Redefining the High School to College Transition in Illinois: State of the Field Review
# TABLE OF CONTENTS

Executive Summary ................................................................................................................................................................. 3

Research on National Best Practices in College and Career Readiness .................................................................................. 6

Survey of Illinois Institutional Practices in College and Career Readiness ........................................................................ 22

Best Practices by Illinois Regional Teams ........................................................................................................................................... 36

- Aurora — Waubonsee Community College, Aurora 129, Northern Illinois University ....................................................... 36
- Carbondale Area — John A. Logan College, Southern Illinois University Carbondale ......................................................... 37
- Chicago — City Colleges of Chicago, Chicago Public Schools, University of Illinois Chicago ................................................ 37
- Danville — Danville Community College, Eastern Illinois University .................................................................................... 38
- East St. Louis — Southwest Illinois Community College, Southern Illinois University Edwardsville ................................. 39
- Elgin — Elgin Community College, Elgin U-46, Northern Illinois University ........................................................................ 41
- McHenry County — McHenry County College, Huntley 158, Northern Illinois University .................................................. 43
- McLean County Area — Heartland Community College, McLean District 5, Illinois State University .................................. 44
- Northwest Suburbs — Harper College, Arlington Heights 214, Barrington 220, Palatine 211, Northern Illinois University ...................................................................................................................................................... 46

State-Level Summary ...................................................................................................................................................................... 47

- State Policy Initiatives ........................................................................................................................................................... 51

The Advanced Placement Program: Rigorous College-level Courses for Illinois Students ....................................................... 52

## APPENDIX A

High School Survey ............................................................................................................................................................... 55

Community College Survey .................................................................................................................................................. 63

Four-Year University Survey ................................................................................................................................................. 74

## APPENDIX B

Steering and Planning Committees ...................................................................................................................................... 87

State Agency Participants .................................................................................................................................................. 88
EXECUTIVE SUMMARY

Context
Multiple agencies support Illinois’ pre-K through graduate school (P-20) education system, including the Illinois State Board of Education (ISBE), which administers preschool through grade 12; the Illinois Community College Board (ICCB), which oversees community colleges; and the Illinois Board of Higher Education (IBHE), which coordinates all higher education sectors (public, private, and for-profit entities) in the state. The Illinois P-20 Council, appointed by the governor, is charged with creating recommendations to the state agencies and legislature for developing a seamless and sustainable statewide system of quality education and support from birth through adulthood. The P-20 Council works to maximize students’ educational attainment and increase their opportunities to succeed in careers and contribute to their local communities. In 2009 the P-20 Council adopted an ambitious goal: to increase the percentage of Illinois adults with high-quality degrees or career credentials to 60% by the year 2025.

The Problem
Today, only 41% of the state's working-age (25 to 64 year olds) adults hold at a least a two-year degree. To achieve the P-20 Council's goal, Illinois must better prepare its students for the rigors of postsecondary education, provide them with marketable skills and knowledge, and support their persistence to degree or certificate completion.

Addressing the Problem
In December 2014 the Joyce Foundation awarded a grant to Advance Illinois and Education Systems Center (EdSystems) to develop a leadership network and administrative structure for regional teams comprised of a public or private university, a community college, and feeder school districts for the purpose of re-designing the high school to postsecondary transition in ways that would substantially improve students’ success in college and careers. In March 2015 the College Board provided additional funding to support these efforts. Over the past four months, Advance Illinois and EdSystems have organized meetings with the regional teams and relevant state agencies; surveyed participants from Illinois high schools, community colleges, and universities on their practices; and commissioned a report on national best practices on high school courses. Participants have identified best practices and are developing a plan to launch more successful high school to college transition programs throughout the state.

This document summarizes key findings gathered from the surveys, research, and meetings listed above and focuses on three key strategies.

1) Catch-Up Initiatives This approach seeks to minimize the amount of developmental coursework needed at postsecondary institutions. Examples include

- Movement of testing for developmental education from postsecondary institutions into high schools
- Use of multiple factors for determining placement into developmental education
- Embedded assessments to determine placement in developmental courses delivered as part of high school courses
- Delivery to seniors in high school of developmental education courses that are aligned with college expectations

2) Speed-Up Initiatives These models accelerate progress toward college and/or careers.

- Speed-Up to College: Extensive AP, Dual Credit, and other early college opportunities in core academic courses and targeted career pathway areas
- Speed-Up to Careers: Articulated program of study models in career pathway areas to guide high school and community college course enrollments, based on local economic development needs

3) System Alignment This refers to collaborative activities implemented on a variety of scales. Alignment activities may affect individual institutions, regional groups of educational institutions, entire states, or national level initiatives.

Catch-Up
The national research indicates that there are two major trends in Catch-Up types of activities: early assessment to identify potential areas that require additional preparation for college readiness and moving developmental coursework into high school. These efforts are designed to ensure that students are college-ready by high school exit.

Catch-Up activities in Illinois mirror national trends. Almost half of the high schools that responded to the institutional survey indicate that students can take developmental education courses while they are in high school. Examples include
• West Aurora School District 129 and Waubonsee Community College, which have worked together to move developmental coursework into the high school. This has reduced the need for students to enroll in developmental courses at the community college and allowed those students to move directly into credit-bearing courses after high school graduation.

• McHenry County College (MCC) and Huntley School District 158 have developed alternative pathways in mathematics, designed to get students into college level math faster and more successfully. Courses use MCC’s developmental course curricula but are taught at the high schools by high school instructors. The number of students needing developmental math courses at MCC has decreased from 57% to 26% in five years.

• Harper College has worked with its feeder high schools in Arlington Heights, Barrington, and Palatine to align curricula and create both math and English language arts courses for seniors that are also dramatically reducing levels of remediation required for students entering Harper College from high school.

• Elgin Community College (ECC) and its feeder districts crafted a standards-aligned math course for high school seniors who would probably not take a fourth year of math. A majority (65%) of students who successfully completed the course advanced to higher placements at ECC.

Speed-Up
According to the Center for Public Education and the Higher Learning Commission, although at present all 50 states have some policy in place regarding Dual Credit/Dual Enrollment, these programs vary not only in policy but also in implementation and practice. For example, in general there are three types of Dual Credit/Dual Enrollment programs: college-level courses taught on high school campuses, college-level courses taught on college campuses and college-level courses taught via distance learning modes. In a national survey of high schools, 83% reported courses were taught at the college campus, 64% at the high school campus, and 48% via distance education.

Similar to Catch-Up activities, results from surveys conducted in Illinois and information gathered at meetings with members of the network indicate that the Dual Credit/Dual Enrollment practice in Illinois mirrors the national trend. A total of 87% of community college respondents indicated that students have opportunities to earn college credits while they are still in high school.

• Chicago Public Schools are expanding Dual Credit courses from 300 students at five high schools to 2,200 students at 38 schools and will exceed 3,500 Dual Credit students next year. With the expansion of Dual Enrollment, Chicago Public Schools expects to have 5,500 enrollments next year.

• East St. Louis School District 189 and Southwest Illinois College (SWIC) are implementing Running Start, an early college program for high school juniors starting in summer 2015. The program will allow high school students to attend SWIC for their final two years of high school. Upon completion, participating students will earn a high school diploma as well as a two-year associate’s degree.

• Chicago’s five Early College STEM Schools partner with community colleges and corporations to accelerate students’ progress toward postsecondary degrees and certificates.

• The College Express program at Danville Area Community College (DACC) provides opportunities for high school juniors and seniors to earn Dual Credit in fifteen career and technical education (CTE) areas. Thirteen school districts within the DACC district are partners in the College Express program. More than 150 businesses also participate. Students enrolled in one of these programs can expect to earn up to 16 credit hours toward an associate’s degree or certificate. Tuition, fees, books, and most transportation costs are free to the students and their families. High school districts pay these expenses for the students.

• The Power of 15 initiative at Harper College focuses on providing opportunities through Dual Credit, Dual Enrollment/Career and Technical Education, Advanced Placement, and Project Lead the Way courses, so that all high school students graduate with 15 college credits or a professional certificate or license.

System Alignment
National research points to Tennessee SAILS as an exemplary state system alignment model. The program brings college developmental math curriculum to the high schools across the state of Tennessee. Successful completion of this program eliminates students’ need to take developmental math in college, allowing students to transition directly into college-level math courses upon entry into postsecondary studies.

An example of a local system alignment program is C-Town Tech, an information technology program created at Charlestown High School in partnership with Bunker Hill College Community College in Boston. It is scheduled to launch in September 2015. Through C-Town, students can earn up to 30 college credits toward an industry-recognized Information Technology degree from Bunker Community College while also having access to internships.

Survey results and materials presented at meetings of the Illinois teams indicate that local system alignment is occurring at a high level in Illinois. Nearly 80% of community college respondents indicated that they work with area high schools to articulate programs of study for sequential, aligned courses from high school through the associate’s degree for specific majors, certifications, or careers. About two-thirds of respondents from universities indicated that they have developed new degrees or courses in response to changes in workforce needs.

Examples of local system alignment efforts include

• Elgin Community College (ECC)’s award-winning Alliance for College and Career Readiness has been coordinating improvement efforts with all its feeder districts and four-year institutions since 2006. As a result, college enrollments have increased, developmental education needs are declining, and student success has improved.
• McHenry County College (MCC) has several articulated programs of study extending from the high school feeder districts, to community college, and into regional four-year institutions. MCC makes career pathways information readily accessible on its website.

• Harper College, District 211, District 214, and District 220, which all emphasize career planning with students, offer programs of study such as the exemplary manufacturing program and the opportunity for students in high school and at Harper to earn professional certifications, often with internships at local businesses.

• McLean County’s Modeling Effective Collaboration on Common Core Standards Initiative, funded by the Illinois Board of Higher Education, engages regional partners, including the Dewitt/Livington/McLean County Regional Office of Education, local school districts, Heartland Community College, and Illinois State University in order to align K-12 and higher education curricula, standards, and assessments in math and English language arts (ELA).

• Northern Illinois University launched a Regional P-20 Network in June 2014, also with funding from the Illinois Board of Higher Education. Dedicated to increasing student success and improving transitions, the P-20 Network includes 10 postsecondary institutions, 12 school districts, and 9 state agencies and organizations. The P-20 Network's robust agenda is developing regional collaboration on alignment of standards, better articulation of curricula and credits, improved student services across levels, and increased enrollment of adult learners.

Conclusion

Many of the high school-to-college transition activities taking place in Illinois closely mirror those occurring at the national level. The leadership communities that have participated in surveys and meetings have provided valuable information about best practices in Illinois. Combined with the national research, this information will be critical in helping to develop a plan to launch more successful high school to college transition programs in Illinois.
Executive Summary

With recent calls for increases in the number of postsecondary-credentialed citizens, refocusing attention toward more informed, solution-oriented college readiness activities has become necessary. A few specific foci are to improve the transition from high school to postsecondary education by addressing issues such as limiting the number of developmental education courses through aligned curriculum approaches; minding the high school-to-college alignment gap through advising, support, outreach, and exposure initiatives; and facilitating and accelerating students’ progress toward college. The most well-developed result of these activities is full system alignment, whereby high school and postsecondary systems collaborate through shared alignment of instruction and advising, shared information and/or data to assess alignment impact, and shared authority and power to ensure both systems’ needs are met.

The scope of this research report is not to introduce new activities associated with college readiness, but rather to provide an overview of existing ones, including exemplars of national best practices. Indeed, many efforts to align PK-12 and postsecondary systems exist, including activities targeting college and career initiatives, discipline-specific efforts, foundational advising and structures, as well as professional development. However, this report presents a short analysis of several key national best practices at the high school level that target learner-centered and gap-minding activities in three major areas: Catch-Up, Outreach-Exposure, and Speed-Up. The Catch-Up activities are those specific to the needs of high school students who are not considered on track for postsecondary studies. Outreach-Exposure activities are those that assist target student populations with understanding college expectations and requirements, including navigating the space between the secondary and postsecondary systems. Speed-Up activities allow for advanced students to begin earning college credits while still enrolled in high school.

Postsecondary institutions do not all share the same college-ready expectations and definitions, nor do they explain them. Thus, it is important to note that these three categories are not necessarily mutually exclusive. In other words, what may be implemented as a Speed-Up activity in one high school context could also serve to help students identified as underprepared to Catch-Up in another context.

Although the focus of the three broad categories represented in this document is on activities implemented within high school, ultimately the goal is for more widespread, cross-system efforts for bridging gaps between high school and college. Thus, one goal for this document is to begin facilitating conversations toward System Alignment or specific implementations of these various transition activities at institution or district levels for purposes of informed, collaborative, context-specific reform.
INTRODUCTION

This document is intended to support the planning for a future grant program and potential state policy efforts related to improving the transition from high school to college. The document analyzes national best practices in three major sections, each of which describes a different overall purpose for a group of college readiness activities: Catch-Up, Outreach-Exposure, and Speed-Up.

Within this document, Catch-Up activities are those specific to the needs of high school students who are not considered on track for postsecondary studies. Outreach-Exposure activities are those that assist target student populations with understanding college expectations and requirements, including navigating the space between the secondary and postsecondary systems. Speed-Up activities allow for advanced students to begin earning college credits while still enrolled in high school. These three categories are intended to acknowledge that a range of college readiness programming is needed to address the range of college-bound learners’ needs.

Impetus

The impetus for this exploration is the need for more informed, focused efforts toward college readiness in an attempt to better facilitate the high school-to-college transition. As Kirst and Venezia (2006) acknowledge, “Currently, high schools - particularly schools that educate a large portion of underrepresented students - are not connected to their local postsecondary institutions, and policies such as disconnected standards perpetuate the divide between the systems” (p. 1). Although these are not new concerns, recent calls for significant increases in the numbers of postsecondary-credentialed citizens, including Lumina’s (2009; 2012) “Big Goal” of 60% attainment by 2025, and President Obama’s more ambitious goal of an additional 10 million citizens with postsecondary credentials by 2020, have prompted a renewed focus on solution-oriented activities.

Given this impetus, the present document provides an overview of some of the most prevalent Catch-Up, Outreach-Exposure, and Speed-Up activities that aim to facilitate the transition toward college from within high school settings; that is, only activities being implemented prior to high school completion are included here. These three kinds of activities are not necessarily mutually exclusive categories. What may be implemented as a Speed-Up activity in one high school context could also serve to help students identified as underprepared in another context. Thus, reported here are the typical purposes for these activities based on a review of the available literature detailing some of the most common and promising initiatives. The document ends with system alignment exemplars as well as areas for consideration when designing, supporting, or implementing college readiness transition efforts.

Types of Transition Efforts

One type of transition effort, herein referred to as Catch-Up, includes activities that are implemented to advance students who have been identified as not meeting state grade-level standards, and therefore are at risk of not being college-ready by high school exit. Such Catch-Up activities are intended to help students who have fallen behind to catch up to their peers, meet required standards, and perform at levels expected of their age and grade. Some common characteristics of Catch-Up activities are as follows:

- increasing instruction time (tutors, supplemental instructors, etc.)
- same content as regular courses
- keeping the same level of rigor and expectations
- capstone interventions

A second type of transition effort, herein referred to as Outreach-Exposure, includes activities that assist and support targeted student populations with transitioning to college expectations and requirements. Such activities ensure equity by allowing marginalized students to navigate the space between the secondary and postsecondary systems. Some characteristics of Outreach-Exposure activities are as follows:

- academic and personal counseling
- involvement in and acclimation to college culture
- exposure to college expectations

Although these types of activities tend to focus on target populations (typically considered at-risk), these activities have the potential to benefit all students.

A third type of transition effort, herein referred to as Speed-Up, includes activities that permit specific students to take advanced, higher-level content, and/or more challenging work earlier than expected in their education. Such Speed-Up activities intend to facilitate or expedite the college transition by pushing students farther ahead of their grade level and/or expected learning standards. Some characteristics of Speed-Up activities are as follows:

- increased rigor
- additional coursework
- college-level coursework
- earning college credit

As previously noted, the transition efforts described in this document are those positioned within high school settings. According to Barnett et al. (2013b), “A growing body of research suggests that it is important to better prepare students for college during the high school years” (p.3). Although the focus of the three broad categories represented in this document is on activities implemented within high school, ultimately the goal is for more widespread, system-level efforts for bridging the gaps between high school and college. Thus, one goal for this document is to begin facilitating conversations toward System Alignment, or specific implementations of these various transition activities at institution or district levels for purposes of informed, collaborative, context-specific reform.
System Alignment Reform Efforts

Not all postsecondary institutions share the same college readiness expectations of their students, nor do they clearly explain or define those expectations (Barnett, et al, 2013c). Thus, true System Alignment can only occur when context is considered through collaboration between systems, especially with a focus on equity. Activities that are implemented systematically in particular local contexts are System Alignment initiatives, which are intended to provide models for improving coherence or efficiency to better align the high school-to-college transition at a district or institution level. Across the nation, many districts and individual institutions are paving the way by developing models that put in place some of the activities from within the three categories in order to build a more explicit alignment bridge across national, state, and local systems. These System Alignment initiatives are models for what informed implementation could look like.

In all three categories of activities (Catch-Up, Outreach-Exposure, and Speed-Up), access to college does not necessarily guarantee success in college. And, given that the two focal areas for educational reform currently are college readiness (access) and college completion (success), we must consider approaches that consider these two working together, not working in isolation. For students to simply get caught up to the expected level of college readiness with the goal of providing access is insufficient. As well, ensuring success in college (defined as completion) requires that students be propelled beyond expected levels. Similarly, Outreach-Exposure activities also provide access to college, specifically by trying to close the college-going gap for student populations who tend to be marginalized. But without continued support, access may not result in success.

METHODS

The information in this document has been compiled based on the following research questions:

- What evidence-based activities address the needs of high school students who are not considered ready for postsecondary studies?
- What evidence-based activities provide opportunities for high school students to accelerate college readiness or participation?
- What evidence-based activities provide opportunities for increased alignment between high schools and postsecondary institutions?

This report, a compendium of programs, initiatives, and models (collectively referred to as ‘activities’), was compiled from a review of the existing and available literature on best practices for college readiness, including a wide range of policy briefs, white papers, state/institution reports, research reports, and organization websites. The activities included in this report focus exclusively on structural or coordination approaches that aim to facilitate students’ transitions from high school to college. It should be noted that activities aimed to bridge the gap between high school and direct entry to the workforce are equally critical, but are outside the scope of the present project.

HIGH SCHOOL CATCH-UP ACTIVITIES

Catch-Up programs and initiatives within high school settings all have in common a goal of initiating the high school-to-college transition for students who may not be considered on track for college. These types of programs and initiatives do not typically include earning college credit. Presently, there are two major trends in high schools with Catch-Up types of activities: early assessment to identify potential areas that require additional preparation for college readiness and capstone coursework that provides an intervention during students’ senior year to ensure they are college-ready by high school exit. Both of these activities will be described in the following sections.

Early Assessment Programs

Definition: Early assessment allows high schools to identify potential areas that require additional preparation in order for students to be on track toward college readiness. “Early college readiness assessments are examinations administered no later than the 11th grade that measure students’ readiness to successfully perform in entry-level, credit-bearing postsecondary coursework” (Barnett, et al, 2013b, p. 2). Essentially, in these scenarios, students take college course placement examinations during the junior year in order to inform academic interventions during the senior year.

Key Characteristics: Most states require some form of early college assessment in high school, though the specific assessment type varies considerably, and includes college course placement tests (i.e., ACCUPLACER, COMPASS), college admissions test (i.e., ACT, SAT), and other state accountability tests (i.e., California’s EAP, Florida’s PERT) (Barnett et al. 2013b). More recently, given the current push for college and career readiness testing on both a formative and summative level, the two assessment consortia aligned with the Common Core State Standards (PARCC and Smarter Balanced) will also provide such early assessment opportunities in some states (Barnett & Fay, 2013).

State of the Field: Based on the analysis of survey results from 45 responding states, Barnett et al. (2013c) found that 38 states provided early assessment in high schools. As mentioned above, the particular approach varies widely; however, several exemplars are emerging. California’s Early Assessment Program (EAP) is currently leading the field with a formalized program for early assessment. “The EAP has three components: early testing, the opportunity for additional preparation in the 12th grade, and professional development activities for high school English and mathematics teachers” (California State University, 2014).

Florida’s customized common placement test, the Postsecondary Education Readiness Test or PERT, is another example (Florida Department of Education, 2015; Jobs for the Future, 2012). PERT offers early diagnostic assessment for readiness in reading, writing, and math necessary for entry-level college coursework.
Senior-Year Capstone Coursework

**Definition:** Kannapel (2012) describes different types of high school capstone courses, and includes transition curricula as “a relatively new concept of capstone courses developed in the last five years, fueled in part by the work of the American Diploma Project, which supports state efforts to ensure that all students are college and career ready” (p. 9). For Kannapel, transition courses are included here, but so, too are fourth-year math and higher-level math courses. We have adopted Kannapel’s term “capstone courses” as a general descriptor for all targeted senior-year academic interventions for students who have not met college-ready benchmarks by the end of their junior year based on early assessment indicators.

**Key Characteristics:** Transition curricula are targeted, structured interventions that are often modularized or individually tailored based on particular learner needs as identified through early assessment initiatives. These activities are “designed to address deficits in students’ academic preparation for college-level work. Students enroll in transition coursework to attain a higher level of preparation for college and possibly avoid remediation altogether” (Barnett et al. 2012, p. 1). Higher-level math, or math coursework beyond the foundational algebra courses, already exists in high schools; however, the recent trend has been toward more focused attention on encouraging more students toward higher-level math courses (Achieve, 2008).

**State of the Field:** This type of activity for helping students catch up to college readiness is growing increasingly more prevalent. According to Barnett et al. (2012), 29 states were implementing transition curricula as of 2012. In their review of college readiness initiatives in Texas, Barnett et al. (2012) note that “Though less prevalent, there are some cases where longer-term academic programming is offered to larger groups of students in a course format. For example, Nimitz High School in Houston assigns students to a college preparatory algebra class by default unless they opt to take a higher-level math course. Lone Star College–North Harris and the Aldine Independent School District developed this course, which closely follows the highest level of developmental math offered at the college. This course counts as the fourth year of high school math, now 18 required by state law” (pp. 17-18).

**Synthesis of Catch-Up Activities**

In isolation, of course, early assessment provides very little benefit; however, combining early assessment results with capstone or transition coursework within the senior year allows students to catch up to college readiness. “Some high schools employing early assessments are even reconceiving the senior year of high school as a transition year in which the high school and the college develop and use capstone coursework, including transition curricula, to improve students’ college readiness” (Barnett, et al. 2013b, p.3). Students not considered on track for grade-level standards, as data suggests, are more likely to receive instruction that will only get them to their expected standard levels according to grade and age. Thus, a capstone intervention, based upon early assessment, would enable the students to receive instruction that will push them to the levels they will need in order to be successful in the future instead of being successful just at grade level. “In combination, early college readiness assessments and transition curricula can reshape the transition from high school to college so that students who are not fully prepared for college are identified and given the supports they need to become college-ready” (Barnett et al. 2013b, p. 5).

**HIGH SCHOOL OUTREACH-EXPOSURE ACTIVITIES**

Outreach-Exposure activities tend to focus on intervention programming for identified achievement gaps among target student populations. Specifically, activities in this category provide opportunities for exposure to college-level learning as a way to propel students toward college readiness and thus avoid Catch-Up activities while in high school. Barnett et al. (2012) have classified these activities as being either “academic-focused” or “college knowledge-focused.” However, for a majority of these types of college readiness programs, we have identified them as having dual emphases on outreach to prepare students for the college-knowledge necessary to make college a possibility, but also the exposure to college-level academic expectations. Instead, we have categorized these activities based on the source of funding/coordination: programs funded at a federal level that tend to be standardized across contexts, and general program types that are privately funded and thus take different forms depending on the context.

**Federally Funded Outreach-Exposure Programs**

**Definition:** Programs in this category, which are sometimes referred to as college preparatory programs, are largely equity focused with the purpose of increasing and providing college access to marginalized student groups, especially those least likely to enroll in a postsecondary institution. Federally funded programs such as TRIO and GEAR UP are early outreach initiatives to support college access through a range of efforts including advising and counseling, mentoring, tutoring, college-simulation, and many others. TRIO programs consist of “educational opportunity outreach programs, including Upward Bound and Talent Search, designed to motivate, support, and prepare students from disadvantaged backgrounds for college” (Bangser, 2008). Another example of a federally funded program is Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), which serve cohorts of students at high schools in high-poverty areas. Because these types of activities are all well documented and widely understood programs, specific definitions of the various activities will not be included here.

**Key Characteristics:** Federally funded programs all tend to have in common a focus on increasing access to postsecondary opportunities for students who may not otherwise pursue higher education. Another common characteristic is a focus on students from academically marginalized backgrounds. TRIO, for instance, “includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs” (U.S. Department of Education, 2015).
Many of these programs have a long history. For instance, Upward Bound, one of the three federal programs (the others being Talent Search and Student Support Services) that comprise what is now referred to as TRIO, was initiated as a pilot project authorized by the Economic Opportunity Act of 1964 (U.S. Department of Education, 2015a).

Finally, programs funded through federal grants are highly structured with scheduled grant competitions. And, they are also regulated with established eligibility requirements, training criteria, and cost and time stipulations.

**State of the Field:** Programs such as those under the umbrellas of TRIO and GEAR UP are not exclusively limited to high school-based activities, though many begin in middle school and high school. As such, these activities have a broad impact potential. For instance, according to the Office of Postsecondary Education website, 2,787 TRIO program projects were funded for fiscal year 2014, serving a total of 785,323 participants (U.S. Department of Education, 2015a). The fiscal year 2014 funding status for GEAR UP includes 128 projects funded, serving a total of 551,000 participants (2015b).

**Privately Funded Outreach-Exposure Programs**

**Definition:** In addition to the federally funded Outreach-Exposure programs, numerous additional activities are privately funded. These tend to be smaller in scope than the federally funded ones, though some are still quite large. A few exemplar programs include AVID (Advancement Via Individual Determination), Bottom Line’s College Access Program, One Goal, and College Forward. A similar group of activities that are not represented in this report include privately funded school systems such as KIPP Academy Schools, Cristo Rey Network, and IDEA Public Schools.

**Key Characteristics:** These programs have in common a mission to provide college-going opportunities for students who have been historically underrepresented in higher education. However, this mission is often coupled with high standards for rigor. AVID, for instance, “operates with one guiding principle: Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge” (AVID Center, 2014).

Several of these programs have a multi-tiered structure that involves not only opening opportunities for access to college during high school, but also continuing support efforts during college to ensure success, and, ultimately, completion. Although the latter effort is beyond the scope of this report, cross-system structures and dual emphases on access and success are noteworthy characteristics. One Goal, for example, has as its theory of change to “Transform secondary education by changing the way high schools prepare students to graduate from college” and to “Transform higher education by changing the way colleges support all students through graduation” (One Goal, n.d.).

**State of the Field:** Not only are there numerous privately funded programs providing Outreach and Exposure activities geared toward college readiness in high school settings, but also there are many funding agencies and philanthropic organizations currently focused on such issues. Such work continues to influence educational policy.

**Synthesis of Outreach-Exposure Activities**

Several well-documented, impactful Outreach-Exposure activities currently exist, many with a long history. However, new activities are emerging alongside the calls for educational reform toward postsecondary credentialing. These activities tend to range widely in their scope, mission, and foci. What these activities have in common, irrespective of their funding source (whether federal or private), is a goal of expanding opportunities to pursue a postsecondary credential for students from populations historically underrepresented in higher education. Similarly, these types of activities tend to acknowledge the combination of outreach to provide needed college knowledge and exposure to the types of academic expectations students will encounter in college.

**HIGH SCHOOL SPEED-UP ACTIVITIES**

Speed-Up activities within high school settings are distinguished primarily based on the intended outcome: to facilitate the college transition process by propelling high school students toward college-level learning experiences, most often with a goal of earning college credit before high school graduation. Typically, this occurs through two channels: concurrent enrollment in credit-bearing courses, or credit by examination. Both of these types, including specific programs and initiatives, will be discussed in this section.

**Concurrent Enrollment in Credit-Bearing Courses**

Concurrent Enrollment programs include Dual Credit/Dual Enrollment and Early College programs, both of which provide opportunities for students to experience the rigor of postsecondary learning, and potentially earn college credit while still in high school.

**Dual Credit/Dual Enrollment**

**Definition:** The terms Dual Credit, Dual Enrollment, and Concurrent Enrollment are often used in the scholarly and policy literature interchangeably (Borden, Taylor, Park, & Seiler, 2013; Taylor & Pretlow, 2015). To further complicate the terminology related to this endeavor, educators tend to apply different definitions or distinctions to each term. However, according to Borden et al. (2013), “Among these different definitions, one consistent element is that the course is college-level and at least some of the enrolled students are concurrently pursuing a high school diploma” (p. 4). One often-made distinction has to do with whether or not students earn simultaneous credit for both high school and college; for several, this is the distinguishing characteristic of Dual Credit (e.g., Dual Credit Texas, 2015; Illinois Board of Higher Education [IBHE], 2010; New Mexico Public Education Department, 2012).
For instance, according to the IBHE (2010), “A Dual Credit course is a college course taken by a high school student for which the student is awarded both college and high school credit” (p. 1). In this document, Dual Credit will be considered as mostly synonymous with Dual Enrollment with a broader definition that allows for inclusion of simultaneous credit-earning as well as programming that earns only college credit.

**Key Characteristics:** Dual Credit/Dual Enrollment opportunities help facilitate the high school-to-college transition for students by allowing them to participate in postsecondary-level learning experiences, thereby introducing them to the rigor and heightened expectations. As well, the reductions in cost and time toward a postsecondary credential are key benefits of such programming.

**State of the Field:** Although at present all 50 states have some policy in place regarding Dual Credit/Dual Enrollment (Center for Public Education, 2012), according to the Higher Learning Commission (Borden, et al. 2013), there is great variability, not only in policy related to Dual Credit/Dual Enrollment, but also in implementation and practice. For example, in general, there are three types of Dual Credit/Dual Enrollment programs: college-level courses taught on high school campuses, college-level courses taught on college campuses, and college-level courses taught via distance learning modes (Center for Public Education, 2012). In the results from a nationwide survey, the National Center for Education Statistics (2013) reported on the prevalence of these different delivery models. Of high schools across 50 states, “83% reported courses within the program were taught at the college campus, 64% reported courses were taught at the high school campus, and 48% reported courses were taught through distance education” (Marken, Gray, & Lewis, 2013). There are multiple views on which delivery mode is most effective; for instance, some argue that “environmental authenticity” is lost when these courses are taught on high school campuses rather than on college campuses (Borden et al. 2013). This variability of both policy and practice has prompted questions regarding the efficacy of this approach (Borden et al. 2013; IBHE, 2010; Taylor, Borden, & Park, 2015). Also, it has been noted that there remains a dearth of large-scale research on the efficacy of this approach (Center for Public Education, 2012; Taylor, Borden, & Park, 2015). However, the state and institution-level research that has been done (i.e., Oregon University System, 2010; Puyear, Thor, & Mills, 2001; Taylor & Lichtenberger, 2013) has indicated benefits for students such as “expanding the number and type of courses available to students, preparing them for the academic rigor of college, and building study skills for furthering their education” (Center for Public Education, 2012, para. 35). In addition, a key concern has to do with accessibility of such programming (Taylor & Lichtenberger, 2013) particularly for inner city schools and areas with high populations of students of color.

### Early College

**Definition:** According to Jobs for the Future (JFF, 2015), “Early college high schools are small schools designed so that students can earn both a high school diploma and an associate’s degree or up to two years of credit toward a bachelor’s degree.” Early Colleges (ECs) are special high school-college/university partnerships that allow students to earn up to two years of college credits (or an associate’s degree) for free while still in high school.

**Key Characteristics:** ECs have a long history beginning in the 1960s and 1970s with several individual schools (Webb & Gerwin, 2014); however, this type of programming only relatively recently gained national attention when, in 2002, the Bill and Melinda Gates Foundation set up the Early College High School Initiative (ECHSI). According to the American Institutes for Research (AIR), the ECHSI has a “primary goal of increasing the opportunity for underserved students to earn a postsecondary credential” (Berger et al. 2013, p. iv). Since the launch of the ECHSI in 2002, more than 280 ECs have been opened (Webb & Gerwin, 2014).

One significant characteristic of ECs is the emphasis on underrepresented students. Indeed, one of the five core principles for ECHSI notes that “Early college schools are committed to serving students underrepresented in higher education” (Berger et al. 2013; Webb & Gerwin, 2014).

**State of the Field:** Expansion of ECs nationwide has continued as the ECHSI national coordinator, Jobs for the Future (JFF), focuses on converting underperforming high schools to ECs and creating new EC schools and districts (Webb & Gerwin, 2014). Many ECs are career focused in nature with several devoted specifically to STEM fields (Pathways in Technology Early College High School, or P-TECH is an often-cited example; see Barnett, Maclutsky, & Wagonlander, 2015).

This activity, perhaps because of its long history and promise to facilitate high school-to-college transitions, has a considerable body of research supporting it. Barnett, Maclutsky, and Wagonlander (2015), for example, identify several key design recommendations based on this research: “(a) attention to strong high school–college partnerships; (b) careful sequencing of courses and supports that allow students to progress toward greater independence; (c) built-in opportunities to gain college knowledge, that is, the knowledge needed to navigate formal and informal college systems; (d) measures to ensure the authenticity of college courses; and (e) a focus on key relationships that help students to believe that they can succeed in challenging college courses” (see also Barnett, Bucceri, Hindo, & Kim, 2013).

In addition, impact has been investigated; the American Institutes of Research reported the findings of a study that focused on the impact of ten EC schools, noting that those enrolled in the focal EC schools were “significantly more likely...than comparison students” to finish high school, enroll in college, and complete a college credential (Berger et al. 2013, p. v.).
CREDIT BY EXAMINATION

Credit by examination includes Advanced Placement (AP) courses, International Baccalaureate (IB) programs, and CLEP examinations. These programs all allow high school students to earn college credits through a summative examination on content material, whether that material is learned through approved coursework (as in AP or IB) or through independent studying (as is typically the case for CLEP). Currently, three states require districts to offer AP or IB, and five states require districts to offer AP (Glancy et al. 2014).

Advanced Placement

**Definition:** Advanced Placement courses created by The College Board are highly standardized high school courses. These courses are considered college-level curricula, and with qualifying examination scores per class, students can earn college placement and/or college credit. According to the 10th Annual AP Report to the Nation (College Board, 2014), AP is considered a “truly meaningful P-16 initiative” (p. 21) due to its collaborative nature and design between high schools and postsecondary institutions.

**Key Characteristics:** Advanced Placement or AP courses have existed since 1955, and now cover 37 different content areas (College Board, 2015). One characteristic of AP courses is national recognition. According to the College Board (2014), “No matter what a student's background is or who he or she is, each student's exam is scored by a single set of standards developed by college faculty and AP teachers from around the country. This gives students confidence that their work is evaluated fairly, and it gives colleges confidence that an AP score represents an objective, national standard” (p. 19). Thus, thousands of colleges award credit, course placement, or even college degrees for students who take AP exams. For students seeking postsecondary studies, AP is valuable because “No matter what a student's background is or who he or she is, each student's exam is scored by a single set of standards developed by college faculty and AP teachers from around the country. This gives students confidence that their work is evaluated fairly, and it gives colleges confidence that an AP score represents an objective, national standard” (p. 19). Thus, thousands of colleges award credit, course placement, or even college degrees for students who take AP exams. For students seeking postsecondary studies, AP is valuable because it is recognized by colleges and universities across the nation. AP courses are designed to be college-level courses, and students who earn a 3 or more on their AP tests “earn higher GPAs in college; perform as well or better in subsequent college courses in the discipline than non-AP students who took the introductory class in college; take more - not less - college course work in the discipline; are more likely to graduate college within five years; and have higher graduation rates” (p. 5).

State of the Field: According to the 10th Annual AP Report to the Nation (College Board, 2014), access to the AP has expanded over the last 10 years. “The expansion of AP has nearly doubled the number of students who have been given access to the opportunity of AP, more than quadrupled the number of low-income graduates who have been given this opportunity” (p. 6; see also Glancy et al. 2014). Indeed, several states now require that all high schools offer at least some AP courses (Glancy et al. 2014). Furthermore, the College Board (2014) reported that students who earn a 3 or more on their AP tests “earn higher GPAs in college; perform as well or better in subsequent college courses than non-AP students who took the introductory class in college; take more - not less - college course work in the discipline; are more likely to graduate college within five years; and have higher graduation rates” (p. 5).

International Baccalaureate (IB)

**Definition:** According to the IB Annual Review (2013), “the landscape of education has changed dramatically over the past 50 to 60 years. Information and communication technology is transforming the way that knowledge is generated, disseminated, and communicated in the classroom and this momentum will only grow exponentially. More and more children and adults will have access to education, which is becoming infinitely more global” (p. 1). IB has designed four programs of study to provide a worldwide curriculum, which could also be benchmarked internationally. These programs serve students from age 3-19: Primary Years Program (PYP), Middle Years Program (MYP), Diploma Program (DP), and a Career-Related Program (CP). The IB schools are free from “teaching to the test” because they are independent from all government and national systems, allowing them to implement best practices from a variety of international curricula and frameworks (IBO, 2015).

**Key Characteristics:** The IB Diploma Program (DP), intended for students seeking postsecondary studies, is holistic in nature and focuses on the whole person, encourages students to realize that “academic knowledge alone is not enough” (IB Annual Review, 2013, p. 2), teaching students to also “focus on the skills of learning to learn” (p. 2). The IB program argues that today's world is an explosion of information causing us to constantly relearn. Thus, as a result, in a theory of knowledge course (approaches to learning or “ATL”), students are taught skills enabling them to become independent learners, taking responsibilities for their own learning and education process by trying out different approaches to learning (ibo.org). The IB program also emphasizes cognitive development through awareness of personal learning styles, strengths, and challenges and promotes open communication to encourage lifelong learners with active, compassionate mentalities. The program also targets “students’ social, emotional, and physical well-being, encouraging students to develop attributes, such as being inquirers, thinkers, knowledgeable, open-minded, and reflective, among other characteristics, representing human capacities and responsibilities that go beyond the intellectual development and academic success. They imply a commitment to help all members of the school community learn to respect themselves, others, and the world around them” (IBO, 2015). Overall, the IB program, arguably, delivers students who are internationally conscious.

State of the Field: The IB program is growing rapidly across the world and the nation. In fact, from December 2009 to December 2014, the number of IB schools in The Americas grew by 46.35%, equaling a total of 3001 institutions offering IB in The Americas, with 830 IB diploma programs in the USA. According to the official website, students who come from an IB program “are more likely than their peers to go on to higher education and perform better once there” (IBO, 2015). In a study by Aulls and Lemay (2013), they examined the impact of the extended essay and found that DP students, versus non-IB students, have higher ratings of aspects of inquiry learning highlighting their ability to self-regulate learning in the inquiry process. Billings and Good (2013) found that DP students in North and South America tend to be more motivated by affective reasons than by practical ones.
Halic (2013) found that 92% of DP students enrolled in US institutions, with a 98% first-year retention rate at four-year institutions, and with 74% of them graduating within four years. She found that the graduation rates of DP students were regularly higher than the traditional student institutional rate. However, university recognition and acceptance of IB coursework is variable, with each institution having their own acceptance policies. Thus, students have to seek out institutions accepting IB transcripts in order for their coursework to be transferrable as college credit or as entrance scores (IBO, 2015).

CLEP Examinations

**Definition:** CLEP, or the College-Level Examination Program, is administered by the College Board. According to the American Council on Education (2015), “CLEP allows students to demonstrate that they have acquired college-level mastery of course content. The 33 CLEP examinations include subjects that are generally taught in the first two years of an undergraduate degree program” (para. 4).

**Key Characteristics:** The CLEP is widely accepted (by more than 2,900 colleges and universities, according to ACE, 2015) and widely available, with more than 1,700 testing centers in the U.S. and abroad. CLEP is often included in a much larger list of Prior Learning Assessment (PLA) methods (see, for example, the Council for Adult and Experiential Learning, CAEL, 2010). In both regards, CLEP offers access to college-level credit-by-examination opportunities.

**State of the Field:** Surprisingly little recent research has examined the CLEP, though numerous studies emerged throughout the 1970s and 1980s (Barry, 2013; Scammacca & Dodd, 2005). One recent study, Barry (2013), “examined data for matched samples of CLEP and non-CLEP students from a large, diverse state in the southeastern United States (p.5).” In terms of outcomes, this study reported that “overall, CLEP students graduate sooner, enroll in fewer semesters, graduate with fewer credits, and have GPAs higher than non-CLEP students, when controlling for demographics and prior achievement” (Barry, 2013, p.4). Previously, Scammacca and Dodd (2005) “compared both short- and long-term postsecondary outcomes (e.g., overall GPA, subsequent course performance, number of semesters enrolled, graduation rate) for students who earned credit for CLEP scores and for students who earned credit through course enrollment,” finding that “CLEP students did at least as well as the comparison groups on nearly every outcome” (Barry, 2013, p. 5). Other studies (CAEL, 2010) support this finding that students with Prior Learning Assessments (PLA), including but not limited to CLEP, persisted and graduated in far greater numbers when compared to students without PLA experiences.

**Synthesis of Speed-Up Activities**

Propelling students toward the college transition by allowing them to engage in rigorous, college-level learning activities such as concurrent enrollment programs or credit-by-examination initiatives is the overall goal of Speed-Up activities. Although cost and accessibility continue to be issues of concern across many of these activities, large grant agencies such as the Bill and Melinda Gates Foundation and the Lumina Foundation have launched major initiatives across the nation to continue expanding access. Thus, for example, where Dual Credit/Dual Enrollment may lack in terms of accessibility for underrepresented students, the Early College High School Initiative (ECHSI) specifically targets students who have been academically marginalized.

Both AP and CLEP offer time and cost saving by earning college credits for high scoring on tests; however, AP courses are limited to students based upon high school offerings, whereas CLEP credit tends to be available to all students with access (in terms of distance to test sites) to CLEP testing centers. In addition, both AP and CLEP are administered by the College Board, which brings up some cause for concern that one entity owns so much of college credit-granting tests.

IB transcripts may also provide college credit or college placement to students; however, acceptance of IB scores are not regulated, mandated, or guaranteed. Students who graduate from IB schools have to seek out postsecondary institutions that recognize the value of the IB program education. Some institutions provide a year’s worth of credit for scores of 5 or higher in certain subjects, whereas other institutions might only grant 6-7 credits per score. It is up to the postsecondary institution’s discretion as to what is accepted or exchanged for college credit.

Despite the variability of access, it seems clear that Speed-Up activities including those listed here demonstrate promise. Indeed, as of 2014, the Education Commission of the States reported that at least 25 states require districts to provide such Speed-Up programs (Glancy et al. 2014). However, Speed-Up activities primarily benefit students who are already on track for postsecondary readiness.

**SYSTEM ALIGNMENT**

Across the nation, many districts and individual institutions are paving the way by developing or integrating some of the models or initiatives from within these three categories. These activities are intended to provide models for bringing coherence or efficiency to better align the high school-to-college transition at a local, state, or national level. Although system alignment can be, and is often, defined by its governance characteristics, in this report these exemplar System Alignment initiatives are actual models for what informed implementation could look like with a framework in place while considering equity, continuous collaboration, and local context. These frameworks are true partnerships and collaborative efforts to improve the college readiness issues particular to a specific population, context, or locale, and these activities usually emphasize both college- and career-ready efforts.
Each of these frameworks for system alignment demonstrate the power of collaboration, often between policy makers, researchers, educators, and politicians, in answering the college readiness concern, such as through the alignment of state and national standards and alignment of local needs and college offerings. And, each of these models uses the emphasis of the context in providing an answer to the college readiness efforts. Furthermore, each of these system alignment frameworks provides exemplars, upon closer look, at how informed collaboration includes specific roles and responsibility of each system in order for true college-ready alignment efforts to work.

**System Alignment Framework Exemplars**

System alignment activities are collaborative activities implemented on a variety of scales. Some alignment activities affect individual institutions; others target entire states or even attempt to branch to the national level. Specific to this document, these activities are efforts usually initiated by a particular foundation, entity, or group to help answer the college readiness issues in contextualized formats. Exemplars of system alignment models, practices, and activities include narrow to broad alignment initiatives, including a) individual levels, such as Massachusetts’ Early College System program; b) state levels, such as Tennessee SAILS; c) multi-state levels, such as Ohio’s Innovation Generation; d) regional levels, such as SREB’s College-Ready Courses; and finally, e) nation wide levels, such as the Common Core State Standards Initiative (NGA & CCSSO, 2010).

**Local System Alignment:** To ensure that more Boston youth complete high school, the C-Town Tech, an information technology (IT) program was created at Charlestown High School and is to launch in September 2015 in partnership with Bunker Hill Community College. The creation of C-Town Tech is to help students earn college credit while still enrolled in high school. Part of this initiative is to assist more students to not only complete high school, but also to earn a college degree. During a State of the City speech, the mayor of Boston, Martin Walsh, supported the high school and community college partnership, seeing the collaborative effort as a blueprint for student pipelines that align education to employment and postsecondary options. Through C-Town Tech, students can earn up to 30 college credits toward an industry-recognized IT degree from Bunker Hill Community College while also having opportunities and access to internships.

This collaborative is a partnership between Jobs for the Future, Bunker Hill Community College, the Boston Public Schools, the Mayor’s Office, the Boston Private Industry Council and SAP, a market leader in enterprise application software. As a system alignment framework, this local-level collaboration has a specific agenda of supporting the town’s own high school students towards college readiness.

**State System Alignment:** A state-level system alignment initiative, Tennessee SAILS, is a model that brings college developmental math curriculum to the high schools across the state of Tennessee. Students targeted for this program are those who earn a 19 or less on their ACT in junior year, requiring them to take a bridge math course during their senior year. These students, in addition to earning their college math bridge credit, also can participate in a college Learning Support Math program. Successful completion of this program eliminates students’ need to take developmental math in college, allowing students to then transition directly into college-level math courses upon entry into postsecondary studies (Chattanooga State Community College, n.d.). The advantage of this SAILS math course is that students can also earn dual-credit of various amounts depending upon their competency scores in the class.

The Tennessee SAILS model has not gone without notice. Inside Higher Ed relates results from the Tennessee Higher Education Commission (THEC) of high pass rates. Of the 200 students in the SAILS program, 83% of them completed all of the college’s required math competencies as a senior high school student. In addition, 25% passed a credit-bearing college course (Fain, 2013). Such results earned the attention of the state's governor, who supported the model, enabling 114 high schools and all of the state’s community colleges to participate. This exemplar is an altruistic collaborative effort stemming from one high school class and a community college, resulting in a state-wide effort that is rapidly gaining national attention.

**Multi-State System Alignment:** Although Ohio Innovation Generation is traditionally known as a central Ohio initiative, this network extends across multiple states. Innovation Generation is a Pathways to Prosperity network. “As part of central Ohio’s Pathways to Prosperity Network—a network established in nine states—we assemble high school, college and work-based experiences so that students graduate with economically viable career credentials” (Innovation Generation, 2015). Ohio’s Innovation Generation helps students get a jump-start on their postsecondary studies. In particular, with a highly contextualized agenda, Ohio responded to the 60-25 initiative: "Central Ohio school districts, colleges, businesses and community organizations have made a collective commitment to the Central Ohio Compact, which aims to reach the Lumina Foundation’s goal of 60% of adults with postsecondary degrees or certifications by 2025” (Innovation Generation, 2015, p. 1). Ohio Innovation Generation consists of six specific and sustainable pathways, targeting much of Ohio's industrial sectors: advanced manufacturing/robotics, business logistics, health care and information technology.

**Regional System Alignment:** An example of a regional system alignment model is the Literacy Ready open-access courses designed by the Southern Regional Education Board, which was supported through the Bill and Melinda Gates Foundation. SREB - partnered with various states, teams of teachers, faculty, agency staff, and experts - designed two readiness courses to help underprepared students reach their state's college- and career-readiness benchmarks before high school graduation (Southern Regional Education Board, 2015), math ready and literacy ready.
Because the courses are built around the Common Core, every state can easily use or modify them to meet the agreed-upon needs of students. However, these courses best serve students who are in the middle ground, not those who exceed in AP courses or those who are considered fallen behind. The intent of these courses is to target student weaknesses and college readiness skill gaps and re-educate students in new ways to ensure they are prepared for postsecondary studies. This method also ensures that students do not fall into a remedial high school course where repetition of previous practices, which might not have worked the first time, also would not work a second time. The courses are available for free to any state, district, school, or individual that desires to use them, with the courses being completely available to students via the iTunesU app.

SREB is currently working with individual states to implement these college-ready courses based upon individual state needs, policy requirements, and course method (online vs. in-class). As of now, 27 states are implementing the SREB Readiness Courses, with SREB providing opportunities for professional development to those interested in using the course. This initiative was originally used in the Southern region of the United States, but with growing recognition for its effort at ensuring college readiness, this framework has spread to other non-SREB states.

Nationwide System Alignment: A nation wide system alignment framework is the Common Core State Standards Initiative (CCSS). The CCSS, a state-led effort, was launched by state leaders, governors, and state commissioners to ensure that all students graduate from high school prepared for college, career, or life, regardless of who they are or where they came from. Collaborative efforts - through combining existing best state standards, experiences from teachers, content experts, and states, and public feedback - resulted in what is now called the current Common Core State Standards being implemented across the nation. They were created as an attempt to develop a set of standards for qualifying a student as college-ready in English/language arts and mathematics, especially because each state had its own definition of proficiency (NGA & CCSSO, 2010). The CCSS are considered different from traditional alignment attempts. Traditional K-12 standards were built from kindergarten up to 12th grade expectations making little impact on college learning and falling short of resembling college-level tasks (Conley, 2007), but the CCSS's strength is that the process back-mapped the standards through each education level originating from college and career ready all the way down to kindergarten (NGA & CCSSO, 2010).

The CCSS had initially been adopted by 45 states. Although several states have started to reject or delay the CCSS implementation or standardized assessments aligned to the standards (Barnett & Cormier, 2014; Bidwell, 2014), 43 states continue to implement the CCSS. Despite the various political, financial, and institutional reasons that states might use to delay and amend the CCSS, the core concepts of the CCSS are highly valuable for developing college readiness.

Synthesis of System Alignment Activities
Reform is the result of these activities happening synergistically at all levels. The traditional separation of federal and state sectors have carried the assumption that both levels work independently of each other, resulting in the federal, state, and local educational policies and tools having little in common. However, cooperation alone is not enough. In response to the alignment gap between high school and postsecondary studies, the educational needs of students demand full collaboration with specific agendas in mind. These examples of system alignment efforts demonstrate that with collaboration, a specific agenda, contextualized focus, and equity, true system alignment can be achieved. What is needed are college readiness models all coming together and informing one another rather than occurring in isolation.

LIMITATIONS
The scope of this project covered transition activities taking place during high school, particularly focusing on academic standards, student support programs, and college credit activities specifically targeting the college-ready alignment pathways. What was left out here are the numerous adult education activities and workforce-oriented pathway efforts that occur after high school graduation (or career pathways that bridge high school directly to the workforce). For instance, if the scope of these categories had not been limited to just activities within high schools with the goal of preparing students to be college-ready by high school completion, then CAEL or PLA models could have easily been included in the Speed-Up category as these activities provide college credit for work and life experience. Similarly, I-BEST could have easily been included as a Catch-Up activity if the focus were more on adult education and career-readiness initiatives.

DISCUSSION
Two recent national imperatives, on college and career readiness and on postsecondary credentialing, have reinvigorated conversations related to what is often referred to as the educational “pipeline,” and have prompted more solution-oriented conversations regarding students' transitions into postsecondary learning. Indeed, in recent years, multiple research centers and policy and advocacy groups have emerged with this common focus. As a result, there has been an explosion of interest, particularly at the state level, on identifying best practices for transition-related activities. It is important to recognize, however, that these are not new issues and that, in fact, several associated academic fields have extensive bodies of scholarly and practical literature that could be informative: adult education, developmental education, learning assistance, and college student success. Indeed, many of the types of initiatives described in this report are well-represented in the extant literature in some of these adjacent fields. In short, as states, districts, and institutions begin to consider appropriate ways to implement such college-transition activities, they will find helpful the body of literature that already exists in these areas.

Several other key points for consideration are also relevant based on the review of the literature driving this compendium of activities: assuring equity, honoring the local context, and fostering collaboration. Each of these broad points will be outlined in the sections that follow.
Redefining the High School to College Transition in Illinois

Transitions between the sectors.

And college faculty to better understand the challenges of student

Honor the local context by bringing together high school teachers

Such efforts

Collaborations, often between higher education institutions and

be the System Alignment activities, which are highly localized

Due to an inequity demographic. For example, a) eligibility for TRIO requires

students to have low-income and first generation status, and b) AP activities, Dual Credit opportunities, and IB programs are only

offered in certain high schools, allowing for equal opportunities for

students at those high schools, but not for students across an entire

state or nation. Thus, as such activities are considered as college

readiness initiatives, these equity issues must be acknowledged and contextualized to ensure best practices for intended outcomes.

Kirst and Venezia (2006) argue that “Improving students’ college readiness must become a national, state, and local imperative, not just an altruistic gesture. The focus of our efforts must be on students who attend broad access institutions - institutions that enroll almost every applicant and that educate approximately 80% of the nation’s postsecondary students” (p. 2). Thus, college readiness activities should not only focus on access to college, but access to success in college.

A major issue associated with providing equity is the allocation of resources. Some of these activities have large-agency funding behind them. It has been argued often that more, not less, financial support is needed in order to effectively bridge the gap between high school and college. Indeed, many of the activities described in this document are expensive to initiate and to maintain. And, for transition efforts such as these to be done effectively enough to be impactful, professional development for all involved will be critical.

Honoring Local Contexts

Despite many attempts to define the construct, a single universal definition of college readiness simply does not exist. Individual states have varying expectations and methods to measure and assess college readiness (Collins, 2013; Lloyd, 2009), and individual systems and institutions have varying missions, goals, and learner populations. These local contexts must be honored; otherwise, identifying transition activities amounts to little more than a cafeteria-style approach.

Some of the most impactful transition efforts appear to be the System Alignment activities, which are highly localized collaborations, often between higher education institutions and high schools located in the same geographic area. Such efforts honor the local context by bringing together high school teachers and college faculty to better understand the challenges of student transitions between the sectors.

Ensuring Equity

Equity traditionally refers to the principle of fairness and is often interchangeable with the term equality. However, it is necessary to consider the saying that “equity is the process, while equality is the outcome” (Great Schools Partnership, 2014). Equity is an important question when it comes to college-ready reforms because what is considered fair (models, initiatives, and activities) might not actually reflect equality (equal allocation of funds and/or application of activities). Inequity occurs in several forms, including societal, socioeconomic, cultural, familial, programmatic, assessment, instruction, and these are prevalent in public education (Great Schools Partnership, 2014). As a result, several programs are funded to provide equal postsecondary education access and opportunities for students considered marginalized due to an inequity demographic. For example, a) eligibility for TRIO requires

students to have low-income and first generation status, and b) AP activities, Dual Credit opportunities, and IB programs are only

offered in certain high schools, allowing for equal opportunities for

students at those high schools, but not for students across an entire

state or nation. Thus, as such activities are considered as college

readiness initiatives, these equity issues must be acknowledged and contextualized to ensure best practices for intended outcomes.

Kirst and Venezia (2006) argue that “Improving students’ college readiness must become a national, state, and local imperative, not just an altruistic gesture. The focus of our efforts must be on students who attend broad access institutions - institutions that enroll almost every applicant and that educate approximately 80% of the nation’s postsecondary students” (p. 2). Thus, college readiness activities should not only focus on access to college, but access to success in college.

A major issue associated with providing equity is the allocation of resources. Some of these activities have large-agency funding behind them. It has been argued often that more, not less, financial support is needed in order to effectively bridge the gap between high school and college. Indeed, many of the activities described in this document are expensive to initiate and to maintain. And, for transition efforts such as these to be done effectively enough to be impactful, professional development for all involved will be critical.

Honoring Local Contexts

Despite many attempts to define the construct, a single universal definition of college readiness simply does not exist. Individual states have varying expectations and methods to measure and assess college readiness (Collins, 2013; Lloyd, 2009), and individual systems and institutions have varying missions, goals, and learner populations. These local contexts must be honored; otherwise, identifying transition activities amounts to little more than a cafeteria-style approach.

Some of the most impactful transition efforts appear to be the System Alignment activities, which are highly localized collaborations, often between higher education institutions and high schools located in the same geographic area. Such efforts honor the local context by bringing together high school teachers and college faculty to better understand the challenges of student transitions between the sectors.

Fostering Collaboration

The reality is that, in isolation, many of these activities would not be impactful; however, through well-considered collaboration and multiple touch points, true system alignment can be achieved. Given the discussion above about the need for honoring the local context, it makes sense that institutions with similar missions, goals, and learner populations would learn from and with each other. Unfortunately this is not necessarily already happening, “Currently, high schools - particularly schools that educate a large portion of underrepresented students - are not connected to their local postsecondary institutions, and policies such as disconnected standards perpetuate the divide between the systems” (Kirst & Venezia, 2006). For collaboration to be impactful requires time and other resources. Thus, it is imperative for states to encourage collaborative initiatives between high schools and postsecondary institutions based upon localized contexts.

Also, more research is needed in order to fully explore the potential for these activities, particularly those that seem to be impactful across multiple contexts. “There have been few rigorous evaluations of the effectiveness of college readiness programs in general, and there is very little literature on college readiness partnerships programs in particular” (Barnett, et al., 2012, p. 2).

Finally, it is important to note that even with additional, more systematic transition efforts built in at the high school level, the need for postsecondary-specific student transition activities will continue. For one, with the current push for more adult learners earning postsecondary credentials, high school cannot be assumed as the exclusive target for transition efforts. Continued emphasis is also needed for improving transition-like services, sometimes called student success services, for students already in college.

To What End?

One final point for consideration: all involved ought to reflect on both the impetus and the goals of the intended reforms. Most of all, process and procedure must be firmly set in place. What is the goal of the college readiness reforms? Is it to accelerate students through secondary or postsecondary education? Is it to collaboratively define college readiness and align standards? Is it to save money, provide access, or ensure equity? And, what is the process? Who will authorize or mandate these reforms? Is it a unified reform, or will each entity adopt its own definition or process for college readiness?

Considering major issues that arise across all of these discussions (cutting costs, meeting standards through testing, increasing numbers, and satisfying policymakers), involvement of all stakeholders is critical to the planning, implementation, and research related to college transition efforts that keep learners as the central focus. Unfortunately, to date, this has not necessarily been the case as there persists a clear divide between policy and educational theory.

In order to help students bridge the existing gap between high school and college, stakeholders must first learn to bridge gaps: disciplinary gaps, conceptual gaps, research gaps, funding gaps, etc.
DOCUMENT REFERENCES


Redefining the High School to College Transition in Illinois


TOPIC BIBLIOGRAPHY

Advanced Placement


College-Level Examination Program


College Readiness Programs


Dual Credit/Dual Enrollment


**Early Assessment Programs**


**Early College**


http://tea.texas.gov/Curriculum_and_Instructional_Programs/College_and_Career_Readiness/Early_College_High_School/


International Baccalaureate


System Alignment


Transition Curricula and Fourth-Year Math Courses


Outreach-Exposure

SURVEY OF ILLINOIS INSTITUTIONAL PRACTICES IN COLLEGE AND CAREER READINESS
REDEFINING THE ILLINOIS HIGH SCHOOL TO COLLEGE TRANSITION SURVEY

Mindy Schneiderman
Assistant Director, Survey Research, Center for Governmental Studies
Northern Illinois University

EXECUTIVE SUMMARY

METHODOLOGY
An online survey was conducted with high schools, community colleges, and universities in Illinois to determine what they are currently doing to align the high school to college transition. The survey was conducted from March 10, 2015 to April, 14, 2015. An invitation email explaining the purpose of the survey and providing a link to the survey was sent. Reminder emails were sent to those high schools, community colleges, and universities which did not complete the survey.

A total of 32 districts serving students in grades 9-12 (180 high schools), 21 community colleges, and 10 universities completed the online survey.

KEY FINDINGS

High Schools
Remediation and Developmental Courses
• Almost three-fifths (58.1%) of the high schools report that students are able to test for remedial or developmental postsecondary education needs while still in high school. The majority (88.9%) of the high schools use Compass to measure the need for developmental education courses.
• Almost one-half (48.4%) of the high schools indicate that students are able to enroll in postsecondary transitions courses that will help them to become college ready during the senior year. Most (73.3%) of the high schools report that the developmental education courses are connected to a community college.

Early College Credit
• The high schools were asked about the Dual Credit or Dual Enrollment (CTE) courses they offer to students in 16 categories. Half of the high schools offer Dual Credit or Dual Enrollment (CTE) courses in Science, Technology, Engineering, and Mathematics (50.0%), two-fifths deliver courses in Business Management and Administration (40.6%).
• The high schools were asked about the Dual Credit courses they offer to students in English Language Arts, Math, Science, History, Social Sciences, Foreign Languages, and Arts. More than two-fifths of the high school offer Dual Credit courses in English Language Arts (43.8%), Math (40.6%), and Science (40.6%) to students.
• More than one-third (36.7%) of the high schools have “early college” opportunities (not including Advanced Placement) available to students that enable them to earn college credits or an associate’s degree while still in high school.

Transitions
• Slightly more than one-third (34.5%) of the high schools indicate the cost of Dual Credit courses is covered by the high school, three out of ten (31.0%) high schools report the cost of Dual Credit courses is covered by the individual students, and two out of ten (20.7%) high schools state the cost of Dual Credit courses is covered by the community college. Most individual students who pay the cost of Dual Credit courses either pay regular tuition (37.5%) or discounted tuition (37.5%).
• The majority (69.0%) of students receive regular credit transferable to any postsecondary institution after successfully completing a Dual Credit or Dual Enrollment CTE course.
Community Colleges

*Aligned College, Advising, and Financial Aid Systems*

- The majority (90.5%) of community colleges work with local high schools to integrate college and career advising across the transition from high school to college.

- Community colleges use a variety of methods to work with local high schools to integrate college and career advising across the transition from high school to college including:
  - College admissions representatives visit high schools for advising
  - High schools can bring students to campus for a tour and advising
  - Onsite advisors at high schools
  - College admission representatives visit Dual Credit classes
  - Placement tests are given to high schools students
  - College fairs
  - Career days
  - Community college faculty and high school faculty from the same discipline meet to discuss curriculum alignment
  - High school counselor's conference/workshop

- More than three-fourths (76.2%) of community colleges provide college readiness services designed to meet the specific needs of students who have been identified as under-prepared for college-level instruction in Math and English Language Arts during the time before they matriculate.

- To meet the needs of under-prepared students before they matriculate, more than two-thirds (68.8%) of community colleges use summer bridge programs and more than three-fifths (62.5%) use non-credit college courses. Almost one-third (31.3%) of community colleges use other approaches or tools to meet the needs of under-prepared students before they matriculate, such as:
  - Refresher classes or review sessions
  - Compass preparation classes or practice testing
  - Dual Enrollment in developmental education while still in high school or during the summer
  - Fourth-year Math class in high schools
  - Online review materials
  - On-site advising with high school students

- To help under-prepared students stay on track for degree completion, most community colleges provide academic tutoring (95.2%), courses targeted to the needs of under-prepared students (81.0%), student success workshops (81.0%), and financial literacy workshops (76.2%).

- The majority of community colleges use an early alert and referral system (90.0%) and mid-semester checks (65.0%) to alert faculty and student support services when students are off track.

**Remediation and Developmental Courses**

- More than two-fifths (42.9%) of community colleges offer concurrent courses that combine non-credit developmental (remedial) coursework with credit-bearing regular coursework in the same subject at the same time.

- Of the 42.9% of community colleges which offer concurrent courses that combine non-credit developmental (remedial) coursework with credit-bearing regular coursework in the same subject at the same time, all (100.0%) offer Writing courses, 44.4% offer Reading courses, and 44.4% offer Math courses.

- All (100.0%) of the community colleges use assessment at the time of matriculation to recommend students for developmental education. Two-thirds (66.7%) of community colleges use assessment during high school to recommend students for developmental education.

- Most community colleges use Compass to determine whether students need developmental courses in Math (90.5%), Reading (89.5%) and Writing (85.0%).

- Two-thirds (66.7%) of community colleges work with high schools to assess college readiness or placement while students are still in high school. The instrument most widely used to assess college readiness or placement while students are still in high school is Compass (76.9% of community colleges use).

- One-half (50.0%) of community colleges address the needs of students identified as needing developmental education while still in high schools using developmental courses delivered by high school instructors.

- The majority (76.2%) of community colleges work with area high schools to articulate programs of study for sequential, aligned courses from high school through the associate's degree for specific majors, certificates, or careers.

- Almost one-fifth (19.1%) of community colleges track student acquisition of industry-recognized credentials.

**Transitions**

- More than four-fifths of community colleges have worked with high schools, other community colleges, and four-year institutions in their area to improve transitions from high school to college for students in the following ways:
  - Regular meetings with principals, counselors and advisors, teachers, employers, and/or other groups from high schools and community colleges (90.5%)
  - Career and technical education events at community college for high school students (90.5%)
  - Financial literacy and/or FAFSA workshops (90.5%)
  - Increasing access to “early college” courses for credit (85.7%)
  - Prep classes for ACT or for placement exams (85.7%)
Orientation classes such as College 101 (81.0%)

Eight out of ten (81.0%) community colleges have been part of a local or regional effort to identify local employment needs.

In response to changing workforce needs 82.4% of community colleges have developed new degrees or certificates to meet workforce needs, 70.6% have formed advisory groups, and 47.1% have increased internships.

Public Universities

Services for Under-prepared Students

All (100.0%) of the universities provide college planning services prior to matriculation that are designed to meet the specific needs of students who have been identified as under-prepared for college-level instruction in Math and English Language Arts.

To meet the needs of under-prepared students before they matriculate, 70.0% of universities use summer bridge programs, 30.0% use special advising, and 20.0% use ALEKS, a web-based assessment and learning system.

To help under-prepared students stay on track for degree completion, all (100.0%) universities provide academic tutoring and student success workshops. Nine out of ten (90.0%) universities provide specialized advising to help under-prepared students stay on track for degree completion. Eight out of ten (80.0%) universities provide targeted orientation, courses targeted to their needs, peer-mentoring, and success coaching. Seven out of ten (70.0%) universities provide financial literacy workshops and outreach programs for social engagement to help under-prepared students stay on track for degree completion.

The majority (90.0%) of universities use an early alert and referral system to alert faculty and student support services when students are off track.

One-half (50.0%) of universities work with local high schools and community colleges to integrate college and career advising.

Universities use a variety of methods to work with local high schools and community colleges to integrate college and career advising, including

- Onsite advisors at community colleges
- Pathway to Illinois agreements
- AP/Dual Credit satellite offices in high schools
- Satellite offices at community colleges for recruitment and advisement

Remediation and Developmental Courses

Seven out of ten (70.0%) universities offer concurrent courses that combine non-credit developmental (remedial) coursework with credit-bearing regular coursework in the same subject at the same time.

Of the 70.0% of universities which offer concurrent courses that combine non-credit developmental (remedial) coursework with credit-bearing regular coursework in the same subject at the same time, all (100.0%) offer Math courses, 66.7% offer Writing courses, and none (0.0%) offer Reading courses.

Four-fifths (80.0%) of the universities use assessment at the time of matriculation to recommend students for developmental education.

Universities use several different assessments to determine whether students need developmental courses in Math. Compass (37.5%) and institutional assessments (37.5%) are used by more than one-third of the universities. ALEKS (25.0%) and ACT scores (25.0%) are used by one-fourth of the universities.

Two-thirds (66.7%) of universities address the needs of students identified as needing developmental education by courses delivered by the university instructors.

Course Alignment

More than two-fifths (44.4%) of universities offer academic majors or programs that require a student to make an initial decision as a freshman and then follow a sequential, prescriptive schedule of all courses for graduation.

More than two-fifths (44.4%) of universities provide opportunities for students to earn early college course credits such as Dual Credit courses while still in high school.

None (0.0%) of the universities offer accelerated master's programs for educators who wish to teach Dual Credit courses in core academic subjects.

Structured Scheduling

Slightly more than one-fifth (22.2%) of universities offer incentives for students to take 15 credit hours each semester.

All (100.0%) of the universities offer course maps or other types of structured tools to help students plan their schedules.

Transitions

More than two-thirds of universities have worked with high schools and community colleges in their area to improve transitions from high school to college for students in the following ways:

- Regular meetings with principals, counselors, and advisors, teachers, employers, and/or other groups from high schools and community colleges (88.9%)
- Reporting data on student performance at institution back to high schools and colleges (77.8%)
- Summer bridge programs (77.8%)
- Career and technical education events at institution for high school students (66.7%)
Two-thirds (66.7%) of universities have been part of a local or regional effort to identify local employment needs.

In response to changing workforce needs, two-thirds of universities have developed new degrees or certificates to meet workforce needs (66.7%) and/or increased internships (66.7%), and one-half (50.0%) have formed new advisory groups.

**METHODOLOGY**

An online survey was conducted with high schools, community colleges, and public universities in Illinois to determine what they are currently doing to align the high school to college transition. The survey was conducted from March 10, 2015 to April 14, 2015. An invitation email explaining the purpose of the survey and providing a link to the survey was sent. Reminder emails were sent to those high schools, community colleges, and universities which did not complete the survey.

A total of 32 school districts serving grades 9-12 (180 high schools), 21 community colleges, and 10 universities completed the online survey. The responding institutions were

**High Schools**
- Barrington 220 School District
- Huntley District 158
- Urbana High School
- Elgin U-46
- Chicago Public Schools District 299
- McLean County Unit District No. 5
- West Aurora School District 129
- Grayslake High School District 127
- East Saint Louis School District 189
- Thornwood High School
- Thornridge High School
- Rock Island High School
- Wethersfield District 230
- Triopia Jr. Sr. High School
- Palatine Township HS District 211
- O’Fallon Township High School
- Lake Park High School
- Beardstown CUSD #15
- Carrollton High School
- Valley Education for Employment System
- Altamont High School
- Plano High School
- Cobden High School
- Danville High School
- Alden-Hebron High School
- Lake Zurich High School
- Fenton High School
- Guerin Prep
- Arlington Heights Township High School District 214
- Lemont Township High School
- Bluffs High School
- Canton High School

**Community Colleges**
- Oakton Community College
- McHenry County College
- Southwestern Illinois College
- Heartland Community College
- Waubonsee Community College
- Danville Area Community College
- Kishwaukee College
- Illinois Central College
- Moraine Valley Community College
- Illinois Valley Community College
- Triton College
- Lincoln Land Community College
- Lake Land College
- John A. Logan College
- Elgin Community College
- Shawnee Community College
- Spoon River College
- Kankakee Community College
- South Suburban College
- Lewis & Clark Community College
- Rend Lake College

**Public Universities**
- University of Illinois at Urbana-Champaign
- University of Illinois at Chicago
- University of Illinois at Springfield
- Illinois State University
- Eastern Illinois University
- Southern Illinois University Edwardsville
- Southern Illinois University Carbondale
- Northern Illinois University
- Northeastern Illinois University
- Governors State University (completed 50% of survey)
FINDINGS

High Schools

Remediation and Developmental Courses
Almost three-fifths (58.1%) of the high schools report that students are able to test for remedial or developmental postsecondary education needs while still in high school. The majority (88.9%) of the high schools use Compass to measure the need for developmental education courses.

What assessment instrument is used to measure the need for developmental education courses?

![Assessment Instrument](chart)

Almost one-half (48.4%) of the high schools indicate that students are able to enroll in postsecondary transitions courses that will help them to become college ready during the senior year. Most (73.3%) of the high schools report that the developmental education courses are connected to a community college and 26.7% indicate the developmental education courses are high school courses.

Early College Credit
The high schools were asked about the Dual Credit or Dual Enrollment (CTE) courses they offer to students in 16 categories. Two-fifths or more of the high schools offer Dual Credit or Dual Enrollment (CTE) courses in Science, Technology, Engineering, and Mathematics (50.0%) and Business Management and Administration (40.6%).

How many Dual Credit or Dual Enrollment (CTE) courses are offered to your students in the following categories?

<table>
<thead>
<tr>
<th>Category</th>
<th>% of Institutions That Offer Courses</th>
<th>Range of Number of Courses Offered</th>
<th>Mean Number of Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Technology, Engineering, and Mathematics</td>
<td>50.0</td>
<td>1-9</td>
<td>2.9</td>
</tr>
<tr>
<td>Business Management and Administration</td>
<td>40.6</td>
<td>1-2</td>
<td>1.5</td>
</tr>
<tr>
<td>Health Science</td>
<td>37.5</td>
<td>1-4</td>
<td>1.8</td>
</tr>
<tr>
<td>Architecture and Construction</td>
<td>34.4</td>
<td>1-7</td>
<td>2.1</td>
</tr>
<tr>
<td>Arts, A/V Technology, and Communications</td>
<td>34.4</td>
<td>1-3</td>
<td>1.5</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>34.4</td>
<td>1-6</td>
<td>2.6</td>
</tr>
<tr>
<td>Agriculture, Food, and Natural Resources</td>
<td>28.1</td>
<td>1-3</td>
<td>2.1</td>
</tr>
<tr>
<td>Information Technology</td>
<td>28.1</td>
<td>1-3</td>
<td>1.8</td>
</tr>
<tr>
<td>Law, Public Safety, Corrections and Security</td>
<td>25.0</td>
<td>1-8</td>
<td>3.3</td>
</tr>
<tr>
<td>Finance</td>
<td>18.8</td>
<td>1-3</td>
<td>1.8</td>
</tr>
<tr>
<td>Government and Public Administration</td>
<td>18.8</td>
<td>1-5</td>
<td>2.3</td>
</tr>
<tr>
<td>Education and Training</td>
<td>15.6</td>
<td>1-2</td>
<td>1.4</td>
</tr>
<tr>
<td>Transportation, Distribution and Logistics</td>
<td>15.6</td>
<td>1-4</td>
<td>1.8</td>
</tr>
<tr>
<td>Marketing</td>
<td>12.5</td>
<td>1-1</td>
<td>1.0</td>
</tr>
<tr>
<td>Human Services</td>
<td>12.5</td>
<td>1-3</td>
<td>1.8</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>9.4</td>
<td>1-2</td>
<td>1.3</td>
</tr>
</tbody>
</table>

The high schools were asked about the Dual Credit courses they offer to students in English Language Arts, Math, Science, History, Social Sciences, Foreign Languages, and Arts. More than two-fifths of the high school offer Dual Credit courses in English Language Arts (43.8%), Math (40.6%), and Science (40.6%) to students.

How many Dual Credit courses are offered to your students in the following categories?

<table>
<thead>
<tr>
<th>Category</th>
<th>% of Institutions That Offer Courses</th>
<th>Range of Number of Courses Offered</th>
<th>Mean Number of Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>43.8</td>
<td>1-6</td>
<td>2.0</td>
</tr>
<tr>
<td>Math</td>
<td>40.6</td>
<td>1-6</td>
<td>2.3</td>
</tr>
<tr>
<td>Science</td>
<td>40.6</td>
<td>1-5</td>
<td>1.9</td>
</tr>
<tr>
<td>History</td>
<td>21.9</td>
<td>1-5</td>
<td>2.0</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>21.9</td>
<td>1-3</td>
<td>1.4</td>
</tr>
<tr>
<td>Arts</td>
<td>18.8</td>
<td>1-2</td>
<td>1.2</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>15.6</td>
<td>1-5</td>
<td>2.8</td>
</tr>
</tbody>
</table>
More than one-third (36.7%) of the high schools have “early college” opportunities (not including Advanced Placement) available to students that enable them to earn college credits or an associate's degree while still in high school.

Slightly more than one-third (34.5%) of the high schools indicate the cost of Dual Credit courses is covered by the high school, three out of ten (31.0%) high schools report the cost of Dual Credit courses is covered by the individual students, and two out of ten (20.7%) high schools state the cost of Dual Credit courses is covered by the community college. Other responses include both the high school and the community college cover the cost, and individual students supplemented by “needy students” funds at the high school and college cover the cost.

Who covers the cost of Dual Credit courses?

- High School: 34.5%
- Community College: 20.7%
- Individual Student: 31.0%
- Other: 13.8%

Most students who pay the cost of Dual Credit courses either pay regular tuition (37.5%) or discounted tuition (37.5%). A total of 12.5% of students pay tuition discounted for low-income families and 12.5% of students get free tuition.

The majority (69.0%) of students receive regular credit transferable to any postsecondary institution, and 31.0% of students receive articulated credit when they enroll at the community college after successfully completing a Dual Credit or Dual Enrollment CTE course.

Transitions

More than three-fifths of high schools have worked with other high schools, community colleges, and four year institutions in their area to improve transitions from high school to college for students in the following ways:

- Financial literacy and/or FAFSA workshops (87.1%)
- Prep classes for ACT or for placement exams (83.8%)
- Regular meetings with principals, counselors, and advisors, teachers, employers, and/or other groups from high schools, community colleges, and universities (80.7%)
- Career and technical education events at high school or postsecondary institution (64.5%)
- Analyzing data on performance of high school's graduates at colleges or universities (62.3%)
- Increasing access to “early college” courses for credit (61.3%)

Other responses included Illinois Scholarship Assistance Commission (ISAC) presentations for parents and students, Illinois Virtual School as an opportunity for students to potentially earn credit, and advancement via individual determination.

What work have you done with other high schools, community colleges, and four-year institutions in your area to improve transitions from high school to college for students? (CHECK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Work Done</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial literacy and/or FAFSA workshops</td>
<td>87.1</td>
</tr>
<tr>
<td>Prep classes for ACT or for placement exams</td>
<td>83.8</td>
</tr>
<tr>
<td>Regular meetings with principals, counselors and advisors, teachers, employers, and/or other groups from high schools, community colleges, and universities</td>
<td>80.7</td>
</tr>
<tr>
<td>Career and technical education events at your institution or a postsecondary institution</td>
<td>64.5</td>
</tr>
<tr>
<td>Analyzing data on performance of your graduates at colleges or universities</td>
<td>62.3</td>
</tr>
<tr>
<td>Increasing access to “early college” courses for credits</td>
<td>61.3</td>
</tr>
<tr>
<td>College-readiness partnerships with local high schools and higher education institutions</td>
<td>58.1</td>
</tr>
<tr>
<td>Participation in Illinois Pathways or STEM Learning Exchanges</td>
<td>41.9</td>
</tr>
<tr>
<td>Summer bridge programs</td>
<td>29.0</td>
</tr>
<tr>
<td>Peer mentors across levels</td>
<td>16.1</td>
</tr>
<tr>
<td>None</td>
<td>0.0</td>
</tr>
<tr>
<td>Other</td>
<td>12.9</td>
</tr>
</tbody>
</table>

More than two-fifths (45.2%) of the high schools have been part of a local or regional effort to identify local employment needs.
In response to changing workforce needs almost two-thirds (64.3%) of high schools have formed new advisory groups, one-half of high schools have developed new degrees or certificates to meet workforce needs (50.0%) and/or increased internships or co-op placements (50.0%). The other changes that have been made by high schools in response to changing workforce needs include:

- Developing construction trade classes
- Pursuing national accreditation that offers industry-recognized certification for students completing the program
- Managing multiple business advisory boards with assistance from the community college
- VALEES which is an education for employment system,
- Offering new courses in CTE
- Increasing enrollment in Dual Enrollment CTE classes in areas of high workforce need

**What changes has your institution made in response to changing workforce needs? (CHECK ALL THAT APPLY)**

<table>
<thead>
<tr>
<th>Changes</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formed new advisory groups</td>
<td>64.3%</td>
</tr>
<tr>
<td>Developed new degrees/certificates</td>
<td>50.0%</td>
</tr>
<tr>
<td>Increased internships/co-op placements</td>
<td>50.0%</td>
</tr>
<tr>
<td>Other</td>
<td>35.7%</td>
</tr>
</tbody>
</table>

**COMMUNITY COLLEGES**

**Aligned College, Advising, and Financial Aid Systems**

The majority (90.5%) of community colleges work with local high schools to integrate college and career advising across the transition from high school to college.

Community colleges use a variety of methods to work with local high schools to integrate college and career advising across the transition from high school to college including:

- College admissions representatives visit high schools for advising
- High schools can bring students to campus for a tour and advising
- Onsite advisors at high schools
- College admission representatives visit dual credit classes
- Placement tests are given to high schools students
- College fairs
- Career days
- Community college faculty and high school faculty from the same discipline meet to discuss curriculum alignment
- High school counselor’s conference/workshop

More than three-fourths (76.2%) of community colleges provide college readiness services designed to meet the specific needs of students who have been identified as under-prepared for college-level instruction in Math and English Language Arts during the time before they matriculate.

To meet the needs of under-prepared students before they matriculate, more than two-thirds (68.8%) of community colleges use summer bridge programs, and more than three-fifths (62.5%) use non-credit college courses. Almost one-third (31.3%) of community colleges use other approaches or tools to meet the needs of under-prepared students before they matriculate, such as:

- Refresher classes or review sessions
- Compass preparation classes or practice testing
- Dual enrollment in developmental education while still in high school or during the summer
- Fourth-year math class in high schools
- Online review materials
- On-site advising with high school students

**What approaches or tools does your institution use to meet the needs of under-prepared students before they matriculate?**

<table>
<thead>
<tr>
<th>Approaches/Tools</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer bridge programs</td>
<td>68.8%</td>
</tr>
<tr>
<td>Non-credit college courses</td>
<td>62.5%</td>
</tr>
<tr>
<td>Special advising</td>
<td>18.8%</td>
</tr>
<tr>
<td>Other</td>
<td>31.3%</td>
</tr>
</tbody>
</table>

To help under-prepared students stay on track for degree completion, most community colleges provide academic tutoring (95.2%), courses targeted to the needs of under-prepared students (81.0%), student success workshops (81.0%), and financial literacy workshops (76.2%).
What services and programs does your institution provide to help your under-prepared students stay on track for degree completion? (CHECK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Services and Programs</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic tutoring</td>
<td>95.2</td>
</tr>
<tr>
<td>Courses targeted to the needs of under-prepared students</td>
<td>81.0</td>
</tr>
<tr>
<td>Student success workshops</td>
<td>81.0</td>
</tr>
<tr>
<td>Financial literacy workshops</td>
<td>76.2</td>
</tr>
<tr>
<td>Outreach programs for social engagement</td>
<td>47.6</td>
</tr>
<tr>
<td>Internships</td>
<td>47.6</td>
</tr>
<tr>
<td>Targeted orientation</td>
<td>42.9</td>
</tr>
<tr>
<td>Specialized advising</td>
<td>38.1</td>
</tr>
<tr>
<td>Student tracking and support software such as Map-Works</td>
<td>33.3</td>
</tr>
<tr>
<td>Success coaching</td>
<td>33.3</td>
</tr>
<tr>
<td>Peer mentoring</td>
<td>23.8</td>
</tr>
<tr>
<td>Other</td>
<td>14.3</td>
</tr>
</tbody>
</table>

The majority of community colleges use an early alert and referral system (90.0%) and mid-semester checks (65.0%) to alert faculty and student support services when students are off track. Other mechanisms used when students are off track include referrals to an academic success center to get additional help and mentoring.

Which mechanism for communications do you use to alert faculty and student support services when students are off track? (CHECK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Mechanism for Communications</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early alert and referral system</td>
<td>90.0</td>
</tr>
<tr>
<td>Mid-semester checks</td>
<td>65.0</td>
</tr>
<tr>
<td>Refer-a-student services</td>
<td>45.0</td>
</tr>
<tr>
<td>Absence tracking</td>
<td>45.0</td>
</tr>
<tr>
<td>Other</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Remediation and Developmental Courses

More than two-fifths (42.9%) of community colleges offer concurrent courses that combine non-credit developmental (remedial) coursework with credit-bearing regular coursework in the same subject at the same time.

Of the 42.9% of community colleges which offer concurrent courses that combine non-credit developmental (remedial) coursework with credit-bearing regular coursework in the same subject at the same time, all (100.0%) offer Writing courses, 44.4% offer Reading courses, and 44.4% offer Math courses.

All (100.0%) of the community colleges use assessment at the time of matriculation to recommend students for developmental education. Two-thirds (66.7%) of community colleges use assessment during high school to recommend students for developmental education. The other responses included Compass or ACT plus high school GPA and previous coursework at another institution of higher learning.

How are students recommended for developmental education? (CHECK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>How are students recommended for developmental education?</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment at time of matriculation</td>
<td>100.0</td>
</tr>
<tr>
<td>Assessment during high school</td>
<td>66.7</td>
</tr>
<tr>
<td>Counselor or teacher recommendation</td>
<td>14.3</td>
</tr>
<tr>
<td>Other</td>
<td>9.5</td>
</tr>
</tbody>
</table>

Most community colleges use Compass to determine whether students need developmental courses in Math (90.5%), Reading (89.5%) and Writing (85.0%). The other assessments used to determine whether students need developmental courses are Accuplacer and Asset.

What are the assessments that determine whether students need development courses in…? (CHECK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Math</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass</td>
<td>90.5</td>
<td>89.5</td>
<td>85.0</td>
</tr>
<tr>
<td>Accuplacer</td>
<td>14.3</td>
<td>15.8</td>
<td>15.0</td>
</tr>
<tr>
<td>Institutional Assessment</td>
<td>14.3</td>
<td>5.3</td>
<td>15.0</td>
</tr>
<tr>
<td>Other</td>
<td>52.4</td>
<td>42.1</td>
<td>55.0</td>
</tr>
</tbody>
</table>

The Compass cut-score used for Math ranges from 58 to 69, with a mean of 63. The Compass cut-score used for Reading ranges from 60 to 83, with a mean of 73. The Compass cut score used for Writing ranges from 45-85, with a mean of 67.

Two-thirds (66.7%) of community colleges work with high schools to assess college readiness or placement while students are still in high school. The instrument most widely used to assess college readiness or placement while students are still in high school is Compass (76.9% of community colleges).
One-half (50.0%) of community colleges address the needs of students identified as needing developmental education while still in high schools, using developmental courses delivered by high school instructors; 10% of community colleges use developmental courses delivered by the community college instructors; and 40% use other methods, such as courses designed by high school and college faculty that use original materials. Examples include courses that are not developmental in nature, short-term interventions, and senior year Math courses using developmental math curriculum.

The majority (76.2%) of community colleges work with area high schools to articulate programs of study for sequential, aligned courses from high school through the associate's degree for specific majors, certificates, or careers.

Almost one-fifth (19.1%) of community colleges track student acquisition of industry-recognized credentials.

Does your institution track student acquisition of industry-recognized credentials?

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19.1%</td>
</tr>
<tr>
<td>No</td>
<td>38.1%</td>
</tr>
<tr>
<td>For some credentials</td>
<td>42.9%</td>
</tr>
</tbody>
</table>

Transitions

More than four-fifths of community colleges have worked with high schools, other community colleges, and four-year institutions in their area to improve transitions from high school to college for students in the following ways:

- Regular meetings with principals, counselors and advisors, teachers, employers, and/or other groups from high schools and community colleges (90.5%)
- Career and technical education events at community college for high school students (90.5%)
- Financial literacy and/or FAFSA workshops (90.5%)
- Increasing access to “early college” courses for credit (85.7%)
- Prep classes for ACT or for placement exams (85.7%)
- Orientation classes such as College 101 (81.0%)
- Report data on student performance at your institution back to high schools (71.4%)
- Summer bridge programs (57.1%
- College-readiness alliance with local high schools (57.1%
- Participate in Illinois Pathways or STEM Learning Exchanges (52.4%
- Individualized programs for first-year students (28.6%
- Peer mentoring across levels (19.1%
- None (0.0%
- Other (19.1%

Eight out of ten (81.0%) community colleges have been part of a local or regional effort to identify local employment needs.

In response to changing workforce needs, 82.4% of community colleges have developed new degrees or certificates to meet workforce needs, 70.6% have formed advisory groups, and 47.1% have increased internships. Other responses include conducting surveys, training and conferences, determination of need for new training program, and updating curriculum requirements for major-specific and general education courses.
What changes has your institution made in response to changing workforce needs? (CHECK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Changes</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed new degrees/certificates</td>
<td>82.4</td>
</tr>
<tr>
<td>Formed new advisory groups</td>
<td>70.6</td>
</tr>
<tr>
<td>Increased internships/co-op placements</td>
<td>47.1</td>
</tr>
<tr>
<td>Other</td>
<td>17.7</td>
</tr>
</tbody>
</table>

Public Universities

Services for Under-prepared Students

All (100.0%) of the universities provide college planning services prior to matriculation that are designed to meet the specific needs of students who have been identified as under-prepared for college-level instruction in Math and English Language Arts.

To meet the needs of under-prepared students before they matriculate, 70.0% of universities use summer bridge programs, 30.0% use special advising, and 20.0% use ALEKS.

What approaches or tools does your institution use to meet the needs of under-prepared students before they matriculate?

<table>
<thead>
<tr>
<th>Approaches/Tools</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer bridge programs</td>
<td>70.0</td>
</tr>
<tr>
<td>Special advising</td>
<td>30.0</td>
</tr>
<tr>
<td>ALEKS</td>
<td>20.0</td>
</tr>
</tbody>
</table>

What services and programs does your institution provide to help your under-prepared students stay on track for degree completion? (CHECK All THAT APPLY)

<table>
<thead>
<tr>
<th>Services and Programs</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic tutoring</td>
<td>100.0</td>
</tr>
<tr>
<td>Student success workshops</td>
<td>100.0</td>
</tr>
<tr>
<td>Specialized advising</td>
<td>90.0</td>
</tr>
<tr>
<td>Targeted orientation</td>
<td>80.0</td>
</tr>
<tr>
<td>Success coaching</td>
<td>80.0</td>
</tr>
<tr>
<td>Peer mentoring</td>
<td>80.0</td>
</tr>
<tr>
<td>Courses targeted to their needs</td>
<td>80.0</td>
</tr>
<tr>
<td>Financial literacy workshops</td>
<td>70.0</td>
</tr>
<tr>
<td>Outreach programs for social engagement</td>
<td>70.0</td>
</tr>
<tr>
<td>Internships</td>
<td>60.0</td>
</tr>
<tr>
<td>Student tracking and support software such as Map-Works</td>
<td>40.0</td>
</tr>
<tr>
<td>Other</td>
<td>30.0</td>
</tr>
</tbody>
</table>

The majority (90.0%) of universities use an early alert and referral system to alert faculty and student support services when students are off track.

Which mechanism for communications do you use to alert faculty and student support services when students are off track? (CHECK All THAT APPLY)

<table>
<thead>
<tr>
<th>Mechanism for Communications</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early alert and referral system</td>
<td>90.0</td>
</tr>
<tr>
<td>Mid-semester checks</td>
<td>40.0</td>
</tr>
<tr>
<td>Refer-a-student services</td>
<td>30.0</td>
</tr>
<tr>
<td>Absence tracking</td>
<td>30.0</td>
</tr>
</tbody>
</table>

One-half (50.0%) of universities work with local high schools and community colleges to integrate college and career advising.

Universities use a variety of methods to work with local high schools and community colleges to integrate college and career advising, including:

- Onsite advisors at community colleges
- Pathway to Illinois agreements
- AP/Dual Credit satellite offices in high schools
- Satellite offices at community colleges for recruitment and advisement

To help under-prepared students stay on track for degree completion, all (100.0%) universities provide academic tutoring and student success workshops. Nine out of ten (90.0%) universities provide specialized advising to help under-prepared students stay on track for degree completion. Eight out of ten (80.0%) universities provide customized orientation, courses targeted to their needs, peer-mentoring, and success coaching. Seven out of ten (70.0%) universities provide financial literacy workshops and outreach programs for social engagement to help under-prepared students stay on track for degree completion. Other responses are living and learning communities in residence halls for under-prepared students and service projects to foster better connections with community.
Redefining the High School to College Transition in Illinois

Remediation and Developmental Courses
Seven out of ten (70.0%) universities offer concurrent courses that combine non-credit developmental (remedial) coursework with credit-bearing regular coursework in the same subject at the same time.

Of the 70.0% of universities which offer concurrent courses that combine non-credit developmental (remedial) coursework with credit-bearing regular coursework in the same subject at the same time, all (100.0%) offer Math courses, 66.7% offer Writing courses, and none (0.0%) offer Reading courses.

Four-fifths (80.0%) of the universities use assessment at the time of matriculation to recommend students for developmental education.

How are students recommended for developmental education? (CHECK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment at time of matriculation</td>
<td>80.0</td>
</tr>
<tr>
<td>Assessment during high school</td>
<td>30.0</td>
</tr>
<tr>
<td>Counselor or teacher recommendation</td>
<td>30.0</td>
</tr>
<tr>
<td>Other</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Universities use several different assessments to determine whether students need developmental courses in Math. Compass (37.5%) and institutional assessments (37.5%) are used by more than one-third of the universities. ALEKS (25.0%) and ACT scores (25.0%) are used by one-fourth of the universities.

What are the assessments that determine whether students need development courses in Math? (CHECK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass</td>
<td>37.5</td>
</tr>
<tr>
<td>Accuplacer</td>
<td>12.5</td>
</tr>
<tr>
<td>Institutional Assessment</td>
<td>37.5</td>
</tr>
<tr>
<td>ACT</td>
<td>25.0</td>
</tr>
<tr>
<td>ALEKS</td>
<td>25.0</td>
</tr>
</tbody>
</table>

Universities use several different assessments to determine whether students need developmental courses in Reading. Compass (28.6%) and institutional assessments (28.6%) are the most commonly used assessments. Other responses are that the university does not have developmental writing courses, and the university uses Write Placer.

What are the assessments that determine whether students need development courses in Reading? (CHECK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass</td>
<td>28.6</td>
</tr>
<tr>
<td>Accuplacer</td>
<td>14.3</td>
</tr>
<tr>
<td>Institutional Assessment</td>
<td>28.6</td>
</tr>
<tr>
<td>Other</td>
<td>28.6</td>
</tr>
</tbody>
</table>

Two-thirds (66.7%) of universities address the needs of students identified as needing developmental education by courses delivered by the university instructors, 11.1% of universities use courses delivered by local community college instructors, and 22% of universities use both university and community college instructors or ALEKS Math placement exam learning modules.

Course Alignment
More than two-fifths (44.4%) of universities offer academic majors or programs that require a student to make an initial decision as a freshman and then follow a sequential, prescriptive schedule of all courses for graduation.

More than two-fifths (44.4%) of universities provide opportunities for students to earn early college course credits such as Dual Credit courses while still in high school.

None (0.0%) of the universities offer accelerated master’s programs for educators who wish to teach Dual Credit courses in core academic subjects.

Structured Scheduling
Slightly more than one-fifth (22.2%) of universities offer incentives for students to take 15 credit hours each semester. The incentives offered include tutoring and the requirement by some scholarships and grants for a minimum of 15 credit hours.

All (100.0%) of the universities offer course maps or other types of structured tools to help students plan their schedules.
Transitions
More than two-thirds of universities have worked with high schools and community colleges in their area to improve transitions from high school to college for students in the following ways:

- Regular meetings with principals, counselors, and advisors, teachers, employers, and/or other groups from high schools and community colleges (88.9%)
- Reporting data on student performance at institution back to high schools and colleges (77.8%)
- Summer bridge programs (77.8%)
- Career and technical education events at institution for high school students (66.7%)

What work have you done with other high schools, community colleges, and four-year institutions in your area to improve transitions from high school to college for students? (CHECK ALL THAT APPLY)

<table>
<thead>
<tr>
<th>Work Done</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular meetings with principals, counselors and advisors, teachers,</td>
<td>88.9</td>
</tr>
<tr>
<td>employers, and/or other groups from high schools and community colleges</td>
<td></td>
</tr>
<tr>
<td>Reporting data on student performance at your institution back for</td>
<td>77.8</td>
</tr>
<tr>
<td>high school and colleges</td>
<td></td>
</tr>
<tr>
<td>Summer bridge programs</td>
<td>77.8</td>
</tr>
<tr>
<td>Career and technical education events at institutions for high school</td>
<td>66.7</td>
</tr>
<tr>
<td>students</td>
<td></td>
</tr>
<tr>
<td>Individualized programs for first-year students</td>
<td>55.6</td>
</tr>
<tr>
<td>Peer mentors across levels</td>
<td>55.6</td>
</tr>
<tr>
<td>Financial literacy and/or FAFSA workshops</td>
<td>44.4</td>
</tr>
<tr>
<td>Prep classes for ACT or for placement exams</td>
<td>33.3</td>
</tr>
<tr>
<td>Participate in Illinois Pathways or STEM Learning Exchanges</td>
<td>33.3</td>
</tr>
<tr>
<td>College-readiness alliance with local high schools and higher education</td>
<td>22.2</td>
</tr>
<tr>
<td>institutions</td>
<td></td>
</tr>
<tr>
<td>Increasing access to &quot;early college&quot; courses for credit</td>
<td>11.1</td>
</tr>
<tr>
<td>None</td>
<td>0.0</td>
</tr>
<tr>
<td>Other</td>
<td>11.1</td>
</tr>
</tbody>
</table>

Two-thirds (66.7%) of universities have been part of a local or regional effort to identify local employment needs.

In response to changing workforce needs two-thirds of universities have developed new degrees or certificates to meet workforce needs (66.7%) and/or increased internships (66.7%) and one-half (50.0%) have formed new advisory groups. Other responses include corporate partnerships, accelerated online degree completion, wide use of advisory boards, curriculum changes, and internships.
Nine regional teams participated in the Redefining the High School to College Transition in Illinois project funded by the Joyce Foundation and The College Board. Most of the teams are comprised of a public university, a community college, and at least one school district. These are generally well-established teams that have demonstrated improvements in college and career readiness through coordinated joint activities for years. Across Illinois, these teams are piloting or have established most of the best practices at the national level in their schools and postsecondary institutions. The leading Catch-up, Speed-up, and Systems Alignment activities have resulted in dramatic improvements in readiness and may be scaled up at the state level even as they are being scaled up in each region.

Summaries of college and career readiness activities for teams in each geographic area follow:

- Aurora
- Chicago
- Carbondale
- Danville
- East St. Louis
- Elgin
- McLean County
- McHenry County
- Northwest Suburbs

A state-level table of best practices follows the regional team summaries along with a chart showing educational attainment in each team’s region.

**AURORA — WAUBONSEE COMMUNITY COLLEGE, AURORA 129, NORTHERN ILLINOIS UNIVERSITY**

A long and productive partnership exists between School District 129 and Waubonsee Community College (WCC) to foster the successful transition of secondary students to postsecondary education. It is relevant to share a unique early college project from the recent past from which both institutions gained valuable experience. In the spring of 2007, the Dunham Fund, a local philanthropic organization, provided a grant for juniors from both West Aurora High School and East Aurora High School to enroll in Dual Credit college classes at the Waubonsee Aurora Campus. The most salient characteristic of the student population was that the students were not “typical” dual-credit students; i.e., “the best and the brightest.” They were students most in need of help who represented first generation, minority, and/or low-income demographics, possessing an average GPA of 2.5. The students were enrolled in two college courses per semester (fall and spring) as juniors and seniors. Upon completion of the program, students earned 24 college credits with a course completion rate which exceeded the overall college benchmark. These results were truly remarkable. Furthermore, the high school and the college worked together to establish core values to meet the needs of all students.

Despite the success of this early college academy, the partner institutions were not able to sustain the effort without external funding. District 129 reevaluated the situation and made the decision to incorporate Dual Credit coursework into their curriculum and enhance the college readiness/preparedness environment within the high school. Consequently, District 129 worked closely with the college to identify which of their faculty were qualified to teach college coursework. One aspect of the new strategy was to test high school students after three years of math and English to place them into the appropriate college readiness course. The second aspect was to offer general education/IAI courses. The process of evaluating faculty, arranging for on-site placement testing, academic planning, and counseling took more than a year to complete. However, once launched, the program at West Aurora High School took off in a big way.

The following table is an enrollment summary of Dual Credit and college readiness coursework taught by West Aurora faculty in the last four academic years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Dual Credit Classes</th>
<th>College Readiness Classes</th>
<th>Enrollment (Registrations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>Fall</td>
<td>3</td>
<td>0</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>2</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Fall</td>
<td>14</td>
<td>12</td>
<td>564</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>8</td>
<td>14</td>
<td>403</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Fall</td>
<td>19</td>
<td>23</td>
<td>936</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>19</td>
<td>19</td>
<td>744</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Fall</td>
<td>20</td>
<td>15</td>
<td>759</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>23</td>
<td>12</td>
<td>606</td>
</tr>
</tbody>
</table>

With this growth and expansion, West Aurora High School and Waubonsee Community College are pleased with the direction in which the project is going. WCC is committed to continued growth of the program in order to ensure that every West Aurora high school student has an experience to properly prepare for postsecondary transition, whether they attend WCC or any other postsecondary institution. Our goal is to prepare them for success.
CARBONDALE AREA — JOHN A. LOGAN COLLEGE, SOUTHERN ILLINOIS UNIVERSITY

Catch-Up Initiatives
- Using funds from a Bridging the Gap Grant, high school students were able to attend a summer math workshop to prepare them for college level math.
- John A. Logan College (JALC) is piloting a developmental education project that is leading to articulated developmental courses in English reading and writing.
- The Asset Test is being administered by JALC to all in-district high schools for college level placement in math and English. This test is used in addition to ACT scores and the Compass Test, which are given on the JALC campus.

Speed-Up Initiatives
- Dual Credit courses are offered by JALC in all 11 of the in-district high schools. Courses are offered at the area high schools or the JALC Extension Centers. The Dual Credit program continues to expand with enrollment growing by 24.1% from Spring 2013 to Spring 2015.
- Dual Enrollment courses are offered to in-district students. Students pay fees only with up to 8 hours of tuition waived. The Dual Enrollment courses provide opportunities for students to take advanced courses not offered at the local high schools.
- Speed-Up to careers opportunities include a health careers showcase and an applied technologies day, where high school students are invited to campus to learn more about JALC’s programs in health careers and technology fields respectively.
- JALC also provides customized program guides for students, based on their program of study.

Systems Alignment Initiatives
- In-district high school seniors who will attend JALC come to campus for a New Student Orientation. During their orientation, students meet with an academic advisor, register for classes, and learning about what the campus has to offer.
- JALC partners with the Illinois Student Assistance Commission to host a workshop for future students and their parents to assist them in filing the FAFSA.

CHICAGO — CITY COLLEGES OF CHICAGO, CHICAGO PUBLIC SCHOOLS, UNIVERSITY OF ILLINOIS CHICAGO

Catch-Up Initiatives
- Freshmen on Track data is used to generate interventions with 9th graders, a program proven to increase high school graduation rates.
- COMPASS testing is now administered in the high schools, allowing students who are not ready for college coursework to be identified earlier for appropriate interventions and subsequently qualifying students for college-level coursework.
- A future focus of Chicago Public Schools (CPS) will be to move developmental education courses into the high schools.

Speed-Up Initiatives
- Rapid expansion of Dual Credit courses at Chicago Public Schools has seen a tremendous response, growing from serving 300 students at five high schools to 2,200 students at 38 schools. The program anticipates exceeding 3,500 Dual Credit students in the 2015-16 school year. Similar increases in Dual Enrollment programs, supported by 700 free seats provided by the City Colleges of Chicago, and AP course enrollment are being encouraged across the district.
- CPS enrolls over 13,000 students in International Baccalaureate high schools.
- Six Early College STEM high schools partner with community colleges and corporations to accelerate students’ progress toward post-secondary degrees and certificates. Students in five of these six schools are set on a path to earn both a high school diploma and an associate's degree in information technology.
- Targeted AP expansion efforts are underway including focused investments in PD at “priority” schools, or those previously not offering AP, in order to ensure more equitable access to AP across CPS high schools.
- Design of a senior seminar is underway to prepare students with “soft skills” needed for college and career success.

Systems Alignment Initiatives
- CPS is providing a College and Career Advising Credential through its professional development offerings for school counselors. The program is designed to help school counselors to ensure best practice “match and fit” advising for all students and uses a curriculum developed in partnership among The Options Institute, Chicago Public Schools, and Thrive Chicago. Over the next three years, all high school and elementary school counselors, support staff, and partners will participate in training.
- The Chicago Higher Education Compact is a collaboration among CPS and leaders in higher education dedicated to increasing college enrollment, persistence, and completion for CPS graduates with the goal of expanding the college graduation rate for CPS alumni attending four-year institutions to 60% by 2025. Milestone metrics for CPS include an increased high school graduation rates; increased college readiness levels and college enrollment rates of high school graduates; and all postsecondary advisors in CPS trained in best practice college advising. Metrics for postsecondary institutions include increased persistence and graduation rates; increased enrollment targets; increased ratio of credits earned to attempted; increased college GPA; and increased financial aid met.
Catch-Up Initiatives
- The Extended Year Program at Danville District 118 is designed to address the needs of students who require more time and practice than can be provided during the traditional school year in order to learn the concepts and skills necessary to meet district and state standards. Offered during the first six weeks of the summer, this program enrolls students for five days a week for a minimum of four hours per day.

Speed-Up Initiatives
- Through the College Express program, Danville Area Community College (DACC) provides opportunities for high school juniors and seniors to earn Dual Credit in 15 career and technical education areas. The program benefits from partnerships with 13 school districts and more than 150 businesses in the area.
- The Pathway to Illinois Program allows qualified DACC students to gain guaranteed admission to specific correlating majors at the University of Illinois Champaign-Urbana.
- Danville High School offers twenty Dual Enrollment courses with DACC.
- Establishing an EIU Express program to expedite the transfer of students from DACC to EIU. The program will guarantee transfer of courses, admission, and strengthen the student-to-college relationship.

Systems Alignment Initiatives
- 18 articulated programs of study exist with Danville School District 118 and DACC.
- 13 2+2 programs exist that align DACC programs with bachelor’s programs at Eastern Illinois University.
- DACC hosts an annual event called Data, Desserts & Decisions. Area sophomores and their parents are invited to the college to explore careers, workforce needs, dual credit opportunities, and scholarship opportunities. A special focus has highlighted STEM careers and nontraditional careers.
- The county-wide schools and DACC combine their Fall in-service days every other year to improve communications and enhance articulations.
- Area 8th graders are invited to DACC to experience our Career Exploration Laboratory. Students enjoy a 5 hour program that includes hands-on career awareness activities utilizing activity-based workstations, cruising the internet to explore career interests, and learning about how choices can provide building blocks to their future. This program is coordinated by the Vermilion Advantage, our economic development office.
- All area middle school and high school Counselors attend an Annual Counselor Articulation Meeting at DACC. Attendees are given updates on college services, programs, workforce needs, and baccalaureate degree requirements.
Foundational Supports
For any student, an important part of planning the path to success is finding out more about different industries, career paths, and postsecondary opportunities available. District 189 has implemented several programs and policies to prepare our students for success beyond their secondary education.

a. College and Career Focused Cohorts
   - Four distinct cohorts academically designed to meet individual students’ needs based on their college and career goals. Cohort 1: high achieving students with GPAs ranging from 3.5 and above and ACT scores of 20 and above; Cohort 4: students experiencing academic challenges with GPAs ranging from 1.9 and below and ACT scores of 14 and below.
   - Processes monitored and logged by cohort managers.
   - Postsecondary placement data compiled by Career Cruising.

b. Precollege Requirements
   Each student must complete 5 college applications, 2 community service projects, FAFSA, 3 scholarship applications, and personal statement by the end of junior year.

c. Scholarship/Application Days are specific days set aside for teachers and cohort managers to assist students in completing college and scholarship applications.

Catch-Up Initiatives
Studies indicate that the greatest indicator of student success in college is not standardized test scores but high school GPA, and to be college and career ready, students must be exposed to an academically challenging curriculum that provides breadth and depth in core subject areas. In order to provide students with a well-rounded education that addresses these issues, District 189 has partnered with Southwestern Illinois College (SWIC) and the American Institutes of Research (AIR) on a number of initiatives to help our students be successful.

a. High school and community college co-designed courses for English language arts and math (with SWIC).

b. School Improvement Grant college and career readiness aligned curriculum created to provide students with authentic learning experiences (with AIR).

c. ACT COMPASS Test used to evaluate students’ skills levels and connect students with resources needed to achieve academic success.

d. Embedded assessments are used to determine placement in developmental courses delivered as part of the high school curriculum.

e. ACT Preparation Course is given as a skills level indicator and to prepare students for postsecondary education by providing test taking strategies, best practices, and college preparation tools.

f. Common Unit Assessments are embedded into curriculum aligned to common core short cycle, and unit-based assessments are part of all ELA and math high school courses.

g. Northwest Evaluation Association (NWEA) assessment given to 9th and 10th grade ELA, math, and science students; 9th-12th grade ELA use NWEA lexile scores used to model the Balanced Literacy Framework.

h. Credit Recovery
i. Aventa & Fuel Credit Recovery Programs have been used to increase graduation rates.

j. Freshman on Track gives freshman a fresh start as they enter their sophomore year.

k. Co-requisite remediation program with SWIC allows students to be enrolled in a degree earning class while co-enrolled in an academic support class.

District 189 and SWIC are exploring options to provide remediation support to senior students who are deficient in core classes such as English, math, social studies and/or science.

The District was a 2014 recipient of the federally funded GEAR UP grant. This program will be implemented at the high school level in fall 2015 and will include the following:

- a summer school academy with a rigorous precollege curriculum
- inschool supplemental instruction and afterschool tutoring
- AVID elective for every 9th grade student

Speed-Up Initiatives
The District has partnered with SWIC and Kaskaskia College to provide students an opportunity to earn college credit through Dual Credit and/or Dual Enrollment.

- Dual Credit allows students to earn high school and college credit simultaneously.
- Students currently choose from nine courses that are offered in the program.
SWIC partners with local high schools, including Belleville East, Belleville West, Mascoutah, and O’Fallon to provide a Dual Enrollment Running Start program. Beginning in summer 2015, District 189 will partner with SWIC to implement Running Start, a program designed for qualifying high school juniors to attend SWIC for their final two years of high school. Upon completion of the program, participating students will earn a high school diploma as well as a two-year associate’s degree from SWIC. Through the partnership, 52 sophomores with a GPA of 3.5 or higher are being tested for placement in Running Start. We estimate that 10 students will be admitted into this first program cohort.

District 189 is proud to partner with SWIC on a new pilot for Running Start 1.0 in summer 2015. This program will allow current juniors to attend SWIC during their senior year. Upon completion, participating students will earn a high school diploma as well as one full year of college credit.

Both Running Start and Running Start 1.0 will be offered free of charge to participating students. District 189 will cover tuition, books and food. SWIC will cover transportation expenses for the students to attend at their SWIC Belleville branch.

It is the vision of East St. Louis Senior High School that every student will be given the opportunity for success in an Advanced Placement® class and its corresponding exam. Currently, we offer 8 AP courses at East St. Louis High School and 7 pre-AP courses. The high school plans to add two additional AP courses in the 2015–2016 school year, AP Human Geography (9th grade) and AP Chemistry.

**AP Program Goals**

1. Increase the number of AP® subject offerings.
2. Increase the number of students taking AP® Courses.
3. Increase the number of students taking AP® Exams.
4. Increase AP® Exam scores.
5. Increase school community awareness of AP®

All 7th–12th grade students will complete an Individualized Learning Plan (ILP) which will provide postsecondary guidance and planning for each student. The ILPs are generated when students complete the career assessments on Career Cruising, a career development software program that helps students prepare for success in life. ILPs allow students to create customized plans that are unique to their individual secondary and postsecondary goals. Career Cruising sets milestones and activities for students to complete on a timeline. Students, parents, and counselors are able track students’ progress based on these milestones. ILPs allow students to play an active role in planning their secondary, postsecondary, and career goals.

Southern Illinois University of Edwardsville’s East St. Louis Center hosts three TRIO Upward Bound programs serving 100 students from East St. Louis Senior High School. The program focuses on academic interventions, college counseling, career exploration, financial literacy, and noncognitive skill development year round to prepare students to successfully complete post-secondary education.
Alignment Collaborative for Education

New Collective Impact organization was officially launched on February 4, 2015 and includes Elgin Community College, Judson University, the City of Elgin, United Way, Grand Victoria Foundation, School Districts U-46 and D301, and a host of community partners. The Mission of ACE is to “align community resources in support of public school strategies to raise student achievement, improve the health and happiness of our children, create responsible, productive and contributing members of our society, and advance the economic and social well-being of our community.” The initial focus areas are Early Childhood, Dropout Prevention & Credit Recovery, and Career and Technical Education.

College and Career Readiness Partnership - Alliance for College Readiness®

The Alliance for College Readiness partnership with school districts U-46, D300, D301, and D303 was formed in 2006. Voluntary multi-level faculty and staff committees work on alignment of curriculum and instruction, support for student transition processes, parent communication, assisting English Language Learner students, and data sharing. This Partnership received the 2013 National Bellwether Award – Instructional Programs & Services from the Community College Futures Assembly. Sample projects include the following:

- College and Career Advising – regional professional development for middle school, high school and college staff on topics such as financial aid certifications, emerging careers, working with undocumented students, etc.
- Collaboratively Promoted Regional College and Career Readiness Events – College Night, College and Career 101 for Parents of High School Students, College Smart Fair (Financial Aid planning), and Manufacturing Fair with area employers.
- Summer Bridge Program – team taught by high school and college faculty. Three week refresher boot camp focuses on mathematics, writing and reading. Six year program results – 220 students: 72% increased their placement at completion of the bridge program.
- 4th Year High School Math Course – 2013-14 This senior year transition course aligns to the CCSS, ECC’s highest developmental math course, and incorporates real world applications. First year - 65% of students who pre and post-tested moved up at least one level/semester of readiness, avoiding a total of 188 developmental math courses/752 credits.
- Transition Academy – High school “bridge program” for grades 9-12 focuses on underserved students and first generation students. The sessions are team taught by high school and college faculty and focus on cultural strengths, setting goals, affective dimensions of college readiness, applied mathematics and college transition planning. Students work with a community mentor and participate in a summer corporate challenge program.
- Data Sharing Agreements – use National Student Clearinghouse data; established regional college-going, college persistence and college completion rates for high school grads. We also track annual college readiness rates of high school graduates who enroll at ECC.
- CCSS and PARCC – on-going, regional implementation activities with school district partners.
- Disciplinary Literacy Workshops for high school and college faculty – math, science and career technical faculty workshops.
- Regional Professional Development for K-12 and College Educators– topics/speakers include Principal Kafele, Janna Peskett from Mindset Works, Dr. Allison Jones from PARCC, Dr. Charis McGaughy from Dr. David Conley’s Education Policy Improvement Center, and State Superintendent Dr. Chris Koch.

Early College Options

Dual Credit, Dual Enrollment, and articulated credit = approximately 850 students per year.

- Articulated credit program (2013-14 = 403 students earned 1,979 credits)
- CTE Dual Credit and articulated credit options
- Middle College Dual Credit program offers an array of general education course options, including Chinese, Japanese, calculus II & III, English 101, sociology, psychology, and humanities courses to its students

Placement Practices

Elgin Community College uses multiple measures for math placement (ACT, COMPASS, and high school grade point average) and is currently exploring multiple measures for writing (pilot fall 2015) and reading placement. A concordance study is planned between PARCC, ACT, and COMPASS scores.

Developmental Education

- Accelerated Learning Program (ALP) - Concurrent enrollment in English 098 and English 101.
- Math offers retesting opportunities for all students in developmental sequence who receive an A grade in their developmental math class.
- Math Lab
- Multiple measures placement for math and English (see above)

Middle School Fridays – program invites all middle schools to ECC to introduce students to college, careers and the importance of choices students make. Approximately 2,000 students visit per year.
Best Practices
Strong partnerships with all schools in the district share a clear definition of college readiness. Data on students’ preparation, performance, and persistence at MCC is provided regularly to all districts. McHenry created a human resources infrastructure to improve college readiness and performance. Parent University and family activities have increased minority enrollment, persistence, and success. Combination of strategies resulted in a 31.5% decrease in enrollments in developmental math 2010-2014.

College and Career Readiness Alliance Activities with Local Schools

• Alliance for College and Career Readiness formed four teams involving nearly 500 school and college personnel to address college readiness issues, including alignment of curriculum expectations.

• CCSS and PARCC implementation in English language arts, math, and STEM

• Conducted literacy across the disciplines workshops with high school and college math faculty and CTE faculty.

• Provide summer academies for 8th graders and secondary school students in math and STEM

• Provides College and Career Readiness microsite for students and families at www.mchenry.edu/collegeready

• MCC Testing Center and Recruitment Office work with guidance counselors to provide test preparation and retesting for COMPASS as a way of assessing readiness of high school students.

Early College Options
High School Plus enables qualified students to earn both high school and college credit at the same time. Dual Credit, Dual Enrollment, and articulated credit = 1525 enrollments in 2012-2013. Dual Credit enrollment, including CTE, rose by 148% over four years. Projected growth for 2015-16 is an “explosion” – an additional 1000 high school students will enroll in MCC’s CDM110, Computer Literacy) and take the class for Dual Credit at their local high schools.

Alternative Pathways in Mathematics – Designed to get students into college-level math faster and more successfully
Articulated courses in mathematics resulted in 49% of students achieving college readiness in math. Math Refresher courses and COMPASS placement preparation are offered to students in 10 high schools. Approximately 300 high school seniors are currently enrolled in MCC’s developmental math classes – MAT095, Elementary Algebra, and MAT099, Intermediate Algebra – for the 2014-2015 academic year. These course are taught at the high schools by high school instructors.

Career and Technical Education
Individualized programs of study offer four-year pathways leading to career and college prep programs. High school students earn college credit and certificates in 10 career areas and Dual Credit in 12 areas.

P-12 Career Exploration such as career fairs, workplace visits, speakers, career materials
Career fairs for middle school students

Collaboration and Partnerships
College and Career Readiness Alliance, Regional P-20 Network, participation in regional college readiness partnership grant activities.
Regional Work

- The Modeling Effective Collaboration on Common Core Standards Initiative, funded by the Illinois Board of Higher Education, engages regional partners, including the Dewitt/Livingston/McLean County Regional Office of Education, local school districts, Heartland Community College, and Illinois State University for the purposes of aligning K-12 and higher education curricula, standards, and assessments in math and English language arts (ELA).

  - As part of this work, a regional task force is aligning high school curriculum and expectations in ELA and math to determine vertical articulation as students develop college readiness skills.

  - The alignment task force is also working to develop a writing proficiency option in order for students to place in credit bearing courses in the postsecondary setting.

  - Modeling Effective Collaboration is also working regionally to inform and prepare higher education faculty, especially general education faculty, around the new Illinois State Standards.

  - Lastly, Modeling Effective Collaboration is working to infuse new content and pedagogy that address the new Illinois State Standards into teacher preparation programs and clinical practice.

  More information about this initiative can be found at: http://education.illinoisstate.edu/csep/initiatives/#modeling or by contacting Brad Hutchison at bkhutch@IllinoisState.edu

- Regionally, schools districts and Heartland Community College have been working to follow the Illinois Career Cluster framework.

  - In Unit #5 School District, 16 programs of study are aligned to Illinois Career Clusters and 2 career clusters (health sciences and agriculture) were articulated with Heartland Community College starting in 2013–2014.

- Illinois State University’s Education Administration and Foundations (EAF) department has been working with ROE 17 and local school districts to build leadership capacity to support this work.

  - The EAF department has formed a School Districts’ Advisory Committee made up of university partners to assist with the recently redesigned Principal Preparation Program.

  - The EAF department is in the invitational stage of forming a university partnership to help with the redesign work of the Superintendent of Schools Licensure process.

Foundational Supports

- In Unit #5, currently students in grades 6-8 begin the college and career exploration process with developing their own Individualized Learning Plans (ILP) electronically through the Career Cruising Portal. Using 1:1 devices they take career interest inventories and skill assessments to help them determine their interests that match a career cluster. The career information along with goal setting, achievement results are all part of their career portfolio that will follow them through grades 12. Career cruising is customizing a portal that will house scholarship opportunities for students preparing for college. There is also a college information night and a regional career expo for students in grades 6-8.

- In high school in Unit #5, college and career advising continues by developing four-year plans. The electronic portfolio will evolve including artifacts such as resume, extra-curricular activities, achievements, products created in courses, volunteer experiences, etc. There are college nights offered each year per school. Colleges visit weekly, providing information about the respective college.

- Heartland Community College offers college and career advising, planning, and financial aid systems aligned across high school and postsecondary institutions, which include

  - Guided Path to Success: A series of workshops offered in the high schools that focus on study skills, financial literacy, time management, etc. Students can earn college credit by completing assessments tied to the workshops.

  - Guidance Counselor Day: We invite high school counselors to campus for a day to discuss issues of common concern.

Catch-Up Initiatives

- In Unit #5, an exploring math course is offered to senior students. This is designed to ensure students have skills to meet benchmark math expectations to enter credit bearing courses through alignment with COMPASS test criteria. Credit recovery is offered in Unit #5 throughout the year and in the summer, supported by a United Way of McLean County grant, to ensure students are on track for graduation and have opportunities to remediate immediately following a failed course. High school students in Unit #5 take the COMPASS test in the sophomore or junior year if they are attempting to qualify for Dual Credit. The district is planning to expand this opportunity to all juniors.
Heartland Community College offers an approach to developmental education aligned across high school and postsecondary institutions that seeks to minimize the amount of remediation at postsecondary institutions, including:

- High school and community college co-designed courses for ELA and math.
  a. Meetings among high school and HCC faculty are held to align curriculum and identify expectations, work that occurred through the Modeling Effective Collaboration Initiative (mentioned earlier).
  b. High school faculty teaching in College Now (Dual Credit) program develop a clear understanding of what is needed in the high school curriculum to prepare students for college courses.
  c. MATH09x (developmental math) as 4th year in Tri-Valley, Bloomington, Unit 5 and Regional Alternative School
- Move testing for development education down to high school
- Offer Compass testing in all district high schools for placement into College Now courses.
- Conduct embedded assessments to determine placement in developmental courses delivered as part of high school courses
- Use multiple factors for determining placement into developmental education (e.g., ACT, SAT, Compass, PARCC, Alternative Writing Exam, Alternative Reading Exam)
- Redesign remediation at community college with focus on co-requisite remediation (e.g., ENGL 099/101 is co-requisite model)

**Speed-Up Initiatives**

- Unit #5 offers several advanced learning options, including 17 AP courses and 8 Illinois Articulation Initiative (IAI) Dual Credit courses aligned with HCC. Students who attend BACC for CTE courses have additional Dual Credit options that are aligned with the region. Two career clusters (health sciences and agriculture) were articulated with HCC in 2013-2014. Unit #5 is also actively pursuing an internship model that allows students exposure to careers aligned with their high school and career/college interests.
  a. College Now (Dual Credit) from AY12-13 to AY14-15
    i. increased from 23 courses to 115
    ii. increased from 348 to 1,342
    iii. Plan to add one more in AY15-16
  b. Area Career Centers
    i. Added Bloomington Area Career Center and Livingston Area Career Centers in AY13-14
    ii. Plan to add Lincolnland Technical Education Center in AY15-16

Unit 5 has received the AP District of the Year Award from the College Board for increasing percentages of students earning scores of 3 or higher and increasing the number of diversity of students taking courses and exams.
Best Practices

- Collaborative structure to develop programs, share talent and data, and leverage joint resources
- Engage partnerships to expand programs into emerging career areas
- Focus on increasing completion and achievement of all students
- Regional data sharing agreement for initiative development and monitor success

Regional College and Career Readiness Initiatives

- Professional Certifications offered at one or more of our 12 high schools: ACE-Automotive Service Excellence (NATEF-National Automotive Technicians Education Foundation), American Welders Society (AWS) Certification, Certified Nursing Assistant-CNA, CERTIPORT (Adobe Certified Associate Photoshop CS3, CS4, CS5, CS6; Autodesk; CompTIA), Computer Integrated Manufacturing (CIM) Certification, Cosmetology License, Food Service Sanitation Managers Certificate, INCCRRA-IL Network of Childcare Resource and Referral Agencies, Gateway Level One Credential, Internet and Computing Core Certification (IC3), Mastercam CNC Software, National Institute for Metal Work Skills (NIMS) Certification, MSSC Metal Skills (offers five levels of network certification), ProStart Certificate of Achievement, Red Cross (First Aid; Automated External Defibrillators (AED); Cardio Pulmonary Resuscitation (CPR); Blood Borne Pathogens; Lifeguarding), SkillsUSA

- Regional Career Planning Programs of Study - NECSS developed 34 Regional Programs of Study that includes a sequence of courses with related early college credit, industry certification, and link to Harper's Programs of Study. http://www.necsspartnership.com/students-parents/programs-of-study/

- Power of 15 Initiative will provide access for all students to earn, at a minimum, 15 early college credits through Dual Credit, AP, Articulation, Credit by Exam, etc. by high school graduation
- Professional development for a hands-on modality for geometry content
- Biology Master's Cohort to expand science Dual Credit opportunities
- Mathematic and English alignment to reduce remediation
- Developing regional professional development committees to coordinate trainings, events and regional content area specific mini-workshops to align content, share information and network

Regional Early College Credit Options

- Early College Credit is being offered in 20 program areas and includes 63 Dual Credit courses, eight articulation agreements, and six Credit by Exam opportunities
- Development of new Dual Credit opportunities with five IAI transferrable courses

P-12 Career Awareness: Purchase Career Cruising site licenses for elementary and high school districts for career awareness activities.

Participation in Illinois Pathways or STEM Learning Exchanges: NECSS is a member of the Health Science and Research and Development Learning Exchanges, along with being a member on the Illinois Pathways Advisory Committee (IPAC).
### Overarching Themes and Trends

#### Collective Impact: Connection to other sectors

- IGA with leadership and shared investments
- Alignment Committees
- Placement assessments administered in high school
- Transition academies
- Articulated programs of study

#### Governance

- Data Sharing Agreements
- Defined Metrics and Accountability Measures
- Multiple measures placement

#### System Alignment

- Strategic partnerships
- Student Promise Program
- Middle School Outreach
- Individual Learning Plans
- FAFSA Completion Requirements and Tracking Systems

#### Data

- College Advising Credential – 8 day PD program throughout the school year
- COMPASS administered in high school
- Future focus moving developmental education to high school

#### Student Focus

- Chicago Higher Education Compact – collaborative with CPS and 19 postsecondary institutions and 6 businesses
- College Advising Credential – 8 day PD program throughout the school year

#### Educator/Staff Focus

- Counselor PD and training
- Co-designed developmental education
- Early assessment of need

#### Catch Up

- Early college models
- Running Start models
- Dual Credit and AP for opportunities for all students
- Dual Credit tuition waivers

#### Speed Up

- Moved remedial coursework to the high school campus
- Dual Credit focus for middle-range students

#### Aurora

- Detail program of study models for each high school
- New student orientation
- Illinois Regional College Fair
- Financial Aid Workshop

#### Carbondale

- Pilot developmental program in English, reading, and writing
- Summer bridge program for remedial math

#### Chicago

- AP, Dual Credit, and Dual Enrollment expansion
- Pushing PSAT to identify eligible students to participate in a program that offers 700 free seats to CPS students across the City Colleges of Chicago system
- 5 early college STEM schools following the PTECH model with the goal for students to gain an associate’s degree in a STEM field while in high school

---

46  Redefining the High School to College Transition in Illinois
<table>
<thead>
<tr>
<th>Foundational Supports</th>
<th>System Alignment</th>
<th>Data</th>
<th>Student Focus</th>
<th>Educator/Staff Focus</th>
<th>Catch Up</th>
<th>Speed Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Governance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East St. Louis</td>
<td>Collective impact</td>
<td></td>
<td>4 academically designed cohorts based on students’ college and career goals</td>
<td>High school and community college co-designed courses for English language arts and math</td>
<td></td>
<td>SWIC Running Start program for incoming juniors (based on Rock Valley College program)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pre-college requirements by end of junior year</td>
<td>Authentic learning experiences (with AIR)</td>
<td></td>
<td>Dual Credit and Dual Enrollment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 5 college applications</td>
<td>Additional math tutoring</td>
<td></td>
<td>Individual Learning Plans (ILPs) for 7-12th graders, includes Career Cruising</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 2 community service projects</td>
<td>Embedded high school assessments for placement in developmental courses</td>
<td></td>
<td>Expanded AP course opportunities for all students, including pre-AP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• FAFSA</td>
<td>Credit Recovery</td>
<td></td>
<td>TRIO Upward Bound</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• 3 scholarship applications</td>
<td>• Aventa and Fuel Ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Personal statement</td>
<td>• Freshman on Track (summer recovery)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Scholarship/Application Days</td>
<td>GEAR UP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ACT prep course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Common unit assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Northwest Evaluation Association (NWEA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elgin</strong></td>
<td>Collective impact</td>
<td></td>
<td>Data sharing agreement</td>
<td>Regional counselor professional development – FAFSA training, financial aid series</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alliance for College Readiness – 7 faculty and staff teams that meet voluntarily throughout the year</td>
<td></td>
<td>• aggregated national clearing house data</td>
<td>4th year high school math course with real-world applications co-developed with high school and community college faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alignment Collaborative for Education</td>
<td></td>
<td>• concordant studies with PARCC (planned)</td>
<td>Transitions academy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transcript studies Middle school outreach programs</td>
<td>Multiple-measures placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Regional counselor professional development – FAFSA training, financial aid series</td>
<td>Co-requisite remediation – Accelerated Learning Program (ALP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundational Supports</td>
<td>McHenry</td>
<td>McLean County</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------</td>
<td>---------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance</td>
<td>Regular meetings among superintendents/assistant superintendents and the community college</td>
<td>Collective impact with United Way focused on high school graduation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System Alignment</td>
<td>Alignment of standards and curriculum from the high schools to the community college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online one-stop-shop for college and career readiness</td>
<td>Career Clusters framework implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online one-stop-shop for college and career readiness</td>
<td>Common Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online one-stop-shop for college and career readiness</td>
<td>Individual Learning Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online one-stop-shop for college and career readiness</td>
<td>Online portfolio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental math course</td>
<td>Career Cruising Portal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental math course</td>
<td>Teacher education programs at ISU help to infuse the Illinois Learning Standards into practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental math course</td>
<td>Regional leadership programs – principals, superintendents, and teacher leaders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental math course</td>
<td>Co-requisite model for English 101</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual Credit program</td>
<td>Dual Credit expansion (no cost to students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EDUCATIONAL ATTAINMENT

Educational Attainment for Redefining the High School to College Transition in Illinois Team Populations Over 25 Years of Age

This information is reflective of the population of the geographic area that each community college district serves and is not reflective of the student population of those community colleges.

<table>
<thead>
<tr>
<th>District</th>
<th>No Diploma</th>
<th>GED</th>
<th>HS Diploma</th>
<th>&lt; 1 Year College</th>
<th>&gt; 1 Year College, No Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago City Colleges</td>
<td>18.9%</td>
<td>20.4%</td>
<td>2.8%</td>
<td>4.2%</td>
<td>14.1%</td>
<td>60.3%</td>
</tr>
<tr>
<td>Danville Area Community College</td>
<td>15.3%</td>
<td>32.5%</td>
<td>8.1%</td>
<td>8.1%</td>
<td>13.3%</td>
<td>77.3%</td>
</tr>
<tr>
<td>Elgin Community College</td>
<td>12.7%</td>
<td>3.0%</td>
<td>21.5%</td>
<td>6.7%</td>
<td>12.1%</td>
<td>56.0%</td>
</tr>
<tr>
<td>Harper College</td>
<td>8.8%</td>
<td>1.8%</td>
<td>19.9%</td>
<td>6.0%</td>
<td>12.6%</td>
<td>49.1%</td>
</tr>
<tr>
<td>Heartland Community College</td>
<td>7.1%</td>
<td>23.2%</td>
<td>4.6%</td>
<td>6.8%</td>
<td>13.6%</td>
<td>55.3%</td>
</tr>
<tr>
<td>John A. Logan College</td>
<td>12.5%</td>
<td>20.8%</td>
<td>5.2%</td>
<td>8.5%</td>
<td>17.7%</td>
<td>64.7%</td>
</tr>
<tr>
<td>McHenry County College</td>
<td>8.1%</td>
<td>2.7%</td>
<td>24.0%</td>
<td>8.5%</td>
<td>16.0%</td>
<td>59.3%</td>
</tr>
<tr>
<td>Southwestern Illinois College</td>
<td>10.8%</td>
<td>24.9%</td>
<td>5.3%</td>
<td>8.0%</td>
<td>16.6%</td>
<td>65.6%</td>
</tr>
<tr>
<td>Waubonsee Community College</td>
<td>16.1%</td>
<td>3.2%</td>
<td>21.0%</td>
<td>6.7%</td>
<td>14.5%</td>
<td>61.5%</td>
</tr>
<tr>
<td>Illinois</td>
<td>12.2%</td>
<td>23.1%</td>
<td>3.7%</td>
<td>6.6%</td>
<td>14.5%</td>
<td>60.3%</td>
</tr>
<tr>
<td>States</td>
<td>13.4%</td>
<td>23.8%</td>
<td>4.0%</td>
<td>6.2%</td>
<td>14.9%</td>
<td>62.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District</th>
<th>Associate's Degree</th>
<th>Bachelor's Degree</th>
<th>Master's Degree</th>
<th>Professional Degree</th>
<th>PhD Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago City Colleges</td>
<td>5.5%</td>
<td>20.4%</td>
<td>9.4%</td>
<td>2.9%</td>
<td>1.4%</td>
<td>39.7%</td>
</tr>
<tr>
<td>Danville Area Community College</td>
<td>9.1%</td>
<td>9.0%</td>
<td>3.5%</td>
<td>0.9%</td>
<td>0.2%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Elgin Community College</td>
<td>7.9%</td>
<td>22.4%</td>
<td>9.2%</td>
<td>1.6%</td>
<td>0.9%</td>
<td>42.0%</td>
</tr>
<tr>
<td>Harper College</td>
<td>7.2%</td>
<td>27.8%</td>
<td>12.6%</td>
<td>2.4%</td>
<td>0.1%</td>
<td>50.1%</td>
</tr>
<tr>
<td>Heartland Community College</td>
<td>6.2%</td>
<td>26.6%</td>
<td>9.1%</td>
<td>1.3%</td>
<td>1.5%</td>
<td>44.7%</td>
</tr>
<tr>
<td>John A. Logan College</td>
<td>9.2%</td>
<td>14.7%</td>
<td>8.0%</td>
<td>1.5%</td>
<td>2.0%</td>
<td>35.3%</td>
</tr>
<tr>
<td>McHenry County College</td>
<td>8.2%</td>
<td>22.0%</td>
<td>8.7%</td>
<td>1.3%</td>
<td>0.5%</td>
<td>40.7%</td>
</tr>
<tr>
<td>Southwestern Illinois College</td>
<td>9.1%</td>
<td>16.0%</td>
<td>7.3%</td>
<td>1.2%</td>
<td>0.8%</td>
<td>34.4%</td>
</tr>
<tr>
<td>Waubonsee Community College</td>
<td>7.1%</td>
<td>20.5%</td>
<td>8.8%</td>
<td>1.4%</td>
<td>0.0%</td>
<td>37.8%</td>
</tr>
<tr>
<td>Illinois</td>
<td>7.6%</td>
<td>19.8%</td>
<td>9.0%</td>
<td>2.1%</td>
<td>1.2%</td>
<td>39.7%</td>
</tr>
<tr>
<td>States</td>
<td>8.1%</td>
<td>18.4%</td>
<td>7.9%</td>
<td>1.9%</td>
<td>1.3%</td>
<td>37.7%</td>
</tr>
</tbody>
</table>

Sources: U.S. Census Bureau, 2013 American Community Survey Five Year Data Set, Table B15003
Center for Governmental Studies, Northern Illinois University, 2015.
STATE POLICY INITIATIVES

Redefining the High School to College Transition in Illinois: State Leadership

This program builds from a number of college and career readiness initiatives supported by the State education and workforce agencies.

- State adoption of the Common Core State Standards (CCSS) in 2010 provided a new set of rigorous standards for what students should know and be able to do at each grade level. State agencies are currently focused on successful implementation, which hinges on quality teacher and teacher-candidate training, significant communication with parents and students about the new expectations, and directed supports to help students and teachers through the transition to the standards now called the new Illinois Learning Standards. The state agencies have funded projects to improve alignment of school and postsecondary curricula and launched other initiatives to engage postsecondary institutions in reinforcing the importance of the new standards. In 2014, Illinois adopted the Next Generation Science Standards and added those to the Illinois Learning Standards. Other subject areas are being reviewed by state panels and will be considered for additions.

- Illinois Pathways, launched in 2011 by private business and state education and workforce leaders, supports the integration of career exploration, career-oriented and academic coursework, and work-based learning opportunities as part of comprehensive career pathway systems in prioritized industry sectors. The Illinois Pathways initiative complements the new Illinois Learning Standards by providing opportunities for students to learn college and career skills in a contextualized setting.

- In May 2012, the P-20 Council launched a comprehensive effort to define true college and career readiness and to outline what was required of our public education system to ensure students achieved “readiness.” In July 2013, the Postsecondary and Workforce Readiness Committee of the P-20 Council released a report defining a framework for improving college and career readiness based on a series of key success factors. The work of the Postsecondary and Workforce Readiness Committee provides a strong foundation for further work and discussion of both the policies and supports necessary for improving Illinois students’ college and career readiness and increasing their opportunities for postsecondary success.

- In spring 2015, Illinois is administering the PARCC assessment, which is aligned to the new Illinois Learning Standards for students in grades 3-11. A majority of Illinois students are taking the new assessments online, a mode that proved popular with many students. Results from this first administration will be available in fall 2015. A system of aligned standards and assessments that are useful to both P-12 and higher education provides a strong foundation for the transition process.

- The Illinois Student Assistance Commission has cooperated with other state agencies to support individualized college and career exploration and planning, scholarship search, financial literacy, counselor training, and Free Application for Federal Student Aid (FAFSA) completion.

Senior leadership from the Illinois State Board of Education, Illinois Community College Board, Illinois Board of Higher Education, Illinois Student Assistance Commission, and Illinois P-20 Council are all actively engaged in the process of planning the new transition initiatives.
**THE ADVANCED PLACEMENT PROGRAM: RIGOROUS COLLEGE-LEVEL COURSES FOR ILLINOIS STUDENTS**

The AP Program is a critical part of the postsecondary opportunity pathway that leads students through high school and on to college and careers. Through 36 college-level courses, AP students learn the skills and knowledge that are essential for college and career success and can earn college credit and/or advanced placement at thousands of colleges and universities – saving time and money in college. And a recent study shows that all students who take AP have better postsecondary outcomes than those that don’t take any AP exams.

While some districts in Illinois have made progress in expanding AP participation, there are still many students in the state who lack access to the opportunities that AP provides. School districts around the country have seen great success over the last decade in expanding access to these college-level courses. Many districts, for example, use the College Board’s free, Web-based AP Potential tool as one of the ways to help identify students who are ready for this coursework.1

**The AP Program in Illinois**

While Illinois’ AP program has grown considerably over the last decade, the state has room to improve. Within the graduating class of 2014:

- 45,415 Illinois public school graduates took at least one AP Exam (35% of the graduating class, up from 17% in 2004)
- 30,098 of those students earned a 3 or higher on an AP Exam (23% of the graduating class, up from 13% in 2004)
- AP participation and performance has increased for all race/ethnicity groups since 2004
- 5,038 African American public school graduates took at least one AP Exam (26% of African American graduates, up from 7% in 2004), and 1,377 of them earned a 3 or higher on an AP Exam (7% of African American graduates, up from 2% in 2004)
- 9,287 Hispanic/Latino public school graduates took at least one AP Exam (40% of Hispanic/Latino graduates, up from 15% in 2004), and 5,208 of them earned a 3 or higher on an AP Exam (22% of Hispanic/Latino graduates, up from 9% in 2004)

Nevertheless, many Illinois students do not have AP opportunities available to them.

- In the graduating class of 2014, more than 3 out of 10 Illinois public school students – and nearly 4 out of 10 black students – whose PSAT scores indicated they were likely to succeed in AP did not take an exam for which they demonstrated potential.
- In October 2014, roughly 10% of Illinois public school 10th graders took the PSAT. The vast majority of Illinois students do not have this opportunity. If students do not take the PSAT early in high school, their potential to be successful in AP may go unnoticed.
- Data suggest that access to AP varies considerably across regions of the state (see attached AP participation map).

Access to AP translates to millions of dollars in potential cost savings for Illinois students and families. In May 2014, Illinois public and non-public high school students took a total of 115,964 AP Exams that resulted in scores of 3 or higher. Based on students’ opportunity to earn at least 3 college credits for each AP Exam score of 3+, this represents an estimated total potential tuition and fees cost savings of $148,087,188.2

**How AP Makes a Difference**

1. **AP provides students with the opportunity to earn college credit while in high school.**

   Most colleges and universities offer credit, advanced placement, and/or consideration in the admission process for qualifying AP Exam scores. This can save students and families time and money in college.

2. **AP students, regardless of exam score, are more likely to graduate on time.**

   Research shows that students who take an AP Exam, even students who score a 1 or 2, are more likely to graduate on time compared to academically matched peers who do not take an AP Exam.3

---

1 AP Potential is a free, Web-based tool that allows states, districts, and schools to generate rosters of students who are likely to score a 3 or higher on a given AP Exam. Based on research that shows strong correlations between PSAT/NMSQT scores and AP Exam results, AP Potential is designed to help educators increase access to AP. Please visit https://appotential.collegeboard.org to learn more.

2 Estimates are based on the 2014 College Board report, *Trends in College Pricing*. This report indicates that the average in-state tuition and fees at Illinois public universities is $12,770 per year or $425.67 per credit, assuming 30 credits were taken by a full-time student. Estimates also assume that all of the 115,964 exams taken in Illinois were applied toward college credit.

3 Krista D. Mattern, Jessica Marini, and Emily J. Shaw, *Are AP Students More Likely to Graduate from College on Time?* (January 2014)
**AP students with an average AP Exam score of:**

1. are 2-6 percentage points higher
2. are 7-11 percentage points higher
3. are 12-16 percentage points higher
4. are 17-22 percentage points higher
5. are 23-27 percentage points higher

*in expected on-time college graduation rate, compared to academically matched peers who don’t take an AP Exam.*

Additionally, research consistently shows that when compared to their matched peers, students who score a 3 or higher on an AP Exam typically:

- Earn higher GPAs in college
- Perform as well or better in subsequent college courses in the exam subject than non-AP students who took the corresponding introductory college course
- Take more—not less—college course work in the discipline
- Have higher graduation rates

### 3. AP students learn skills that are essential for college and career success.

AP courses teach students how to examine texts, interpret data, evaluate evidence, construct solid arguments, and see multiple sides of an issue.

### 4. AP can help propel students into careers in high-need fields such as STEM.

Research shows that AP examinees are more likely to major in the subject areas of their AP Exam or a related discipline—and this relationship is generally strongest for STEM-related fields.

**The Percentage Of Students Majoring In A Specific Domain By AP Participation**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Students who did not take an AP Exam</th>
<th>Students who took an AP Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological and Biomedical Sciences</td>
<td>8.4%</td>
<td>20.3%</td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td>2.3%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Foreign Languages, Literatures, and Linguistics</td>
<td>1.5%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Humanities and Liberal Arts</td>
<td>13.3%</td>
<td>15.1%</td>
</tr>
<tr>
<td>Mathematics, Statistics, Engineering, and Physical Sciences</td>
<td>14.0%</td>
<td>18.1%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. AP courses complement Career and Technical Education programs.

The College Board teamed up with the National Association of State Directors of Career Technical Education Consortium to map relevant AP courses to 16 career clusters. In addition, students can explore which AP courses could help kick-start their future career at [https://apstudent.collegeboard.org/exploreap/ap-and-your-future](https://apstudent.collegeboard.org/exploreap/ap-and-your-future).

### Expanding Opportunity

The College Board is committed to ensuring that students who have the potential to succeed in AP courses are able to access them. That is why we are working with a variety of partners to remove barriers and expand opportunity.

- The goal of the College Board’s All In Initiative is to get 100% of African American, Hispanic, and Native American students with AP potential to take at least one matched AP course.
- The College Board has partnered with Google and DonorsChoose.org to create the AP STEM Access Program, designed to increase the number of traditionally underrepresented minority and female high school students who participate in AP courses in STEM disciplines.
- To expand access to AP for low-income students, the College Board partnered with the Michael and Susan Dell Foundation to launch the AP Opportunity Program.
- The College Board, along with our national and state partners, provides fee reductions for AP Exam takers with financial need each year.

Together, these programs—and dedicated state and local leaders—are expanding access to AP opportunities every day. Take the example of Julius Figueroa, a 2014 graduate of West Leyden High School just outside of Chicago. He took six AP courses in high school, often speaks about learning for learning’s sake, and created a self-directed independent study to read important philosophy texts. Here’s what Julius has to say about his AP experience:

> "In fact, what I will remember [about AP] twenty years from now probably won’t even have anything to do with homework or tests. I’ll remember arguing with my Calculus teacher about the existence of 2-dimensional figures in a 3-dimensional world. I’ll remember reading The Great Gatsby aloud in class, as if it was meant to be done in that way. I’ll remember dressing up in old-fashioned clothing, pretending to be 19th century reformers, discussing slavery and women’s rights with Susan B. Anthony and Henry David Thoreau… and I will take the skills of discipline, and the ability to think critically, and most of all this appreciation for learning’s sake with me."

— Julius Figueroa, graduate of Leyden High School, AP District of the Year winner

---

* Brian F. Patterson, Sheryl Packman, and Jennifer L. Kobrin, *Advanced Placement Exam-Taking and Performance: Relationships with First-Year Subject Area College Grades* (2011)
* Linda Hargrove, Donn Godin, and Barbara Dodd, *College Outcomes Comparisons by AP and Non-AP High School Experiences* (2008)
Percentage of 12th-graders who took an AP Exam in high school:

- Less than 1%
- 1%–9%
- 10%–19%
- 20%–29%
- 30% or greater
- No 12th-grade enrollment data


Notes: The most recent enrollment data available were for the 2012–13 school year. A degree of caution should be exercised when reviewing participation estimates, as data may not reflect district enrollments for the 2013–14 school year. AP cohort data represent public school students from a given graduating class who took an AP Exam during high school.
<table>
<thead>
<tr>
<th>STEERING COMMITTEE MEMBERS</th>
<th>PLANNING COMMITTEE MEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chicago</strong></td>
<td><strong>Chicago</strong></td>
</tr>
<tr>
<td>Aarti Dhupelia, Chief Officer for College and Career Success, Chicago Public Schools</td>
<td>Dakota Pawlicki, Director of Strategic Partnerships and Projects, Chicago Public Schools</td>
</tr>
<tr>
<td>Bette Bottoms, Dean of the Honors College, Professor of Psychology, University of Illinois at Chicago</td>
<td>Veenu Verma, Executive Director of Early College and Career Education, Chicago Public Schools</td>
</tr>
<tr>
<td><strong>Danville</strong></td>
<td><strong>Danville</strong></td>
</tr>
<tr>
<td>Dave Kietzmann, Vice President for Instruction and Student Services, Danville Area Community College</td>
<td>Stacy Ehmen, Dean of Student Services, Danville Area Community College</td>
</tr>
<tr>
<td>Ericka Uskali, Transformation Officer, Danville High School Danville School District 118</td>
<td>Penny McConnell, Dean of Liberal Arts and Sciences, Danville Area Community College</td>
</tr>
<tr>
<td><strong>Elgin</strong></td>
<td><strong>Elgin</strong></td>
</tr>
<tr>
<td>Libby Roeger, Dean of College Transitions and Developmental Education, Elgin Community College</td>
<td>Jacob Bretz, Assistant Principal, Danville High School, Danville School District 118</td>
</tr>
<tr>
<td>Karina Luviano, Pre-K-20 College Readiness Equity Coordinator, U-46</td>
<td>Kara Brown, Business Teacher and Teacher Leader, Danville High School, Danville School District 118</td>
</tr>
<tr>
<td><strong>Harper</strong></td>
<td><strong>Harper</strong></td>
</tr>
<tr>
<td>Sheila Quirk-Bailey, Chief of Staff and Vice President of Planning and Institutional Effectiveness, Harper College</td>
<td>Monica Campbell, Special Education Teacher, Danville High School, Danville School District 118</td>
</tr>
<tr>
<td><strong>McLean</strong></td>
<td><strong>McLean</strong></td>
</tr>
<tr>
<td>Rick Pearce, Vice President for Learning and Student Success, Heartland Community College</td>
<td>Anne McGrath, Chemistry Teacher and Teacher Leader, Danville High School, Danville School District 118</td>
</tr>
<tr>
<td>Erika Hunt, Center for the Study of Education Policy, Illinois State University</td>
<td>Ericka Uskali, Transformation Officer, Danville High School, Danville School District 118</td>
</tr>
<tr>
<td>Jon Rosenthal, Associate Provost for Undergraduate Education, Illinois State University</td>
<td><strong>Elgin</strong></td>
</tr>
<tr>
<td>Mark Daniel, Superintendent, McLean County Unit District No. 5</td>
<td>Julie Schaid, Associate Dean of College Readiness &amp; School Partnerships, Elgin Community College</td>
</tr>
<tr>
<td><strong>McHenry</strong></td>
<td><strong>Harper</strong></td>
</tr>
<tr>
<td>Erika Schlichter, Chief Academic Officer, Huntley School District 158</td>
<td>Lazarro Lopez, Associate Superintendent for Teaching and Learning, Township High School District 214</td>
</tr>
<tr>
<td>Tony Miksa, Vice President, Academic and Student Affairs, McHenry County College</td>
<td>Lisa Small, Associate Superintendent, Township High School District 211</td>
</tr>
<tr>
<td><strong>Aurora</strong></td>
<td><strong>McLean</strong></td>
</tr>
<tr>
<td>William Marzano, Assistant Vice President of Transfer and Developmental Education, Waubonsee Community College</td>
<td>Erika Hunt, Center for the Study of Education Policy, Illinois State University</td>
</tr>
<tr>
<td><strong>East St. Louis</strong></td>
<td><strong>Sarah Diel-Hunt</strong>, Associate Vice President for Academic Affairs, Heartland Community College</td>
</tr>
<tr>
<td>Devon Horton, Assistant Superintendent, East St. Louis School District 189</td>
<td><strong>Sandy Wilson</strong>, Assistant Superintendent Curriculum and Instruction, McLean County Unit District No. 5</td>
</tr>
<tr>
<td>Jesse Dixon, Director, East St. Louis Center, Southern Illinois University Edwardsville</td>
<td><strong>McHenry</strong></td>
</tr>
<tr>
<td>Randy Dunn, President, Southern Illinois University System</td>
<td>Tony Capalbo, Associate Dean for College and Career Readiness, McHenry County College</td>
</tr>
<tr>
<td>Mark Eichenlaub, Vice President for Community Services and Campus Operations, Southwestern Illinois College</td>
<td><strong>Aurora</strong></td>
</tr>
<tr>
<td><strong>Northern Illinois University</strong></td>
<td>William Marzano, Assistant Vice President of Transfer and Developmental Education, Waubonsee Community College</td>
</tr>
<tr>
<td>Lisa Freeman, Executive Vice President and Provost, Northern Illinois University</td>
<td><strong>Northern Illinois University</strong></td>
</tr>
</tbody>
</table>
East St. Louis

Brian Chapman, Executive Assistant for External Affairs Office of the President, Southern Illinois University

Jesse Dixon, Director, East St. Louis Center, Southern Illinois University Edwardsville

Amanda Guinn, Dual Credit Coordinator, Southwestern Illinois College

Lea Maue, Director of Adult Basic Education, Southwestern Illinois College

Audrey Jackson-Luster, Student Interventionist, East St. Louis School District 189

Kiaundra Smith, Math Instructional Coach, East St. Louis School District 189

Teresa Williams, GEAR UP Coordinator, East St. Louis School District 189

Northern Illinois University

Laurie Elish-Piper, Presidential Advisor on College and Career Readiness, Northern Illinois University

STATE AGENCY PARTICIPANTS

Eddie Brambila, Illinois Student Assistance Commission

Eric Zarnikow, Executive Director, Illinois Student Assistance Commission

Jim Applegate, Executive Director, Illinois Board of Higher Education

Dan Cullen, Deputy Director for Academic Affairs, Illinois Board of Higher Education

Brian Durham, Deputy Director, Illinois Community College Board

Karen Hunter-Anderson, Executive Director, Illinois Community College Board

Amy Jo Clemens, Assistant Superintendent, Innovation and Improvement, Illinois State Board of Education

Susie Morrison, Deputy Superintendent, Illinois State Board of Education