Reduce Remediation Action Team – Meeting #2 Notes  
Thursday December 7, 2017

Attending: Jim Carlson (Seneca), Robyn Schiffman (IVCC), Chris Kuberski (Highland), Joanne Kantner (Kish), Nik Butenhoff (Belvidere), Marilyn Bellert (NIU), Travis McGuire (HBR), Kathy Almy (NIU), Sandra Martens (CoD), Tony Capalbo (McHenry), Jeremy Aldrich (RPS)

Co Chairs- Kathy Almy and Robyn Schiffman

Agenda

1. Update on Transitional Math – Kathy
   a. Public commenting has been extended to January 8th. 60 responses so far and most have been general information. Not much feedback on the actual competencies yet. Some questions are being raised about whether the STEM content can be accomplished in a year so we might need to scale that back some.
   b. Statewide panel meeting has been moved to first week of February.
   c. Sample policies document – most feedback has been on whether the policies should have specific requirements or general suggestions that leave the specifics to the local partnerships. Most have preferred the specific requirements.
   d. Transcripting these courses has been discussed by CAOs and CSSOs – concerns about making the systems work but the law says the courses must be transcripted so this will have to be resolved. A question was raised about whether these are like dual credit courses and enrollment is necessary or whether they are only being used for placement so enrollment is not necessary.
   e. 11th grade projected readiness – Three sets of CCR indicators are under consideration, ESSA requirements, CAO document and transitional math definitions. Subgroup from the state panel is in agreement with the CAO document so far which would define Projected CCR as completed state graduation requirements and 2 indicators from a list that includes GPA, grades in Alg 2, etc. Question was brought up about whether local assessments and/or teacher recommendation would be included.
   f. Length of course – local decision

2. Next Steps -- Resource development – Kathy
   a. Sample MOUs are being collected
   b. Sample problems and lessons – small amount of money will be used to hire a CC faculty member and a HS teacher to start digging for sample problems and lessons and set up a library in OER.
   c. Longer term professional development plan was created and approved by ICCB and now will be sent out to recruit a funder

3. Updates on local remediation work – Robyn
   • IVCC – 60 x 25 Network grant has funded 4 workshops for math teachers and faculty this year
   • Belvidere – catching building teams up to speed on the transitional math work
   • RPS – central office is starting to involve high school principals in the transitional math work, will be attending the RVC math summit Dec 15
Seneca – getting the word out but still a lot of confusion/unawareness of these courses  
HBR- looking at having two pathways available because the career center is discussing using the technical math course in their courses - this was discussed at the last governing board meeting (which includes a board representative from each district)  
Highland – 90 students from Freeport High School are participating this year -Accuplacer is being used at the end to check rigor. Plan is to include freshmen and sophomores in the testing next year and there are more superintendents interested in starting this work in their districts  
Kish – Statway course is in one HS and will start a transitional English course in the fall, 3 other high schools are now interested in starting transitional math this fall  
CoD – working on MOUs with the high schools and is interested in seeing the samples already collected  
McHenry – more than 550 students currently in transitional math courses but will be looking at changes in the current model to align more closely to the statewide work

Feb 2018 deliverables changed to
- Disseminate the draft competencies through webinars, presentations, meetings and newsletters
- Support local collaboration around transitional math courses currently in place
- Collect feedback about the draft competencies and draft state policies
- Create resource library structure in IOER for the three courses
- Scan current resources for shareable examples to tag for IOER
- Create 3 year professional development and resource development plan - SUBMITTED

Postponed for after Feb 2018
- Prepare a tool kit of existing resources to be used by partnership teams; e.g., math competencies, IOER, curricula, industries’ recommendations, sources for stipends
- Identify sources for real-world problems and applications from various career sectors
- Identify potential participants in three teams for developing transitional math course resources
- Three math partnership teams established – STEM, QL/stats, tech – with teams representing diverse sectors; e.g. educators, employers
- Development of model course resources on
  - Content
  - Applications
  - Methodologies
  - Assessments
- 6-9 month deliverable – model course resources and customizable course shells
- Submission to institutional teams for vetting
- Assessment of implications for teacher preparation and professional development – DONE

Next Meeting - January 18 from 2-3 pm. Lowden Hall 304 or 815 753-0014 (no code necessary)