ACKNOWLEDGEMENTS AND TEAM MEMBERSHIP

A Special Thank You goes to each of the following persons:

President Mick Starcevich……………..for the original list of ideas to “jumpstart” our thinking

Drs. Linda Allen and Becki Lynch…………for their leadership of the 1st meeting of this Team

Dave Bunting and Lynn Fraker……………..for willingly taking on the leadership of this Team

Pat Albaugh…………………………………..for her talent in developing the flow chart

John MacGregor……………………………..for his incredible minutes of Team meetings

To our high school partners………………………..for their participation in the design process
of this proposal:
Anamosa High School – Steve Goodall, Principal
Cedar Rapids CSD – Dr. Sandy Stephen, Executive Director, Research
Cedar Rapids Jefferson High School – Adam Hanrahan, Associate Principal
and Dean Blanchard, Counselor
Cedar Rapids Kennedy High School – Andy Jacobson, Counselor

From the K-12 Partnerships Team Members:
Harleen Bott  Gina Holtz
Dave Bunting  Wendell Maakestad
Bob Driggs  John MacGregor
Mary Lou Erlacher  Jean McMenimen
Lynn Fraker  Todd Prusha
Angela Gillis  Carmen Streets
Chuck Hinz  Jack Terndrup
<table>
<thead>
<tr>
<th>Criterion</th>
<th>How Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Helping students learn</td>
<td>Student readiness will improve with early student assessment combined with discussions between high school and college staff clearly denoting the entry level expectations for freshman.</td>
</tr>
<tr>
<td>2 Accomplishing other distinct objectives</td>
<td>This project will indirectly enhance the working relationship and on-going communication with each participating high school.</td>
</tr>
<tr>
<td>3 Understanding students’ and other stakeholders’ needs</td>
<td>The collaborative nature of this project will improve understanding of our high school to college curricula alignment.</td>
</tr>
<tr>
<td>4 Valuing people</td>
<td>This initiative demonstrates the value that Kirkwood places upon transitions from high school to college.</td>
</tr>
<tr>
<td>5 Leading and communicating</td>
<td>The enhancements of formal written and web-based communication to prospective students and families will facilitate the transition from high school to college. A greater percentage of freshmen will enter Kirkwood ready for college level courses in writing, reading and math.</td>
</tr>
<tr>
<td>6 Supporting institutional operations</td>
<td>Student readiness will improve the delivery of credit instruction and the freshman experience.</td>
</tr>
<tr>
<td>7 Measuring effectiveness</td>
<td>Data will be collected to determine the number of freshman entering Kirkwood with college level skills.</td>
</tr>
<tr>
<td>8 Planning continuous improvements</td>
<td>The K-12 partnership activity flow chart will be evaluated each year and revised as needed to improve the experience for participating high schools.</td>
</tr>
<tr>
<td>9 Building collaborative relationships</td>
<td>The foundation of this project hinges upon collaboration with our high school partners.</td>
</tr>
</tbody>
</table>
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INTRODUCTION
Strengthening K-12 Partnerships
KQIP Team
INTRODUCTION
Project Statement / Scope of the Project

Charge from Dr. Starcevich – Strengthening K-12 Partnerships

12/05/05
Based on results of Kirkwood’s internal/external environmental scan, President Starcevich supports strengthening connections to increase opportunities for secondary schools/students in Kirkwood’s service area. We need to listen to our partners, cultivate and deepen our K-12 relationships, and provide assistance to our partners. He noted that some school districts are more involved with Kirkwood than others, and invited the Team to explore ways Kirkwood may provide assistance by considering a multitude of ideas.

See Appendix A: Minutes of the KQIP K-12 Partnerships Team meetings
Minutes of Area X Superintendent Luncheons meetings

See Appendix B: Background Information:
Current State of K-12 Partnerships
CCTI Network Meeting Report

1.1
INTRODUCTION
Specialized Terminology

ACT – A national college admission examination consisting of subject area tests in English, Mathematics, Reading and Science. This exam is administered on five national test dates at designated testing locations.

ACT PLAN – An ACT preparation test designed for high school students. The PLAN test includes four multiple choice tests in the areas of English, Mathematics, Reading and Science. The PLAN test helps students prepare for success in college and careers.

Career Edge Career Academy – Career Edge Academies allow qualified students to take college credit course while in high school. The Career Edge Academies allow students to explore a chosen career field with “hands on” experiences. Kirkwood offers Career Edge Academies in the following areas: Advanced Manufacturing, Agriscience, Automotive, Engineering, Graphics and Media, Human Services, Health Sciences, Information Technology.

Career Ready – Possessing the foundational skills necessary to enter the workforce at a level acceptable to employer’s needs.

College Ready – A strong positive correlation exists between the amount and kind of high school coursework students take and their academic readiness for college. Academic benchmarks may be determined by benchmark ACT scores determined by the ACT Testing. There are three areas of college readiness: academic readiness, college culture readiness, and career readiness.

COMPASS – A comprehensive computer-adaptive testing system used for student placement into appropriate postsecondary level courses.

E-COMPASS – An internet delivered version of the COMPASS exam.

Career Pathways - Broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths and competencies. Career Pathways are grouped in the following six areas: Arts and Communication, Business Management-Marketing and Technology, Engineering, Manufacturing and Industrial Technology, Health Sciences, Human Services, National Resources and Agriscience.

ITED – Iowa Test of Education Development

PSEO – Postsecondary Enrollment Option Act. Iowa Code 261C.2 allows eligible high school students to enroll in college credit courses under specific guidelines.

Seamless Transition – The ability of a high school graduate to transition from high school to college or the workforce without the need for remedial courses or services.

The Workplace Learning Connection – A regional intermediary serving as a single point of contact between educators and employers to provide work-based learning activities/experiences (i.e., career speakers, worksite tours, job shadows, internships, etc.) for constituents in Kirkwood’s seven county service area.
BACKGROUND INFORMATION
Strengthening K-12 Partnerships
KQIP Team
KQIP TEAM PROCESS  
Strengthening K-12 Partnerships

December 2005

- KQIP Team: Strengthening K-12 Partnerships established
- President Mick Starcevich shared the commitment and need to “Listen to our partners, cultivate and deepen our K-12 relationships, and provide assistance to our partners “any way they want it”. He identified 10 potential strategies to guide the work of this team.
- Team members developed a comprehensive list of current K-12 partnerships in all areas of the college.

January 2006

- Leadership Transition: With Becki Lynch’s retirement at the end of the current academic year, Dave Bunting and Lynn Fraker accepted the responsibility to co-lead this KQIP team.
- Team members learned about national and state high school reform initiatives and the League for Innovation’s “College and Career Transition Initiative” designed to improve student transition through career pathways and reduced academic remediation.
- An extensive list of key K-12 questions was developed that could be addressed through the work of this KQIP team.
- Current K-12 Partnership initiatives were shared.

February 2006

- This was the first KQIP experience for most team members, so the KQIP purpose, process, outcomes, and team member roles were reviewed.
- Chuck Hinz reviewed the efforts of a previous KQIP team on the “Under-Prepared Student” and it’s potential connection to the work of this team.
- A team of Kirkwood staff and Area X Partners attended the statewide workshop on Career Pathways.
- Through a nominal group process seven potential focus areas were reduced to three: college readiness, communication, and best practice.
- Sub-committees for the three focus areas were established.
  - Best Practice – Jack Termdrup, Chair
  - Communication – Lynn Fraker, Chair
  - College Readiness – Dave Bunting, Chair

2.1
March 2006

- Each sub-committee met throughout March to work on the three focus areas
- Best Practices – To identify current and future needs of K-12 partners, the sub-committee:
  - Researched data collection, data reporting, and centralization of data.
  - Researched the need for COMPASS testing in high schools.
  - Explored web-based remediation for high school students based on COMPASS results.
  - Discussed the feasibility of offering “visiting advisors” to high schools.
  - Reviewed Iowa’s “Best Practice Guidelines” for the delivery of college credit courses to high schools.
  - Reviewed League for Innovation and non-league colleges websites for best strategies to communicate to future students.
- Communication
  - Developed a relationship diagram of the communication management process involved in utilizing Colleague to send our messages/letters to targeted audiences.
- College Readiness
  - Developed a process map on College Readiness in three areas: Academic Readiness, College Culture Readiness, Career Readiness.
- The entire KQIP Team met for sub-committees to present their work and recommendations.

April 2006

- Learned about a potential partnership with ACT involving COMPASS and Skills Advantage (WorkKeys).
- KQIP Team formed preliminary plan based upon sub-committee input.
- Recommendations were presented to a group of K-12 from four area high schools to obtain their feedback and additional input.
- KQIP Team held follow up meetings to discuss recommendations in light of the K-12 partner input.
- KQIP Team decided to integrate all three sub-committee recommendations into one Gantt chart.
- KQIP recommendations were finalized along with a Gantt chart of specific action steps, timeline, responsibility, and costs.
- KQIP Team reviewed the presentation process, AQIP guidelines, and the development of the team’s final report.
STATEMENT OF WORK
Strengthening K-12 Partnerships
KQIP Team
STATEMENT OF WORK

Subcommittee Tasks to be Addressed
Need to Use Quality Tools

1. College Readiness
   • Current Practices
   • Current Gaps/Needs
   • Models/Best Practices
   • Measures for College Readiness
   • Plan/Proposal/Cost/Timeline

2. Communication
   • Current K-12 Best Practices/Processes
   • Current Gaps/Needs
   • Research on Best Practices/Processes
   • League for Innovation
   • College & Career Transition
   • Superintendent/Principal Luncheon – Feedback
   • Success Measures
   • Plan/Proposal/Costs/Timeline

3. Best Practices
   • Current communications – Purpose/Frequency/Audience/Effectiveness
   • Current Gaps/Needs/Enhancements
   • Plan/Proposal/Costs/Timeline
STRENGTHENING K12 PARTNERSHIP TEAM
RECOMMENDATIONS

1. Initiate an academic readiness assessment program for high school 10th or 11th graders through ACT’s web-based COMPASS instrument.
   **Estimated cost:** Full-time Transition Specialist @ $31,000 plus benefits
   $8/student for assessment and diagnostic

2. Develop a communication plan to share academic readiness results with students, parents, and school officials along with Kirkwood’s entry-skill expectations in math, writing, and reading.

3. Continue to collaborate with high school faculty regarding essential entry-skills in core academic areas.

4. Work with area high schools to develop and implement readiness plans (academic, career, and college culture) with students which include strategies based upon COMPASS and other high school inventories/assessments as part of their four-year high School plan.

5. Develop a “Future Student” location on the Kirkwood Web Site with links to a variety of Resources, including general college and program information, college and career readiness support while in high school, and opportunities to earn college credit while in high school.

6. Implement a set of recognized best practices, Appendix C, including the following:
   - review of COMPASS and ACT Placement scores in reading
   - exploration of Web-based developmental course work for high school students
   - development of key data profiles for each district in a graphic format
   - surveying of current Kirkwood students regarding barriers/bridges they experienced that impacted their college success
   - assess the need for visiting advisors at high schools regarding academic and career planning/transition
   - continued development of Career Pathway Plans

3.2
Kirkwood Community College
K-12 Partnership

START

Discussion with High School
Determine the Culture, Expectations, Curriculum Discussions

Customize COMPASS Placement
Messages Tailored To
High School Curriculum &
College Curriculum

Assess Students

Discuss results with student,
parent, school

Develop Readiness Plan

Review Individual
Student Plan

Academic Readiness

High School
Activities

College Activities
(Study Skills, Essay
Writing, College Survival
Skills)

High School
Activities

High School
Activities

High School
Activities

Career Readiness

College Activities
(How to Be Successful in
College, Parent
Orientation)

College Activities
(Career Pathways,
Workplace Learning
Connection)

School
Parent
Student

School
Parent
Student

School
Parent
Student

Legend:
High Schools
Kirkwood
High Schools & Kirkwood
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<tr>
<td>Employ a full time Transition Specialist who will work closely with Learning Services and other college departments and area high schools.</td>
<td>Hinz; Bunting</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$120K</td>
</tr>
<tr>
<td>Each year identify five area high schools with whom to partner. Continue partnering with schools from the previous year(s).</td>
<td>Hinz; Bunting</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Discuss and communicate with each partner high school the goals and expectations of the initiative.</td>
<td>Hinz; Bunting; TS</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>$700</td>
</tr>
<tr>
<td>Discuss and establish goals and outcomes specific to each individual high school.</td>
<td>Hinz; Bunting; TS</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
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<td>X</td>
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</tr>
<tr>
<td>Configure a COMPASS test specific to each high school.</td>
<td>Hinz; Bunting; Edwards; TS</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>$2100</td>
</tr>
<tr>
<td>Author COMPASS results messages unique to the high school curriculum and to the College curriculum.</td>
<td>Hinz; Edwards; TS</td>
<td>X</td>
<td></td>
<td>X</td>
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<td>X</td>
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<td></td>
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<td>$2100</td>
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<tr>
<td>Author COMPASS results messages to include information about Career Pathway planning.</td>
<td>Hinz; Bunting; Edwards; Fraker; Erlacher; TS</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Assess 10th grade students or 11th grade students with COMPASS.</td>
<td>Hinz; Edwards; Bunting; TS; High School</td>
<td>X</td>
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<td>X</td>
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<td>X</td>
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<tr>
<td>Communicate assessment results with student, parent, high school personnel.</td>
<td>TS; High School</td>
<td>X</td>
<td></td>
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<td>X</td>
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<tr>
<td>Develop Readiness Plan which includes information from assessment results, other high school assessments, and the high school individual four year plan.</td>
<td>TS; High School</td>
<td>X</td>
<td></td>
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<td>X</td>
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<tr>
<td>Each Readiness Plan addresses Academic Readiness, College Culture Readiness, and Career Readiness.</td>
<td>TS; Hinz; High School</td>
<td>X</td>
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<tr>
<td>The high school and the College jointly deliver readiness activities at both the high school and the College.</td>
<td>TS; Learning Services faculty; High School</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Develop a Future Student location on Kirkwood Web Site which links to a variety of information including instruction, general information, and college specific information.</td>
<td>Hinz; Bunting; Marketing; Admissions; High School</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Develop readiness information to be placed on web site and linked with Learning Services</td>
<td>Hinz; TS</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td>Modify and expand the Parent Orientation Curriculum to use for College Culture Readiness.</td>
<td>Hinz; TS</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Communicate college expectations with parents and students.</td>
<td>Hinz; TS; Scallon</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Expand the online Learning Service tutorials for use by high school students.</td>
<td>Hinz; Allen</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>Adapt the curriculum for Study Skills, Basic Essay Writing, and College Survival Skills for use by high school students.</td>
<td>Williams; Jedlicka</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Facilitate discussions between high school faculty and college faculty pertaining to curriculum issues.</td>
<td>TS; Hinz; Bunting; Deans</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>$7,500</td>
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<td>Establish a set of best practices to include:</td>
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<tr>
<td>Create future student link on home page.</td>
<td>Marketing</td>
<td>X</td>
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<tr>
<td>List all programs, services, resources.</td>
<td>Hinz; Marketing</td>
<td>X</td>
<td></td>
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<tr>
<td>Implement Web based COMPASS testing</td>
<td>Hinz</td>
<td>X</td>
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<tr>
<td>Review COMPASS and ACT Placement scores</td>
<td>Hinz; Fraker; Bunting</td>
<td>X</td>
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<tr>
<td>Explore Web based developmental course work</td>
<td>Hinz</td>
<td>X</td>
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<tr>
<td>Develop data profiles for each district</td>
<td>Bunting</td>
<td>X</td>
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<td>Make profiles available in graphic form</td>
<td>Bunting</td>
<td>X</td>
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<td>Recommend new offerings (Career Academy, ICN, PSEO) and Pathway Plan development.</td>
<td>Fraker; Bunting</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Survey Kirkwood students on barriers/bridges to college</td>
<td>TS</td>
<td>X</td>
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<td></td>
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<tr>
<td>Assess need for visiting advisors</td>
<td>Hinz; Fraker; Bunting</td>
<td>X</td>
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<tr>
<td>Link “Student Voices” to future sites</td>
<td>Marketing</td>
<td>X</td>
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<td>Assess outcomes and process</td>
<td>Hinz; Fraker; Bunting</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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APPENDICES

Strengthening K-12 Partnerships

KQIP Team
APPENDIX A
KQIP Team Meeting Minutes

KQIP TEAM: Strengthening K-12 Partnerships
December 5, 2005
Gitter Room

Meeting convened at 2:00 p.m. by Becki Lynch

Team Members Attending
Shannon Bartell, Harleen Bott, Dave Bunting, Bob Driggs, Mary Lou Erlacher, Lynn Fraker,
Angela Gillis, Chuck Hinz, Becki Lynch, Wendell Maakestad, John MacGregor, Jean
McMenimen, Todd Prusha, Carmen Streets, Jack Terndrup
Guest: Mick Starcevich

Mick’s Comments
Based on results of Kirkwood’s internal/external environmental scan, Mick wants to strengthen
connections to and increase opportunities for secondary schools/students in Kirkwood’s service
area. He will listen to our partners, cultivate and deepen our K-12 relationships, and provide
assistance to our partners “any way they want it.” He noted that some school districts are more
involved with Kirkwood than others, and invited the Team to explore ways Kirkwood may
provide assistance by considering “a multitude of ideas.”

Mick mentioned several ideas already on the table: (1) all students (100%) should have at least
one college credit before they graduate from high school; (2) high school students should be
encouraged and assisted to “try something” that introduces them to their post-secondary options;
(3) Kirkwood can explore ways to bring a soupçon of the “college experience” to the high
schools (“We’ll offer classes at convenient times and places for students, and find the people to
teach them.”); (4) we can investigate options for new career academies – like the Education and
Human Services Career Edge Academy – that provide additional experience and opportunities
for students in the arts and sciences; (5) during the spring of the sophomore year, every student
could complete a COMPASS assessment; (6) we can consider results of COMPASS assessments
in the context of several categories and levels of “under-preparedness;” and consider
interventions to help students sooner rather than later; (7) Kirkwood could have a dedicated
resource room/staff (in addition to our ICN presence) in every high school to “help people;” (8)
we can focus (“jointly with our partners”) on the difficulty students have with math, and help
them achieve success--particularly if they have not had additional math instruction since the
freshman/sophomore years; (9) we can augment our use of the ICN network (more classes,
coordinated schedules; the digital upgrade will improve technical capability); (10) we can look at
best practices reflected in other K-12/community college partnerships (Sinclair Community
College was mentioned).

Mick noted that there are enrollment, retention, and revenue implications in these discussions,
and that “moving down” our attention to the under-prepared student will pay off. He noted that
students may not “have a clue” in high school about the variables –many of which they can
manage if they understand them – that influence their choices and affect their post-secondary
options. Securing a “good bed rock” for students at the secondary level, Mick said, “challenges us to be as innovative as we can.” He noted that the reformation of the senior year of high school and increasing graduation requirements may have little to do with the rigor and relevance of the courses, or the meaningful integration of required and elective courses on a student’s high school transcript. There are complex and inter-related challenges, regulations, expectations, and assumptions that secondary school administrators and teachers deal with every day. Mick brings 34 years of experience in the K-12 system to discussions about how Kirkwood may help our partners respond more effectively to this mosaic and to secondary education’s clients and stakeholders. Becki’s service as a member of the Board of the Cedar Rapids Community Schools connects Kirkwood directly to the Board’s deliberations. (The Board’s Vision: “Excellence for all.” Mission: “Develop world-class learners and responsible citizens.” Guiding Philosophy: “Continuous improvement.”)

Earlier this year, Dave Bunting and Mick met with several district superintendents and principals to begin conversation about these matters. Dave noted how important it is to LISTEN, and observed that conversation with one or several of our K-12 partners usually reverberates quickly among other administrators and teachers within Kirkwood’s service area. We must remember, he said, that even though Kirkwood usually works at a “higher level” in the K-12 system (superintendents and principals), we should “not forget the grassroots approach.” Solutions often are multi-layered, he said, and those that “bubble up” may be better than the ones that are handed down.

Dave also noted that the word “career” is not as well received as the word “pathways” during discussions with secondary school administrators and teachers about post-secondary options. He reminded us that “transitions” (both the specific changes in circumstances and situations as well as a person’s emotional/intellectual response to those changes) often are not well understood or validated in our culture.

Three additional items from Dave Bunting: He (1) indicated that Kirkwood was accepted into the League for Innovation’s College and Career Transitions Initiative (CCTI); see information at http://www.league.org/league/projects/ccti/purpose.html; (2) mentioned and recommended the book, Ready or Not, Here I Come; he also mentioned Mel Levine (the cofounder of “All Kinds of Minds”); (3) noted the passage of Iowa Senate File 245, an Act relating to a secondary school core curriculum, “including requiring the state board of education to determine a model core curriculum and set a statewide core curriculum completion rate goal, requiring school districts to develop a core curriculum plan for eighth grade students and to report student core curriculum progress annually, requiring school districts and schools to report core curriculum completion percentages annually, and providing for the coordination of an educational data definitions working group. http://www.governor.state.ia.us/news/2005/june/june0705_1.html

See also: Des Moines Register

Dave indicated that the SF 245 implies that students will need a plan (and possibly several back-up plans) to help them – with assistance from teachers and advisors – chart a responsible course through the secondary system and their transition into a post-secondary experience.
Discussion
As conversation continued among members of the Team after Mick left, Bob Driggs offered what became the theme of the discussion and the Team’s project tagline (recommended by Becki): “Seamless Transition.” Among the items noted:

- There is a gap between what students experience in High School and what is expected of them in post-secondary education (not only at Kirkwood); and in alternatives to post-secondary education. Do students really understand our (and others’) expectations? Do they really know what they need “to do?” Do they really know how/why to do it? Do students really know what they need “to know,” and when/why they need to know it?
- How shall we most effectively address differences among students and their levels of preparedness (academic, social, financial, cultural, physical and emotional, goal orientation)? What percentages of Kirkwood’s resources (human and financial) are devoted to dealing with/assisting various segments of our student population—on the main campus and at the Centers? Do we know what our enrollment and retention returns on investment are for all the segments of our student population?
- Does the accumulation of grades and credits; and the earning of a degree, certificate, or diploma equal “an education?” Are there new options/opportunities in “student assessment” that Kirkwood and our K-12 partners should explore together?
- Where should “seamless transitions” lead? Can we effectively present “multiple pathways” for students, and do the experiences presented to them along those pathways represent coherence and integration; the measured development and acquisition of skills and competencies; and well defined outcomes?
- Should we consider what it means to “manage” a transition and the many variables, steps, and relationships involved in that activity?
- How can we “maximize options” for individual students who may need special attention—for any particular reason or a combination of reasons?
- What is the role of one-on-one counseling and advising throughout the “seamless transition” and beyond? Do we have a broad base of knowledge, experience, and sophistication to work effectively with all our students?
- How much personal, guided assistance do prospects, applicants, and matriculants need in order to successfully complete specific tasks, i.e. registration through the Colleague system, for example? Do we know the primary barriers and stumbling blocks?
- What are the best ways to reach secondary students and their primary influencers?
- How can we best use the resources of the Kirkwood Centers, the Workplace Learning Connection, and other Kirkwood and community resources and partnerships?
- Kirkwood provides “open access” and “the right to try,” but what are the implications (and our obligations) as consequences of this policy? (“Anyone can get into Kirkwood, but performance is required to get out [successfully complete a program of study].”)
- What are the politics and polemics we have to deal with in these discussions?
- Does Kirkwood account for the differences among school districts: resources, course offerings, rigor, variations in course content, and academic experiences?
- How do the costs a school district may incur dealing with Kirkwood affect the depth and breadth of the College’s relationship with that district and its students?
- Are there roadblocks and barriers in secondary schools and/or within departments that compromise the quality of a partnership with Kirkwood?
- What are the “seamless transfer” barriers and roadblocks between Kirkwood and the Regent Universities (and other 4-year institutions of higher education) that must be understood and overcome?
• How can we bring “practical experience” (and an understanding of expectations and challenges in “the world of work”) into the high school classroom? How does teacher certification support or inhibit the presentation of practical, experience-based education?

• Are the results of Lynn Fraker’s research (with CISCO Academy participants) germane to this discussion?

• What current tests/assessments (ACT and ACT PLAN / ITED / COMPASS) are being used, when, and with what results? Are there cross-walks we should know about?

• What connections should we explore with Grant Wood Area Education Agency?

Bob Driggs observed that, at Kirkwood, we don’t evaluate transcripts; we determine competencies. He recalled Dave Bunting’s comment: **“If you are ready for Kirkwood Community College, you are ready for college.”** Dave noted that we should convey to our partners that we are thinking about post-secondary success in the broadest terms (however “success” may be defined), and not just about Kirkwood.

**Administrative Matters and Next Steps: Becki’s review**

Working in small groups or individually, Becki asked team members to provide (by December 15) a current state overview of our key K-12 “touch points.” Team connections cover admissions, Career Edge Academies and the Workplace Learning Connection, online/distance education, the Kirkwood Centers, continuing education, assessment and developmental education, service learning, advising, and initiatives in math and science.

KQIP tools may or may not be applied as the Team moves forward, and investigates subsets of “the big picture.”

The next meeting of the Team will be convened on 12/22/05 at 9:00 a.m. After that meeting, work will be done in 2-3 groups, each of which will have a goal and work plan. The Team will meet again early in 2006 and again during mid-late March, 2006. The Team will report recommendations to the KQIP Steering Committee in March or April, 2006. If the Team’s recommendations are approved by the Steering Committee, the President’s Cabinet will authorize the implementation of the Team’s recommendations. The Team then may be disbanded, but individual members may be involved in implementation activities.

**Next Meeting**
Thursday, December 22, 2005.
9:00 a.m. – 10:00 a.m.
Marland Room (212 Iowa Hall)

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JMM (12/12/05)

**KQIP TEAM: Strengthening K-12 Partnerships**
January 25, 2006
Gritter Room

Meeting convened at 3:00 p.m. by Becki Lynch and conducted by Dave Bunting
Team Members Attending
Harleen Bott, Dave Bunting, Lynn Fraker, Angela Gillis, Gina Holtz, Becki Lynch, John MacGregor, Jean McMenimen, Todd Prusa, Carmen Streets

Team Members Away
Shannon Bartell, Bob Driggs, Mary Lou Erlacher, Chuck Hinz, Wendell Maakestad, Jack Terndrup

Because Becki will retire at the end of the current academic year, she had asked Dave Bunting to become the chair Team chairman. Dave accepted. Becki will continue to participate in the meetings as a Team member. Becki reaffirmed the consensus of the members that the Team should focus on issues and ideas related to “Seamless Transitions”—for every student—between secondary education and students’ next steps after graduating high school.

Dave reviewed the work of Willard R. Daggett (“Rigor, Relevance, Relationships” and “Quadrant D” in the Rigor/Relevance Framework), and Daggett’s participation at the second annual High School Summit in Des Moines (January 23-24). “The intended outcome of the Summit [was] to help teams from secondary schools further develop implementation strategies [to make] high schools more rigorous, relevant and relationship based.” The conference was “organized around the unique supports available from the International Center for Leadership in Education (ICLE).” Daggett is President of ICLE. Dave noted that presenters at the Summit described “model schools” in Florida, Georgia, and Texas that are achieving “promising results.”

Dave also commented on conversations at Kirkwood about possible funding from ACT to support a project. The project concept has not been defined. Several issues and ideas addressed by the K-12 Partnerships Team—including the use of eCompass in the high schools—have been explored during the first two ACT opportunity meetings. Team members involved in the ACT opportunities conversation are: Dave Bunting, Bob Driggs, Chuck Hinz, and John MacGregor.

Following Dave’s remarks, Team members offered comments and items for further investigation:

- “There is no more money to throw at support services. Teachers can’t work harder.” Solutions to problems in education have to be “simple” and research-based.
- In the “Rigor/Relevance” balance, schools seem to be focused primarily on “rigor”—and less on students’ demonstrated ability to apply what they know. The mandate of No Child Left Behind (NCLB) weighs heavy.
- Begin the college experience in the junior/senior year of high school, but begin the “warm-up” for that experience in grade school and middle school.
- We need a TGIF equivalent for 8th graders, and we need to address the multiple options a student may have after high school. Kirkwood may be one of those options (it is the post-secondary option that 47-49 percent of college-bound students in our service area select), but Kirkwood is not the only college or the only option. We serve students best when we help them to think about options, and what they will be required to do and know if they want those options to be available to them when they graduate.
- It is important to emphasize that even though Kirkwood has an “open door,” Kirkwood IS a college. Students must be prepared to succeed here, and they must work to complete a course of study. Kirkwood may be perceived as “easy” or a “party school,” but kids can fail at Kirkwood.
• Restructure the 9th grade experience to provide a creative buffer between middle school and high school.
• Consider ways that students’ strengths and interests can be ascertained and developed (the Gallup StrengthFinder (Strengths Inventory) was mentioned, along with the “mini-major” concept, and the Career Pathways project. (Iowa has a “streamlined version” of the 16 federal career clusters. Prairie High School will implement a Career Pathways project during the 2006-2007 academic year.)
• We wonder what considerations and conversations provided the impetus for the creation of the KQIP K-12 Partnership Team. Is it “bottom up” (from our partners) or is it essentially “top down” (from Kirkwood)? Does that matter? Probably — particularly if Kirkwood’s best intentions are considered by the partners to be “aggressive” or “heavy-handed.”
• For example, what would it mean for Kirkwood to have a “presence in every high school,” and how would that presence be defined, implemented, and perceived?
• Kirkwood probably should not be involved in remediation activities in the high schools.
• Should the Team be listening to students and parents as well as K-12 partners?
• We should not forget that our focus, always, should be on “what is best for each student.”
• It was noted that no partner representatives are involved in the conversation with the Team. That does not mean, however, that the partners are not talking with Kirkwood representatives about matters germane to the work of the Team. Perhaps those conversations are informal and proceed based on emerging interests and needs expressed by the representatives of particular schools and/or districts. When and how should the Team’s conversation be linked with those informal conversations?
• Parents, teachers, counselors want to know what they need to know and when they need to know it about students’ successful preparation for college. Kirkwood information programs in Cedar County (delivered) and in Benton County (scheduled February 10 for a district in-service day) may represent an essential outreach effort that should be polished and offered regularly.
• How many college preparation “touch-points” and “reminders” should there be in the K-12 system? “Remember, we are dealing with kids.”
• How shall we address students with “special needs,” and the shift of services and expectations between secondary and post-secondary education? What demands are made on resources, and how are student outcomes affected by the application (or withdrawal) of support services?
• What are the differences between experiences and expectations in the county centers and on the main campus for students in all categories of preparedness and need?
• Should our primary emphasis be on helping students to achieve grade-level competence in math ability and writing ability? If we could just do THIS, that would be a major accomplishment.
• Many of Kirkwood’s students are only “slightly” under-prepared. What could we/our partners do to close the preparedness gap for these students?

What is most important to our partners? What do our partners value most?

During Mick’s conversation with the Team (12/5/06), he mentioned 10 ideas the Team might explore. Note that these ideas are “already on the table.” We agreed that Mick’s list (not exhaustive) could be the starting point for organizing the work of the Team within some possible categories. Paragraph from the notes from the December meeting:

Mick mentioned several ideas already on the table: (1) all students (100%) should have at least one college credit before they graduate from high school; (2) high school students should be encouraged and assisted to “try something” that introduces them to their post-secondary options; (3) Kirkwood can explore ways to bring a soupçon of the “college experience” to the high schools (“We’ll offer classes at convenient times and places for students, and find the people to teach
they.”); (4) we can investigate options for new career academies – like the Education and Human Services Career Edge Academy – that provide additional experience and opportunities for students in the arts and sciences; (5) during the spring of the sophomore year, every student could complete a COMPASS assessment; (6) we can consider results of COMPASS assessments in the context of several categories and levels of “under-preparedness;” and consider interventions to help students sooner rather than later; (7) Kirkwood could have a dedicated resource room/staff (in addition to our ICN presence) in every high school to “help people;” (8) we can focus (“jointly with our partners”) on the difficulty students have with math, and help them achieve success—particularly if they have not had additional math instruction since the freshman/sophomore years; (9) we can augment our use of the ICN network (more classes, coordinated schedules; the digital upgrade will improve technical capability); (10) we can look at best practices reflected in other K-12/community college partnerships (Sinclair Community College was mentioned).

Meeting Schedule: February 7 (Tuesday) 3:00 p.m. and February 28 (Tuesday) 3:00 p.m.

These meeting notes follow a “quick follow-up” e-mail sent to Team members on 1/26/06 with attachments: (1) copy of an article by Hank Dunn (VP Student Service/Sinclair Community College) titled “Ensuring That High School Students Are Ready for College; (2) two brief papers by Willard Daggett; (3) link to the League for Innovation (CCTI - College and Career Transition Initiative).

For reference, accompanying these meeting notes are: (1) PDF of the announcement for the Second Annual Statewide High School Summit; (2) link to the 16 federal career clusters.

JMM
1/30/06

KQIP TEAM: Strengthening K-12 Partnerships
February 7, 2006
Gritter Room

Meeting convened at 3:00 p.m. by Dave Bunting

Team Members Attending:
Harleen Bott, Bob Driggs, Dave Bunting, Lynn Fraker, Angela Gillis, Chuck Hinz, Gina Holtz, Wendell Maakestad, John MacGregor, Jean McMenimen, Todd Prasha, Carmen Streets, Jack Termdrup

Team Members Away:
Shannon Bartell, Mary Lou Erlacher, Becki Lynch

Agenda:
1. Introductions and comments
2. Review KQIP purpose, process, outcomes, and roles
3. Review Mick’s “Ten Ideas”
4. Brainstorm
5. Process to Prioritize Ideas
6. Next step:
   Priority
   Action
   Research
   Assignments

**Handouts distributed:**
KQIP Team Guidelines for Quality Improvement Projects
Ready for College and Career (article by Gary Hoachlander / The School Administrator-January 2006)
Enrollment of High School Students at Community Colleges (Iowa Legislative Services Agency Fiscal Services / February 1, 2006)

**Follow-up distribution (from Linda Levy via e-mail on 2/8/06):**
Information on current Kirkwood/K12 partnerships/connections from: Shannon Bartell (admissions);
Dave Bunting (summary of initiatives); Mary Lou Erlacher (The Workplace Learning Connection); Todd
Prusha (Kirkwood Continuing Education Partnerships with area K-12 Institutions); Jack Terndrup
(Education Careers); Harleen Bott (Jones and Cedar County K-12 Partnership Services); Wendell
Maakestad (PSEO/Distance Learning Registrations); Chuck Hinz (VITAL-Vocational Individualized
Training and Learning); Lynn Fraker (Academy Participation by High School); Gina Holtz (WIA Youth
Partnerships)

**Discussion**
Dave Bunting:
- reviewed KQIP Team Guidelines for Quality Improvement Projects
- confirmed that Lynn Fraker is the Team Co-Chair; John MacGregor is the scribe
- invited Chuck Hinz to be the timekeeper and Jack Terndrup to be our ELMO (“Enough, Let’s
  Move On”); invitations accepted.

Chuck Hinz reviewed previous KQIP work, described levels of student under-preparedness. He
distributed and described the Process Map for Academically Under-Prepared Students.

Samples of two final reports/recommendations (*Under-Prepared Students; Student Orientation*)
circulated. Dave reviewed format, content categories, and the presentation (to the KQIP Steering
Committee) of the final report:
- Mission, vision, purpose
- Abstract
- Presentation outline
- Review
- Proposal
- Assessment
- Financials
- Gantt chart
- AQIP criteria, KQIP committee feedback,
- Appendices and literature review (research/best practices, etc.)

Jean McMenimen asked for an update about the membership and meetings of the KQIP Steering
Committee. John MacGregor is a member of that committee, and will ask for an update about it
from Mick’s office.
We reviewed Mick’s Ten Ideas; Todd Prusha suggested the initial general categories for those ideas. Discussion.

The Team identified the seven categories listed below: (Bold italic numbers at right indicate total votes—each Team member had three votes to place on any one or several categories—cast in favor of further exploration of the topic.)

1. College Experience/Career Exploration (College Credit) 3
2. Accessibility (ICN) 0
3. College Readiness 16
   - Campus-based experience
   - Determining readiness
4. Best Practices (Includes the 25/25 review*) 8
   - Partnership models
   - Study models
   - Model core curriculum
   - CCTI (College and Career Transitions Initiative)
5. Communication 8
   - w/students and parents (“What’s in it for me?”)
6. Social, cultural, emotional readiness 2
7. Student transition plans 1

*The 25/25 review: Jack Terndrup suggested that we should look at (the “top 25%” of our K-12 partner high schools that have the best connected relationships with Kirkwood and the “bottom 25%” of our K-12 partner high schools that have the least connected relationships. The Team agreed that we need to know about our own best-practices and strongest connections—and our weakest links.

Bob Driggs noted the:
- importance of gathering and assessing relevant data, particularly with respect to the completion of pre-requisite requirements;
- interest expressed during the recent meeting of the Regents Academy of Math and Science (RAMS) in the same issues our Team is exploring;
- necessity of defining the focus and limits of a project that will be beneficial to Kirkwood and to students who will matriculate here.

Dave Bunting observed that last year’s KQIP “Preparedness” Team focused on what staff and faculty can do at Kirkwood to address the needs of under-prepared students enrolled here. The K-12 Partners Team has an opportunity to consider the quality, content, delivery, and evaluation of preparation activities designed for students before they arrive.

Several Team members reiterated the importance of introducing high school students to the concepts, vocabulary, and expectations of the college experience. (“When you are ready for Kirkwood, you’re ready for college.” – Supt. of Linn Mar) It was noted that “a private firm” is offering (will offer?) seminars/workshops about these matters in high schools. (Who, what, when, where, for how much money?) Why should students and parents (taxpayers) pay for this information when it can and should be provided by education partners?
Several Team members wondered how far “down should we go” in efforts to help students prepare for college. How will we determine that? When is the “right” time, and is that time the same for every student? Everybody is “ready at the moment of need,” and each person wants to know: “What’s in it for me.” Implications?

Jean McMenimen asked again when and how we should involve representatives from our K-12 partners in the conversation.

Next step:
Dave Bunting asked each Team members to indicate—before the next meeting—which one of the three key areas identified through voting (college readiness, best practices, communication) he/she will work on.

Dave and Lynn will organize separate committees to address each area. (Please send follow-up information to John MacGregor.)

Next meeting:
Gritter Room; 3:00 – 4:30 p.m.; Tuesday, February 28.

KQIP TEAM: Strengthening K-12 Partnerships
February 28, 2006
Gritter Room

Meeting convened at 3:00 p.m. by Dave Bunting

Team Members Attending:
Harleen Bott, Dave Bunting, Mary Lou Erlacher, Lynn Fraker, Angela Gillis, Chuck Hinz, Gina Holtz, Wendell Maakestad, John MacGregor, Jean McMenimen, Todd Prusha, Carmen Streets, Jack Terndrup

Team Members Away:
Shannon Bartell, Bob Driggs, Becki Lynch

Guest: Pat Berntsen

ACTIVITIES

Area Ten Superintendent and Principal Luncheons
Dave told us about informal luncheon meetings that he, Mick, and Mary Lou Lauer are having with K-12 partners. On January 8 they met with representatives from Anamosa, Benton Community, College Community, Highland, Tipton, and Vinton-Shellsburg. On February 24 they met with representatives from Linn-Mar, Marion, Midland, Mount Vernon, and Washington (IA). These luncheons are part of Kirkwood’s continuing commitment to listen to what our partners tell us about their needs and concerns.

Kirkwood has opportunities through multiple channels to talk with our K-12 partners about ways to strengthen partnerships, and sustain trusted relationships. Defining and implementing mutually beneficial, long-term projects is impossible without those relationships. Developing and understanding educational and career pathway reform goals and objectives, policies, and
positions are key tasks; but the demanding work of educating the students in Area Ten schools can be understood best by those who are in touch regularly with personnel responsible for those schools. Kirkwood does this well.

Reference Materials
Dave distributed these documents:
- Community College Presidents’ Report on College Placement Educational Opportunities for High School Students (February 2006)
- Ready for College and Career (article by Gary Hoachlander in The School Administrator (January 2006)
- Issue Review (Iowa Legislative Services Agency Fiscal Services, February 2006). Issue: “The Code of Iowa provides two alternatives for high school student to attend and receive credit for community college courses. Both alternatives generate revenue for the community colleges.” Two general types of enrollment for high school students in community colleges: Post-Secondary Enrollment Options (PSEO) and Weighted Enrollment.
- Student Feedback: Measuring the Effectiveness of Concurrent Enrollment Programs (Innovation Abstract published by NISOD [The National Institute for Staff and Organizational Development) Volume XXVII, Number 26

Workgroups (leadership, members, guidelines, and tasks for work ahead)
Dave asked the Team to review KQIP tools. Workgroup chairs and membership confirmed. Primary tasks outlined.

Best Practices
Chair: Jack Terndrup; Members: Mary Lou Erlacher; Wendell Maakestad; John MacGregor; Todd Prusha; Carmen Streets
- Current k-12 Best Practice/Processes
- Current Gaps/Needs
- Research on Best Practices/Process
- League for Innovation
- College and Career Transition Initiative (CCTI)
- Superintendent/Principal Luncheons (feedback)
- Success Measures
- Plan/Proposal/Costs/Timeline

College Readiness
Chair: Dave Bunting; Members: Harleen Bott; Bob Driggs; Chuck Hinz; Gina Holtz
- Current Practices
- Current Gaps/Needs
- Models/Best Practices
- Measures for College Readiness
- Plan/Proposal/Cost/Timeline
Communications
Chair: Lynn Fraker; Members: Angie Gillis; Becki Lynch; Jean McMenimen; Kathy Kaiser (ex officio)
- Current Communications (purpose/frequency; audience/effectiveness)
- Current Gaps/Needs/Enhancement
- Plan/Proposal/Costs/Timeline

Next meeting of entire Team:
March 27, 2006 (3:00 p.m. Gritter Room).

KQIP TEAM: Strengthening K-12 Partnerships
March 27, 2006
Gritter Room

Meeting convened at 3:00 p.m. by Dave Bunting

Team Members Attending:
Harleen Bott, Dave Bunting, Mary Lou Erlacher, Lynn Fraker, Chuck Hinz, Wendell Maakestad, John MacGregor, Jean McMenimen, Todd Prusha, Carmen Streets, Jack Terndrup

Team Members Away:
Shannon Bartell, Bob Driggs, Angela Gillis, Gina Holtz, Becki Lynch

ACTIVITIES

Workgroups
Workgroup chairs presented a summary of completed tasks and preliminary recommendations.

Jack Terndrup/Best Practices: presentation/discussion of six recommendations including the development of customized, audience-based web content; improvements in data collection and analysis; Compass testing in high schools; development and delivery of “remediation courses;” ACT scoring alignments with reading success in college; a “visiting advisors” program.
Chuck Hinz/College Readiness: presentation/discussion of a “readiness” process map (relationships and responsibilities—high schools; Kirkwood; high schools/Kirkwood; student-school-parent “loop”)
Lynn Fraker/Communication: review of the connections and linkages between Best Practices, College Readiness, and Communications; brief discussion about the value of developing a communication flow/plan. (More information to come.)

Team Report Notebook
We looked at notebooks prepared by other KQIP teams. Dave reviewed the notebook sections:
Acknowledgements and team membership
AQIP/KQIP linkages (process and the nine AQIP criteria)
Table of contents
Project statement
Background and context
Situation analysis (current state/processes)
Recommendations
Timeline(s) and Gantt chart(s)
Preliminary budget
Appendices and attachments

We reviewed cover designs created by Carmen. We selected a winner.

Next step
Team will meet with six representatives from five high schools on April 4. Workgroup leaders will present findings and recommendations. The representatives will provide feedback, and share their views about challenges and opportunities presented in the Kirkwood/K-12 partnership.

Next meetings (3:00 p.m. in the Gitter Room unless otherwise noted)
- April 4: Conversations with representatives from five high schools*
- April 6: Work on team presentation and materials
- April 11: Work continues on team presentation and materials
- April 18: Complete planning work on team presentation and materials

* Representatives (Schools/Positions)
  Adam Hanrahan – Jefferson High School/Associate Principal for Curriculum
  Bonnie Sovern – Metro High School/Counselor
  Andy Jacobson – Kennedy High School/Counselor
  Dean Blanchard – Jefferson High School/Counselor
  Steve Goodall – Anamosa High School/Principal
  Al Rowe – Executive Director of Learning Service/College Community

April 11, 2006

KQIP K-12 Partnership
Minutes of meeting April 6, 2006

Present: Jean McMenimen, Jack Terndrup, Chuck Hinz, Gina Holtz, Mary Lou Erlacher, Lynn Fraker and Dave Bunting.

Dave reviewed our activity for today:
  Partner feedback,
  GANTT chart: action steps, responsibility, timeline and cost
  Further study

Partner Feedback comments-major themes

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<th>eCOMPASS</th>
<th>Best Practice</th>
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<tr>
<td>Concept map-important of initial discussion</td>
<td>Data-access to specific, graphic (performance)</td>
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<td>College experience</td>
<td>Website for students</td>
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<tr>
<td>Greater information about COMPASS Diagnostic vs. placement Connect to pathway planner Connect to 4 yr plan/model core curriculum Faculty discussion-alignment</td>
<td>readiness</td>
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<td>Future students Not just admission/marketing Collaborate with admissions/marketing Who, cost, timeline Tie to pathways/plans Focus group of KCC students-barriers, recovery, voice of KCC students Plans! Slack senior year! On-line tutorials</td>
<td>Timeline 3 yr block for GANTT</td>
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Goal for April 11th meeting: GANTT chart development

Review of our report: includes these major sections
Cover by Carmen!
I. KQIP Team membership and special acknowledgements (Partners, Pat Albaugh)
   Introduction-Project Statement/Scope
II. Background summary: rationale goal, readings, website, ACT info, ACT website
III. Statement of work: recommendations, GANTT
IV. Budget
V.

Next meetings: April 11, 3 pm, Marland (Dave, Jack and Gina will be absent) April 18, 3pm, Marland
AREA X SUPERINTENDENT & PRINCIPAL LUNCHEON MINUTES
Strengthening K12 Partnerships

January 8, 2006

Memo To: Dr. Mick Starcevich
         Dr. Mary Lou Lauer

From: David Bunting, Executive Director of Secondary Programs

Subject: Area X Superintendent & Principal Luncheon – Strengthening K12 Partnerships

Attendees: Anamosa: Carol Lensing, Steve Goodall
           Benton Community: Gary Zittergruen, Bruce Johnson
           College Community: Al Rowe, Dick Whitehead, Mark Gronemeyer
           Highland: Ed Pundt, (Carol Montz not able to attend)
           Tipton: Jeff Corkery, Chris Habben
           Vinton-Shellsburg: Randy Braden, Jay Pederson
           Kirkwood: Mick Starcevich, Mary Lou Lauer, Dave Bunting

Purpose:

1. Mick thanked districts for attending the luncheon and their willingness earlier this year to allow Kirkwood to speak to K12 faculty about the bond issue. One outcome of its passage will be the up-grading of the Kirkwood telecommunication system and the digital signal to 13 distant sites.

2. Mick also shared his commitment to strengthen and expand Kirkwood’s partnership with high schools. This might include:
   • an increased number of college credit classes in their high schools and possibly even a Kirkwood room
   • expanded efforts to reduce the number of high school graduates needing remediation in college (Mick encourages schools to have students engaged in mathematics or its application during their senior year)
   • possibly piloting the Skills Advantage program utilizing Work Keys

3. This year, Kirkwood has implemented a new KQIP internal team to focus on K12 partnerships. One outcome would be the creation of a more “seamless transition” from high school to college. So, their ideas and needs are important to this effort.

4. The primary purpose is to listen to their current efforts related to high school reform and to discuss opportunities to strengthen or expand partnership opportunities with Kirkwood.

Anamosa:

1. Anamosa offers or shares several career academies, including: Information Systems Management, Automotive Technology, Health Science, and Local Area Networking.
2. Anamosa is involved in a long range facilities planning process and could envision new facilities that expand Kirkwood partnerships. There is interest in having on-site college credit courses at the high school for their students and community members.
3. The building trades program is in its second year and has potential to be shared with neighboring districts.
4. Anamosa is also working to develop 4-6 year plans for students.

**Benton Community:**
1. Benton currently offers or sends students to several academies, including; Health Science, Automotive Technology, and Local Area Networking.
2. They teach on-site college credit Composition I & II, General Psychology & Developmental Psychology.
3. They share high school courses in German & French over the ICN.
4. Benton has increased graduation requirements (4 English, 3 Math, 3 Science, and 3 Social Studies) and wants to reduce the number of students needing remediation at college.

**College Community:**
1. Establishing 6 Learning Pathways (following Iowa’s Pathway Model) that will allow (not require) students at the end of their sophomore year to select focus. With increased graduation requirements, students will have a more limited number of pathway-related choices.
2. Will use the 9th grade year to get students more focused on the high school experience. Will be “strength based” rather than deficiency-based.
3. Student’s portfolio and senior presentation will be connected to the Learning Pathway.
4. Students will have increased opportunities to earn college credit or involved in community-based experiences, especially during the senior year where students may be off the Prairie campus for half the day.
5. Strong commitment to Professional Development as evidenced by later starting time at the high school. It creates opportunities for teachers to learn how math, for example, is used in careers and how these applications can be infused into the curriculum.
6. Increased emphasis on project management skills and problem-based skill development through experiences such as the Langford Team Training.
7. Need to explore new academies for community-based experiences related to city government, community planning, etc.
8. Prairie is also interested in adding biotechnology primarily from an Agriscience perspective.
9. There is also interested in creating summer opportunities utilizing existing or adjunct faculty.

**Highland:**
1. Highland currently offers 24 hours of college credit classes with 50% of their seniors earning college credit prior to graduation.
2. Their greatest need is in the area of agriculture.
3. Highland wants to be pro-active on behalf of students and has interest in web-based courses.
**Tipton:**

1. While there isn’t a state blueprint for high school reform and how to get there, Tipton is interested in how to make the curriculum more relevant with a greater focus on juniors and seniors.
2. Tipton is interested in strengthening their vocational/career areas to provide a sequent and more focus.
3. There is also interest in sharing, including via the ICN

**Vinton-Shellsburg:**

1. Vinton-Shellsburg is working on career development at the 8th grade level that leads to a high school plan.
2. They too offer or send students to several career academies, including: Local Area Networking, Information Systems Management, Health Science, and Automotive Technology. Because of distance and cost, they are interested in an Automotive Technology Academy shared by Benton and northern Iowa County high schools.
3. The new high school will expand opportunities, especially in the area of agriculture where there is interest in environmental science, horticulture, soil science, and greenhouse operations.
4. There is also interest in exploring the Graphics & Media Communication Academy and expanded college credit opportunities.

**March 17, 2006**

**Memo To:** Dr. Mick Starcevich
Dr. Mary Lou Lauer

**From:** David Bunting, Executive Director of Secondary Programs

**Subject:** Area X Superintendent & Principal Luncheon – Strengthening K12 Partnerships

**Attendees:** Linn Mar: Assoc. Supt. Rick Ironside
Marion: Principal Greg Thomas
Midland: Supt. Al Homandberg, Principal Patti Pace-Tracy
Mt. Vernon: Supt. Jeff Schweibert, Principal Denny Walsh
Washington: Assist. Supt. Julie Grotewald, Principal Shane Ehresman
Kirkwood: Mick Starcevich, Mary Lou Lauer, John MacGregor Dave Bunting

**Purpose:**

5. Mick thanked districts for attending the luncheon and their willingness earlier this year to allow Kirkwood to speak to K-12 faculty about the bond issue. One outcome of its passage will be the up-grading of the Kirkwood telecommunication system and the digital signal to 13 distant sites. This will allow KTS courses to be digitally copied, archived and retrieved.
6. Mick also shared his commitment to strengthen and expand Kirkwood’s partnership with their districts….before, after, or during the school day.

7. This year, Kirkwood has implemented a new KQIP team on Strengthening K-12 Partnerships. One outcome could be a plan to create a more “seamless transition” from high school to college. So, sharing their ideas and needs is important to this effort.

8. The primary purpose of the luncheon is to get feedback on current partnerships and opportunities to strengthen/expand these efforts.

**Mount Vernon:**

5. Has just recently felt comfortable approaching Kirkwood on partnerships.

6. Jeff and Denny met with Bob Driggs and Dave Bunting regarding their math & science offerings and will send a faculty team to participate in the summer NSF STEP grant for rural schools.

7. There is interest in having qualified Mt. Vernon faculty teach college credit classes at their high school. There is also some faculty concern that they could be losing some of their “best and brightest” students from the building if they leave to take college classes.

8. Recent legislation requiring plans for students will have an impact. Pathway plans can help guide students through their high school experience.

**Washington:**

5. Their district is hopeful of building a new high school and is imagining all the possibilities to expand opportunities that could serve both students and adults. Being an hour away from the main campus, there is a feeling of being under-served.

6. There is interest in a biotechnology program and will have a science teacher attend the March biotechnology session at Kirkwood.

7. They also need assistance in conveying to students the benefits of a 2-year vs. 4-year degree.

8. Washington has experienced an economic shift were the percent of students on free or reduced meals has increased from 26% to 46%. Twelve years ago the student population was 1% Latino and it is now 12%. The community now has more “working poor” and there is a need for re-training.

9. Just like a smooth transition from high school to college, Washington is also working to ease the transition from 8th grade to high school.

10. Students need additional assistance with careers and planning their high school experience.

11. There is also a need to establish consortia of high school and community college faculty for the curriculum review and development process. This could involve sharing research, best practice, and “back mapping”. It could also reduce some of the barriers between educational levels. GWAEA is no longer providing this support, except in the math and science areas.

**Linn Mar:**

10. Still not sure what high school reform really means. There needs to be more discussions with postsecondary institutions.

11. Legislation requiring student plans will have some impact, but to what extent are 8th graders able to discuss careers?
12. We are missing opportunities for more regional partnerships such as the engineering curriculum Project Lead The Way being shared at a central location. It is pricey and has some restrictions that could be better addressed as through a partnership.
13. There is still a need to take advantage of digital technology to supplement existing curriculum.

**Midland:**
4. Midland has a good relationship with Kirkwood and several partnerships which include other high schools in Jones County. These include career academies in health science, automotive technology, local area networking, and a shared alternative high school.
5. They have an ICN site, but it is not meeting their needs.
6. Midland is one of 20 schools in Iowa selected to work with the Willard Daggett program on educational excellent over the next three years. It hurts when some of their top students need remediation in college.
7. Midland has raised graduation requirements to include three years of math and science, and four years of English.
8. Midland is also giving weighted grades to college credit classes and selected high school courses.
9. They would like to explore college credit for their highest level physics course and are interested in utilizing Compass with high school students.
10. Midland also has a good relationship with The Workplace Learning Connection and requires all students to have a job shadowing experience.
11. Their greatest barrier is the 45 miles to Kirkwood. Having ICN classes that meet their needs is more important that receiving supplemental weighted funding.

**Marion:**
4. Marion has hosted professional development discussion with Kirkwood’s math and English departments to better prepare students and align curriculum.
5. They continue to pilot the Compass program with high school students. The success of last year’s efforts was limited because students had to be transported to the Marion Center and didn’t have sufficient time to complete the assessment. However, all students and parents received feedback and “messages” that will guide their high school course selection in math and writing.
Marion will also continue to grow dual credit opportunities for students.
APPENDIX B
Kirkwood’s Current K-12 Partnership Initiatives/Services/Resources

- **Admissions Department** visits high schools promoting Kirkwood services in 91 of Iowa’s 99 counties each year.
- **Admissions Department** showcases Kirkwood programs and services to parents and students through on campus information sessions called TGIF. The 2004-2005 sessions hosted 2107 students and 1501 parents.
- **Career Edge Academy Programs** are offered to high school students for college and high school credit. There are 10 Academy Programs, 37 participating school districts, with 119 course sections available. During the 2004-2005 school year, 1543 students earned college credit as well as career exploration experience through academy programs.
- **Postsecondary Enrollment Options Act** allows high school students to select college courses and earn credit. During the 2004-2005 school year 790 students took at least one college credit course. Half of all PSEO registrations are in Distance Learning courses. Anytime/Anywhere course registrations continue to increase each semester.
- **Articulated College Credit** allows high school students to earn college credit at no cost to the student or district. Kirkwood has over 300 signed articulation agreements with over 55 high schools. Kirkwood has 12 courses articulated, but few teachers promote this opportunity.
- **On-Site College Classes** in Arts & Sciences are offered to enhance high school curriculum. Courses are typically taught by local high school teachers that meet the Kirkwood hiring requirements and are considered adjunct faculty. During the 2004-05 school year 446 high school students earned college credit through on-site courses.
- **ICN High School Courses**: Each year, Kirkwood facilitates the delivery of high school courses over the ICN in both a block and a traditional daily schedule format.
- **Alternative High School Programs**: Kirkwood provides four alternative high schools in partnership with school districts in Jones County, Cedar County, Center Point-Urbana, and Washington.
- **High School Completion Programs**: Kirkwood provides high school completion programs in nine locations throughout the seven-county service area which enable high school students to earn their local district’s diploma through coursework approved by the local high school and delivered by Kirkwood high school faculties.
- **Kirkwood Continuing Education Department** through 28E Agreements, as well as many other partnerships, provides instructors, monitors, testing, setup/hosting/judging, and support services to many area high schools. Some programs involved include: Driver’s Education, Win With Wellness, Coaching Authorization, Health Academy and state-wide HS Welding Contest.
- **The Workplace Learning Connection**: Area X K12 districts partner with The Workplace Learning Connection to link students and teachers to the world of work. They provide: Classroom Career Speakers, Speaker Days, & Worksite Tours for
students and teachers of any age/grade. Career Fairs, by various names & purposes, are also provided to all grades. One-day job shadows and 45-90 hour internships or practicums are provided to high school students. Teachers also may job shadow and/or participate in the 40-hour summer Teacher @Work program in partnership with TWLC & GWAEA. Any/All of these same work-based learning services are provided to the Career Edge Career Academy students. When the Academy programs are included, all 33 Districts are served in some capacity; there are two Districts that do not "currently" work with TWLC for their general population. TWLC has also created a Career Development Planning tool for Districts to chart their Career Development system for the District K-12 as indicated in the Comprehensive School Improvement Plan (CSIP). TWLC has also participated in Staff Development around the topic of careers and work-based learning.

- **Education Department** facilitates the Prairie Ridge Mentor Program where 10-15 Kirkwood students are matched with students at Prairie Ridge Elementary. They spend one hour each week working on academic and/or social skills. The Field Experience program includes 60-70 students each year who are placed in various k-12 settings to spend either 60 (2 credit) or 100 (3 credit) hours assisting the classroom teacher. Literacy Tutor Experience Program has 30-40 students who each year are placed in various k-12 settings to assist the classroom teacher with reading and other basic skills. They spend 30 (1 credit) hours, 60 (2 credit) hours or 100 (3 credit) hours on site.

- **County Centers** provide administrative and support services to K12 district partnerships within their respective counties as well as serving as a resource center for community services. Partnership administrative and support services are provided for: Academy Programs, PSEO/ ICN/ Onsite courses, Alternative High School and Learning Centers, Career Fairs, In-Services, Summer Enrichment Programs, Cluster Meetings (meet with school districts to review partnerships, share data and explore new opportunities), Academic and Career Advising, Testing, Promotional Presentations, Community Education and Recreation Programs. County Directors as well as support staff represent Kirkwood on a variety of school district committees, community boards and organizations in their respective counties.

- **COMPASS Assessment**: High school students are encouraged to take this college-level assessment and course placement instrument. The web-based version of COMPASS is scheduled to be piloted with Marion High School in Spring 2006. The vision is for all high school students in Area X to take a college-level assessment instrument such as COMPASS or the ACT to determine academic preparedness and to remediate any skill deficiencies prior to entering Kirkwood after high school graduation.

- **Data Share**: Reports to high schools on Kirkwood graduates: math & writing placement, enrollment, credits earned, honors, diploma and degree awards are shared with partnership school districts.

- **Area X Superintendent Meeting**: Kirkwood has a representative attend the monthly meeting of the Area X Superintendents to provide a brief up-date of college initiatives and partnership programs.
• **Teacher Professional Development:** Kirkwood provides a wide array of professional development opportunities for high school teachers and counselors, including:
  o Career Edge Academy – College credit course training for faculty
  o Workshops on Career Pathways, Math/Writing, etc.
  o Orientation to Kirkwood and Kirkwood programs

• **VITAL (Vocational Individualized Training and Learning) program.** VITAL is a partnership among Kirkwood, Grant Wood AEA, and local LEA. VITAL is a college level resource program designed for students who were in special ed (either a resource teacher program or self-contained with integration program) while in high school, had an IEP, have met all academic requirements for graduation but still have unmet vocational needs documented on the IEP, and who have been accepted into a career option or applied science and tech major at Kirkwood. In addition to the student enrolling in all the courses in the major, the student also registers for a three credit course in the fall and a three credit course in the spring--Supported Education VITAL. Supported Education VITAL is the college level resource room class for the students. Students receive assistance with writing and math, test taking skills, alternative testing, alternative texts, and learning how to be successful in their college classes. The VITAL program began in 1987 with 15 students. Present day, the program consistently enrolls 95-100 students from 35+ school districts both within and without the Area 10 service area. In addition to the formalized VITAL partnership, we have numerous high school teachers who refer students to Learning Services for specific follow up services for their students once the students begin a course of study at Kirkwood. We have also begun exploring initiatives with some high schools.

• **WIA Youth Partnerships:**
  **Skills to Employment** administers activities through the Workforce Investment Act. The Youth Program consists of high school-aged individuals (14-21 years old) who meet the federal eligibility requirements and are accepted into the program. Under WIA, activities and services are provided to assist the participant in completing high school/college and successfully enter the workforce. Participants work one on one with their consultant to achieve their employment and educational goals. They may receive any of the following services in order to be successful in high school and/or college: tuition assistance, books, childcare reimbursement, transportation reimbursement, clothing, incentives for goal completion. Participants may also be placed in a paid work experience or limited internship, and participate in job shadowing, workshops, or leadership activities to further develop their work readiness skills and occupational learning.
APPENDIX C
Background Information
KQIP K-12 Partnership Committee Recommendations Detail

1. Create a link on the Kirkwood homepage for “Future Students.” This should lead directly to a list of all programs, services and resources available to PK-12 students, school districts, and parents. A portal should also be available for teacher and counselor resources.

(Examples of colleges that do this well: Sinclair Community College Enrichment Center/School of Life: http://www.sinclair.edu/
Valencia Community College Postsecondary Transition/LifeMap: http://www.valencia.cc.edu/)

2. Develop profiles for each school district in Kirkwood’s seven county area and store all the data in one location accessible through the colleague system or secure web site. The data will be used to determine the success of programs currently offered and to identify areas of need. Some suggestions for data collection:
   - % of HS students currently enrolled in college credit classes
   - % of HS graduates attending Kirkwood
   - % of HS graduates having at least one credit Kirkwood course while in HS
   - % of HS graduates taking placement tests before registering for their first semester
   - % of HS graduates ready for college-level courses
   - % of HS graduates returning for a second semester
   - % of HS graduates graduating from Kirkwood with a diploma or degree
   - % of HS students who complete at least one work based learning activity (annually)
   - % of students enrolled in Career Academy programs
   - % of Academy students prepared for college level rigor in writing and math as measured on placement tests (compared to) % of regularly enrolled students prepared for college level rigor
   - % of Academy students persisting in a Kirkwood program in the same or a closely related career major (compared to) % of regularly enrolled students persisting in initial program selection

3. Plan web-based Compass and ACT testing for high school students. The testing will yield results and recommendations which will be used to develop a college readiness program for area high school students, parents, and high school personnel.

4. Re-evaluate the validity of reading placement scores in light of ACT’s benchmarks for success in college. ACT uses a 21 as the point where students have a 50% or greater probability of obtaining a B or higher in non-developmental college class. The current Kirkwood reading placement range for Effective Reading and Study is 16-18.
5. Explore web-based developmental courses for high school students scoring below the transfer course placement level on Compass. (Example: Sinclair Community College ARC: Academic Resource Center)

6. Explore interest, cost and feasibility of partnering with high schools to provide “visiting advisors” to assist students (as well as overextended counselors) with high school planning, academic and Career Pathway advising, parent-directed workshops, etc. Advisors could be County Directors, retired counselors, academy faculty…
BACKGROUND INFORMATION
CCTI Network Meeting Report

March 19, 2006

Memo To: KQIP – Strengthening K12 Partnerships
From: David Bunting
Subject: College & Career Transition Initiative

This past weekend, I attended the CCTI Network meeting in Atlanta. It was an excellent experience hearing national recognized speakers and networking with staff from the fifteen charter community colleges involved in this initiative since its inception three years ago. Kirkwood is a member of the CCTI Network that is now open to all community colleges interested in;

1. helping students ease the transition from high school to college and careers
2. increasing the rate of college program completion and success for their students
3. building partnerships with high schools and businesses
4. learning about, developing, and implementing career pathways
5. dual or concurrent enrollment

The priorities of the CCTI Network align closely with our efforts at Kirkwood. We too wish to;

1. decrease the number of high school graduates needing remediation at Kirkwood
2. increase the graduation/completion rate of our students
3. strengthen our relationships with area high schools
4. develop career pathways that guide students in their high school experience and lead to multiple two-year or four-year program options.
5. deliver quality college credit courses to high school students.

Over the two days, I heard certain themes repeated many times along with several best practices I wish to share:

1. CCTI charter colleges were selected for their work in one of five areas: Health Sciences, STEM, Information Technology, Education & Training, or Law, Public Safety and Security. Each has developed a Career Pathway plan and has a strategic plan that addressed each of the five CCTI goals.
2. Nearly all CCTI colleges have implemented a college-ready assessment (SAT’s Accuplacer) with high school partners at the end of the sophomore year. A key aspect of this assessment system is high school and faculty discussions regarding college entry-skills and curriculum alignment. Of equal importance is sharing the value and outcome of this assessment with students and parents to guide their last two years of high school.
3. Some schools are also members of the League’s “Bridge” program that awards a Certificate of College Competencies when the student demonstrates college course readiness in math, reading, and/or writing. This exempts students from further college testing in those areas.
4. While community colleges maintain their “Open Door” philosophy, there is a major professional development effort to collaborate with high school partners to discuss issues of mutual concern, share entry-level skill expectations, and align curriculum.
5. At least one CCTI college has developed a senior year math course designed to review key concepts, especially algebra. Even students taking higher level math courses in high school have forgotten basic mathematic operations and algebra skills. Michigan has passed legislation requiring three years of math, including a math course during the student’s senior year.
6. Career pathways are being developed in all areas. At the national level, over 80 model pathways have been developed and each charter CCTI institution has developed a model in Health Science, Information Technology, Education & Training, or Law, Public Safety, and Security. All begin with a solid core academic curriculum in high school and then allow students to focus in a broad pathway area. All allow students to earn college credit while in high school.
7. Kay McLenney presented her work on student engagement and shared that the service most requested by college students was academic advising/planning. In some colleges, advising and planning has been integrated into the Instructional Branch.
8. At least one college (Anne Arundel) provides part-time advisors (retired counselors) in five partner high schools to assist with student assessment, advising and planning.
9. At least one college (Sinclair) is providing diagnostic and remedial software to high schools to assist with remediation.
10. CCTI has developed a Career Pathway “template”. College can use the template to develop specific career pathway plans. They serve as a guide to high school students (and adults). High school counselors value having these plans to share with students.
11. CCTI has an outstanding website showcasing each of the 15 charter colleges and their efforts in each of the five goal areas.
12. CCTI has a new publication “Pathways to Student Success” showcasing these efforts along with the most current vision at the federal level.
13. These partnership efforts require strong commitment by the college President, Chief Academic Office, Deans, and Faculty.
14. I continue to be impressed with the work in Ohio and have discussed the feasibility of visiting Sinclair Community College later this spring with their CCTI representative Ron Kindell.