HR477 Scaling up of Developmental Education Models Advisory Committee

Summary of Key Ideas from the Meeting on 10/15/15

The primary charge of this committee is to deliver recommendations for the statewide scaling of programs co-developed by community colleges and their feeder high schools that provide developmental education to 12th grade students who are not prepared for college-level instruction in order to significantly reduce statewide remedial education rates.

At the meeting held on October 15, 2015 the committee met to discuss strategies that would help get to this goal. The discussion was organized around three key focus areas:

1) **Scaling**
2) **Real-world application**
3) **Transferability**

Scaling

How can state supports address the scaling of developmental ed models and what needs to remain local?

State supports:

- Provide data on % of graduates identified as needing postsecondary remediation at each high school and the % of students entering from high school who are identified at each community college. (This data, which will be available for the 2015 Illinois Report Card, has proved highly motivating in some areas.)
- Articulate 12th grade math and ELA competencies that are aligned with the new Illinois Learning Standards and with expectations defined by the developmental education groups AND disseminate widely to teachers, administrators, students, and parents.
- Share successful models of "catch-up" courses, including courses in the traditional calculus track; CTE courses with embedded, rigorous math and/or ELA; and alternative courses in math that prepare students for different pathways such as STEM pathway, humanities pathway, career certificates. This variety could help avoid the false dichotomy of opposing developmental ed and 4th year math vs. CTE.
- Continue to offer training and other incentives for community colleges and high schools to build active college and career readiness alliances that define shared expectations and align curricula across the levels.
- Offer incentives for universities to participate in alliance activities at local and regional levels. Alignment with universities' expectations and curricula is also essential.

Local supports:

- Analysis of data on post-secondary remediation and options for addressing improving outcomes.
- Ongoing dialogue across levels to align expectations and curricula.
- Dialogue across levels to evaluate and select methods for improving student outcomes.

What supports are needed for successful implementation of 12th grade developmental ed models?

- Agreement of local school boards, which will need well-developed explanations of needs, costs, and potential outcomes.
- Advocacy and active support by administrative leaders.
- Assignment and support of leaders and team members for each discipline
- Ongoing dialogue across levels to monitor, evaluate, and improve the implementation activities adopted.
- Holistic view that reshapes P-12 curriculum and instruction to eliminate the disconnect between 12th grade and higher ed expectations.

What best practice examples should be considered for scaling?

- Illinois models – Elgin, McHenry, Harper, Oakton, CTE courses with embedded, rigorous math and/or ELA.
- SREB courses and other national models with proven success.

What other issues does this committee need to address in the area of scaling 12th grade developmental education models?

- An important missing component is funding to pay stipends to team members and to cover the costs of substitutes.
- School boards and educators need a sense of what % of students needing postsecondary remediation is too high and what is acceptable. What are they shooting for? 100% ready for credit-bearing courses? 85%? 50%? Considering the goal of 60% of residents holding high quality degrees or certificates, is 40% not ready OK? The state could adopt a goal such as postsecondary remediation should not exceed 15% of graduates.

Real-World applications

What strategies should be considered to incorporate real-world applications into developmental ed models?

- Appropriate use of technology can help students solve problems in a "real world" way.
- Creation of a developmental education course that more accurately reflects a student's career or college interests.
- Embed small pieces of Math into existing CTE courses e.g. Geometry in Construction, which teaches different ways to solve the problem.
- Have a CTE course mandated for all students (co-taught by the Math teacher and a CTE teacher).
- Project Lead the Way has an alignment tool (with CCSS and NGSS). So you can see what standards are being hit in the PLTW course.
- Rather than mandating, incentivize regional teams to work across sectors to add real-world application into existing curriculum and courses.
- Model districts that are doing this work could offer technical assistance.

What best practice examples should be considered in terms of incorporating real-world applications?

- These have to be something that students are either interested in or have some background knowledge/experience with.

What other issues does this committee need to address in the area of incorporating real-world applications into developmental education courses?

- We need to change the view of what it means for students to be successful. We should start with a pilot (we need recommendations for a process that can be tried out). A process where public/private partners can work together to make this work, with the right data to help shine a light on the real issues.
- Consider a different level of project based learning (it should not be conceptualized as dev ed or as CTE).

Transferability

How can state policy ensure that successful course completion leads to eligibility to enroll in credit-bearing courses in community colleges and universities?

- Agreement across institutions to accept each other's transcript credit and ensure that students start taking credit-bearing courses at college.
- Clear components of what developmental education means (college ready competencies, high school and community college alignment).
- Determine who owns the unwritten rules of IAI.

Lingering questions

- State policies that can help ensure the transferability of credit and that successful completion of courses lead to credit bearing courses at 2 and 4-year colleges/universities.
- Need to determine the state's role.
- Research the IAI transfer policy.