOS? How were ELA courses aligned to ENG 4 NCSCOS?	Course catalog NCSCOS Crosswalk
3. Develop CCRG instructional supplemental resources (i.e., lesson plans, videos, workbooks)	How did high school faculty & district administrators use CCRG instructional supplemental resources? Did high school faculty & district administrators find them useful?	Canvas user data Surveys with high school faculty & district administrators
4. Provide professional development for high school faculty & district administrators <ul style="list-style-type: none"> Manage Canvas course to share CCRG resources Facilitate regular CCRG office hours NROC maintains EdReady Help Center and other tech supports 	How many high school faculty & district administrators participated in CCRG professional development activities? Did high school faculty & district administrators find them useful?	Canvas user data Office hours sign-ups Surveys with high school faculty & district administrators Help center request log
5. Districts and schools identify and recruit eligible students into CCRG based on criteria for placement	What strategies did districts and schools use identify and recruit students for CCRG? How many students were identified as eligible for CCRG?	Surveys with high school students and faculty and district administrators Student recruitment lists
6. Deliver CCRG coursework provided through the EdReady Platform <ul style="list-style-type: none"> Students take diagnostic test and personalized study path is 	To what extent was coursework delivered through NROC? What did high school students and faculty and district administrators think about CCRG coursework and the	EdReady user data Surveys with high school students and faculty and district administrators

<p>created</p> <ul style="list-style-type: none"> Students proceed through the study path in the CCRG Tiers and teacher validates 	EdReady platform?	
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Table 2. Impact Evaluation Plan

Immediate Outcomes	Evaluation Question	Data Source
A. Improve cross-sector collaboration	To what extent has cross-sector collaboration improved between NCDPI and NCCCS staff?	Interviews with sector staff
B. High quality ELA/Math resources are available to all HS students	To what extent are students accessing and using ELA/Math resources?	Canvas user data Surveys with high school faculty & district administrators
C. High school faculty are familiar and can use Canvas Course Content and EdReady Platform	How did high school faculty & district administrators use Canvas Course Content and EdReady Platform? Did high school faculty & district administrators find them useful?	Canvas user data Surveys with high school faculty & district administrators
D. HS students learn ELA/Math content at their own pace	To what extent did HS students learn ELA/Math content at their own pace?	EdReady user data Surveys with high school students
E. Students master ELA/Math content	How many students passed the CCRG Tier Test by scoring an 80?	EdReady Assessment Scores

CONCLUSION:

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

- Input and participation from the community colleges, NCDPI, LEAs and high school teachers will continue and strengthen as the program increases statewide participation. The possible need for multiple strategies to sufficiently address the statewide need was identified and supported. Permitting LEAs to adapt content implementation based on local needs will support more effective implementation.
- The program is built on policies, such as Career and College Promise and NCCCS Developmental Education policies and practices already in place as well as partnerships with work that has already occurred within the State.
- Students who successfully master the Tier Tests will enter the community college remediation-free and will be placed in credit-bearing courses.

- 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.

Some challenges remain with the sustainability of the CCRG program.

- Although the statewide pilot phase of RISE has ended and colleges have been provided flexibility in serving students based on local needs, benchmarks for remediation remain in place as developed by the RISE program and CCRG Tier test scores will be accepted at colleges for placement into college level courses. As NCCCS continues to evaluate its developmental and supplemental education practices and policy, the System Office will continue to work collaboratively with NCDPI to ensure students receiving CCRG content and passing the assessments provided through CCRG enter college without the need for further remediation.

For CCRG content guidance, refer to the NCCCS.

For CCRG implementation guidance, refer to the NCDPI.

CCRG PROGRAM DETAILS, previously reported.

CCRG Student English Eligibility and Exemptions

Any NC high school student who has an unweighted GPA (UGPA) between 2.2 and 2.799 as a high school junior after the completion of the first semester or second semester is required to take English with the CCRG content in the senior year of high school.

Students with an unweighted GPA below 2.2 may opt into CCRG English.

If students meet any one of the following criteria in English, they will be exempt from the CCRG English content.

CCRG English Exemptions

- Cumulative high school UGPA- 2.8 or higher
- PSAT 10 and PSAT/NMSQT 2015 and future - 26 or a composite score of 460 for evidenced-based reading and writing
- SAT ERW- 480 or higher
- Pre-ACT English- 18 or higher
- Pre-ACT Reading- 22 or higher
- ACT English- 18 or higher
- ACT Reading- 22 or higher
- AP Language & Composition- 3 or higher
- AP Literature & Composition- 3 or higher
- IB English A- 4 or higher
- AS Level English Language- grade C or higher
- A Level English Language- grade C or higher
- AS Level Language and Literature in English- grade C or higher
- For CCP/CIHS students*: College GPA 2.8+ and 6+ UGETC credits earned with a grade of C or higher
- For CCP/CIHS students*: Completion of ENG 111 or ENG 110 with a grade of C or higher
- RISE Placement Test English - 70 or higher on Tier 1 and Tier 2

*CIHS students are those attending early colleges, middle colleges, or other cooperative innovative high schools.

Interstate Compact on Educational Opportunity for Military Children guidelines will apply as appropriate for most beneficial placement.

CCRG Student Math Eligibility and Exemptions

Any NC high school student who has an unweighted GPA (UGPA) between 2.2 and 2.799 as a high school junior after the completion of the first semester or second semester is required to take CCRG math content in the senior year of high school.

Students with an unweighted GPA below 2.2 may opt into CCRG math.

If students meet any one of the following criteria in math, they will be exempt from the CCRG math content.

CCRG Math Exemptions

- Cumulative high school UGPA- 2.8 or higher
- PSAT 10 and PSAT/NMSQT 2015 and future - score of 24.5 or 510 in mathematics
- SAT Math- 530 or higher
- Pre-ACT Math- 22 or higher
- ACT Math- 22 or higher
- Math 3 EOC- 4 or 5
- AP Calculus AB- 3 or higher
- AP Calculus BC- 3 or higher
- IB Math (Higher Level) - 4 or higher
- IB Advanced Math (Higher Level)- 4 or higher

- IB Mathematical Studies (Standard Level)- 4 or higher
- Cambridge International Exam: AS Level Math- grade C or higher
- Cambridge International Exam: A Level Math- grade C or higher
- Cambridge International Exam: A Level Mathematics-Further- grade C or higher
- For CCP/CIHS students*: College GPA 2.8+ and 6+ UGETC credits earned with a grade of C or higher
- For CCP/CIHS students*: Completion of MAT 110, MAT 121, MAT 143, MAT 152, or MAT 171 with a grade of C or higher
- RISE Placement Test Math - 70 or higher on Tier 1 and Tier 2, and Tier 3

*CIHS students are those attending early colleges, middle colleges, or other cooperative innovative high schools.

Interstate Compact on Educational Opportunity for Military Children guidelines will apply as appropriate for most beneficial placement.

ADDITIONAL BACKGROUND INFORMATION

In addition, to clarify 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 is 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 mathematics credit for high school graduation but not as a fourth level mathematics course. Since this is not a fourth level mathematics course, it will not satisfy UNC minimum admissions requirements.
- 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 overall grades for the English and Math courses with CCRG curriculum will determine credit for high school graduation.
- Interstate Compact on Educational Opportunity for Military Children guidelines will apply as appropriate for most beneficial placement.

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 program enrollment guidance to indicate students who are receiving this content.
- For CCRG content guidance, refer to the NCCCS.
- For CCRG implementation guidance, refer to the NCDPI.

Mathematics

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

- The CCRG mathematics units may be integrated into another existing mathematics course or offered during an intervention time frame. The CCRG mathematics units may also be delivered through a 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.
- The standalone CCRG Math course will earn a fourth mathematics credit towards high school graduation requirements.