
Report to the North Carolina General Assembly

Career and College-Ready Graduate Program (Program Outcomes)

*S.L. 2015-241, Section 10.13, as amended
by S.L. 2016-94, Section 10.5 and S.L.
2018-5, Section 9.4*

Date Due: October 15, 2023

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

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**Report to the NC General Assembly:
Career and College Ready Graduates (CCRG) Program
S.L. 2015-241, Section 10.13, as amended by S.L. 2016-94 and S.L. 2018-5**

Executive Summary

Report on Career and College-Ready Graduate Program (Program Outcomes)

S.L. 2015-241, Section 10.13, as amended by S.L. 2016-94, Section 10.5 and S.L. 2018-5, Section 9.4

CONTEXT

S.L. 2015-241, Section 10.13 amended by S.L. 2016-94, Section 10.5 and S.L. 2018-5, Section 9.4, Career and College Ready Graduates (CCRG), requires the State Board of Community Colleges (SBCC), in consultation with the State Board of Education (SBE), to develop a program that introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year and provides opportunities for college remediation for students prior to high school graduation. This program is the Career and College Ready Graduates (CCRG) Program. The fully implemented CCRG model is a partnership between NCDPI and NCCCS that includes training, technical assistance, professional development, and the NROC/EdReady platform for North Carolina's public Local Education Agencies (LEAs). This executive summary depicts the 2022-2023 CCRG tier test completions, as well as key findings from the optional statewide student and staff survey disseminated, collected, and analyzed to glean insights and recommendations.

PROFESSIONAL DEVELOPMENT

A variety of professional development, technical assistance, and support services were provided to LEAs:

- Multiple virtual professional development sessions
- Technical Assistance / Office Hours
- CCRG Canvas Resource Course
- Regularly updated CCRG FAQ

PROGRAM OUTCOMES

Students must also complete the Tier Tests associated with math and English with an 80 or higher. Below indicates the pass rate for CCRG English and CCRG math:

- English Tier Test Completions: English 1 had a 10% pass rate. English 2 had a 7% pass rate.
- Math Tier Test Completions: Math 1 had a 86% pass rate. Math 2 had a 83% pass rate. Math 3 had a 86% pass rate.

Enrollment data of these graduates into the community colleges is not yet available. The NCCCS anticipates that data will be available in the coming year once full implementation of CCRG is delivered across the state.

STUDENT PERCEPTIONS OF CCRG

- More than 600 student respondents completed the survey.
- A majority of student respondents felt that they were able to work at their own pace and take their time on the content.
- More than half of student respondents strongly agreed or agreed that they had enough time to complete work for class and take the Tier Tests required for CCRG credit in each course.
- Less than a quarter of students felt that CCRG helped them learn new content.
- More than a quarter of student respondents strongly agreed or agreed that CCRG will save them money in college.

- Most of the student respondents conveyed they learned about the CCRG opportunity from a teacher.
- Student respondents also provided key programmatic improvement recommendations: Less multi-step questions, shorter diagnostic tests, accessibility improvements to the NROC platform course content, and clearer content/question language that students/teachers understand.

STAFF PERCEPTIONS OF CCRG

- More than 200 staff respondents completed the survey.
- The majority of staff respondents stated they knew who to contact within the CCRG partnering organizations if they had CCRG questions and received timely responses.
- Many respondents indicated unawareness of the Canvas Resource Course that houses webinar recordings, updates, etc.; however, of respondents who indicated awareness of the Canvas Resource Course, the majority indicated that the Teacher Handbooks for math were most helpful.
- About a quarter of the staff respondents found motivating students difficult. Some students were not bought into the program because they did not have plans to attend community college after high school or did not want to add another thing to do before graduation.
- Staff respondents also provided key programmatic improvement recommendations: Easier navigation to the tools/resources within the Canvas Resource Course, funding for CCRG teachers, greater clarity about purpose/intent of CCRG, CCRG support/communication from the local community colleges, and separating CCRG English out from English IV to provide greater flexibility with implementation.

RECOMMENDATIONS

- Continued funding to be provided for CCRG to support the program platform (NROC), professional development, and staff.
- A reassessment of the English curriculum implementation to allow for flexibility like that of the CCRG math implementation.

CONCLUSIONS

- NCDPI and NCCCS staff will (1) work collaboratively to ensure greater communication to LEAs about the intent and benefits of CCRG to ensure greater access and opportunity to all subgroups; (2) continue to provide professional development and technical assistance throughout the fall/spring of the 2023-2024 academic year; and, (3) communicate with NROC about potential accessibility improvements.
- A reassessment of the English curriculum implementation should be conducted to allow for flexibility like that of the CCRG math implementation.

Full Report

Report on Career and College-Ready Graduate Program (Program Outcomes)

S.L. 2015-241, Section 10.13, as amended by S.L. 2016-94, Section 10.5 and S.L. 2018-5, Section 9.4

BACKGROUND OF CAREER AND COLLEGE READY GRADUATES (CCRG) PROGRAM

Timeline of Funding

S.L. 2015-241, Section 10.13 amended by S.L. 2016-94, Section 10.5 and S.L. 2018-5, Section 9.4, Career and College Ready Graduates (CCRG), requires the State Board of Community Colleges (SBCC), in consultation with the State Board of Education (SBE), to develop a program that introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year and provides opportunities for college remediation for students prior to high school graduation. The fully implemented CCRG model is a partnership between NCDPI and NCCCS that includes training, technical assistance, professional development, and the NROC/EdReady platform. Initial implementation of the model began in the 2016-2017 academic year with pilots. Partial implementation occurred despite financial and COVID-19 Pandemic challenges from 2020 through 2022. In November 2021, the 2022-2023 budget was passed with funding for CCRG, and the NCDPI immediately began the process to contract with the vendor, The NROC Project/EdReady, herein referred to as NROC/EdReady. The 2022-2023 contract was in place as of July 2022 for Year 1 of full implementation, and the NCDPI renewed the contract in July 2023 for Year 2 of full implementation.

Through various communication efforts, namely an email series to Curriculum Leaders and CCRG Leads to inform, professional development opportunities and conferences, office hours, and updated CCRG support documents and the CCRG Canvas Resource Course, all LEAs were informed of the implementation of CCRG during the 2022-2023 academic year. As with the previous implementation, high schools were required to use the curriculum approved by the SBCC, in consultation with the SBE.

Appendix A: CCRG Eligibility and Exemptions outlines the criteria for students to take CCRG.

Professional development was prepared and delivered by the professional development sub-committee of the Career and College Ready Graduate Alignment Partnership (CCRGAP) committee, which consists of the NCDPI and NCCCS, during the 2022-2023 academic year. In addition, with the 2022-2023 academic year as the first year of full implementation, the CCRGAP worked collaboratively to develop and carry out the CCRG Evaluation Plan detailed in greater depth below.

Programmatic Intent

The CCRGAP collaborated to offer statewide support and achieve the overall objective of ensuring North Carolina high school seniors successfully graduated from public high schools as career and college ready graduates. Therefore, the CCRGAP engaged in developing additional strategies to target specific academic deficiencies, which are outlined in the CCRG Evaluation Plan below.

CCRG Evaluation Plan

Several major questions guide the full evaluation plan for CCRG and are aligned to the program's logic model. Figure 1 depicts the CCRG Logic Model; Table 1 depicts the evaluation questions, strategies, outcomes, and data sources. The evaluation plan for the first year of CCRG, academic year 2022-2023, focused on implementation of the program. Specifically, the CCRGAP committee focused on measuring the success of implementing the six strategies identified in the CCRG logic model. Subsequent years will continue to evaluate fidelity of implementation and will also further examine learning outcomes for students.

Figure 1. CCRG Logic Model

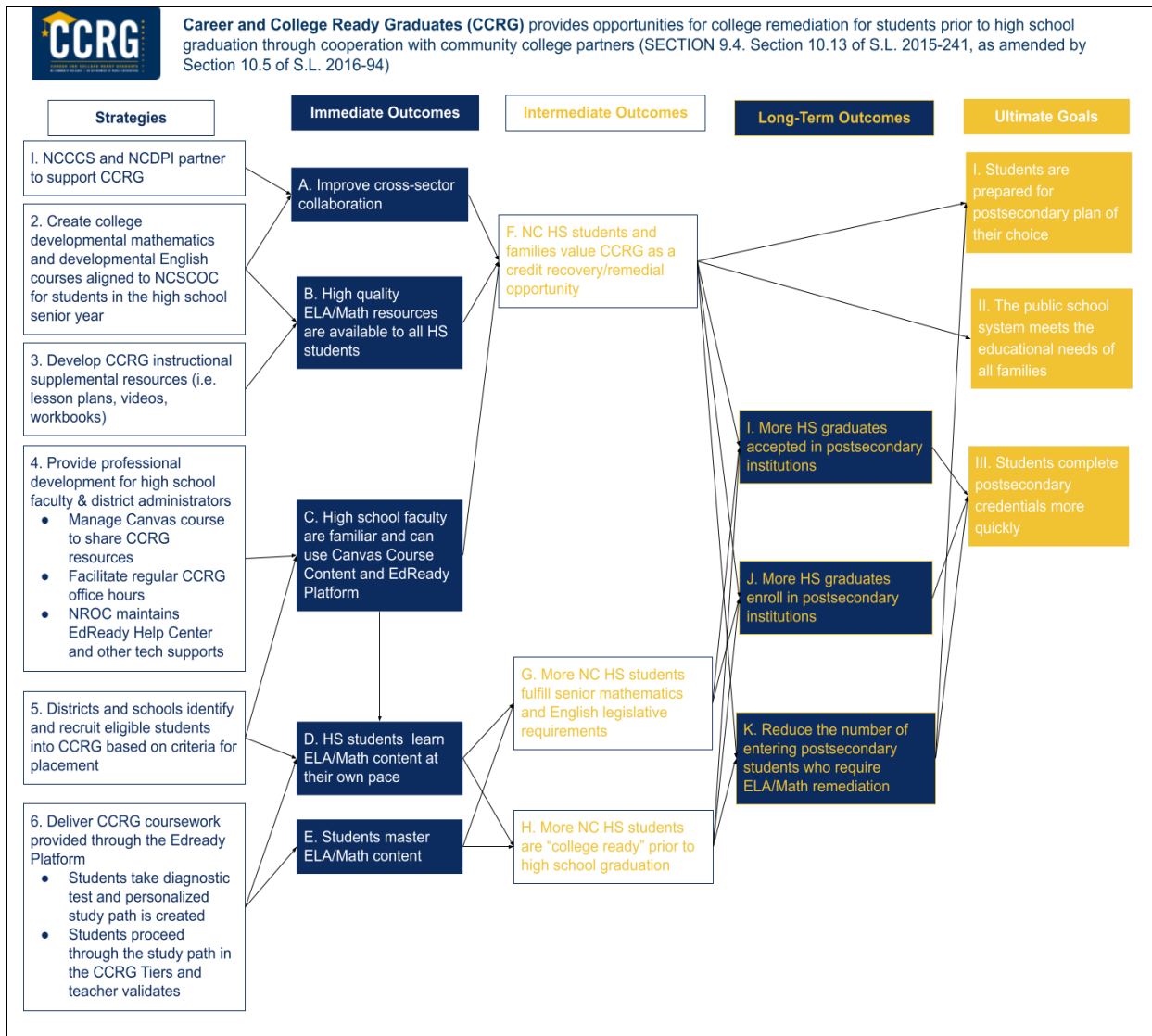


Table 1. Summary Table of Evaluation Questions and Data Sources

Evaluation Questions	Strategy	Outcomes	Data Sources
To what extent was CCRG a successful cross-sector partnership between the North Carolina Community College System and North Carolina Department of Public Instruction?	1. NCCCS and NCDPI partner to support CCRG	A. Improve cross-sector collaboration	CCRG Staff and Student Survey
What resources and tools were available and helpful throughout the CCRG implementation process?	2. Develop college developmental mathematics and developmental English courses/curricula for students in the high school senior year 3. Develop CCRG instructional supplemental resources (i.e., lesson plans, videos, workbooks)	B. High quality ELA/Math resources are available to all HS students	CCRG Staff and Student Survey Canvas Resource Course Analytics
What was the quality of support provided by the NCDPI and NCCCS as it pertains to professional development, technical assistance, office hours, and other applicable outreach efforts?	4. Provide professional development for high school faculty & district administrators	C. High school faculty are familiar and can use Canvas Course Content and EdReady Platform	CCRG Staff Survey
What types of criteria were used by districts to determine eligibility for CCRG? How did districts inform students and families of this opportunity?	5. Districts and schools identify and recruit eligible students into CCRG based on criteria for placement	B. High quality ELA/Math resources are available to all HS students	CCRG Staff and Student Survey
How many students enrolled and accessed CCRG courses? What are participation rates by student group, school and district characteristics?	5. Districts and schools identify and recruit eligible students into CCRG based on criteria for placement	D. HS students learn ELA/Math content at their own pace	NROC/EdReady Platform Analytics
How many students successfully completed CCRG coursework?	6. Deliver CCRG coursework provided through the EdReady Platform	E. Students master ELA/Math content	Ed Ready Platform Analytics

CCRG PROGRAM IMPLEMENTATION

CCRG Current Status

Funding for CCRG was provided in November 2021 through the General Assembly's allocation for the CCRG platform and one Full Time Equivalent (FTE). Upon receiving funding, the NCDPI began the contracting process with the vendor, The NROC/EdReady Project. Throughout the 2022-2023 academic year, the NCDPI and the NCCCS worked collaboratively to engage in regular, ongoing communication with Public School Units (PSUs) throughout North Carolina to ensure comprehensive support. PSU support included all relevant staff: superintendents, chief academic officers (CAOs), CCRG district leads, and other relevant stakeholders. As CCRG is a legislated requirement, students meeting the CCRG Eligibility and Exemptions criteria outlined in **Appendix A** were afforded the opportunity to take CCRG math, English, or both math and English based on individual student need. During the 2022-2023 academic year, CCRG was fully implemented, as the funding was approved in July 2022. To prepare for contracting, the NCDPI, the NCCCS, and NROC/EdReady continued monthly check-in meetings to discuss procurement progress, professional development, and other support efforts.

In October 2022, utilizing state funding allocations for one FTE, a CCRG Program Administrator was hired to fully oversee CCRG implementation and to serve as the liaison between the NCDPI, NCCCS, and NROC/EdReady. All parties work together to provide regular, ongoing updates via NCDPI sponsored CAO quarterly meetings, newsletters, emails, and updated frequently asked questions (FAQ) documentation to ensure LEAs understanding of CCRG implementation upon finalizing the contract and making available the vendor platform to LEAs. CCRG professional development training was provided to CCRG Curriculum Leads and Teachers.

PROGRAM OUTCOMES

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

Since Spring 2022 CCRG high school graduates are currently applying to colleges for Fall 2023, the enrollment data of these graduates into the community colleges is not yet available. The NCCCS anticipates that data will be available in the coming year once full implementation of CCRG is delivered across the state. Further, now that the NCDPI has access to the National Student Clearinghouse data, going forward, the NCDPI and NCCCS will work together to analyze enrollment data.

CCRG Completions

In order to enter a North Carolina Community College remediation free, high school students must complete the math and/or English modules, depending on student need for one or both content areas. The module content is determined after the students take the initial diagnostic test, as that data determines the student's study path. Students must also complete the Tier Tests associated with math and English with an 80 or higher.

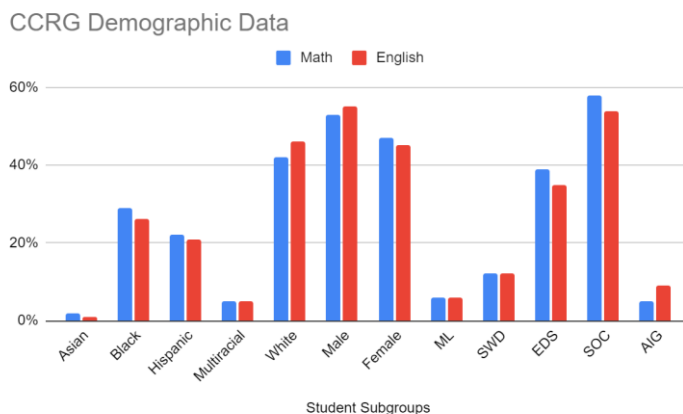
The CCRG content for mathematics involves mastery-based modules through the chosen NROC/EdREADY platform. These modules may be taught as an independent mathematics course, integrated into another existing mathematics course, or offered during an intervention time frame. The standalone CCRG Math course will earn a fourth mathematics credit towards graduation requirements, however the CCRG content does not satisfy a fourth-level mathematics course and does not meet UNC System minimum course requirements for admission.

The CCRG content for ELA is integrated into English IV with specific guidance to indicate students who are receiving this content.

Of the 115 LEAs, 99 LEAs, 86%, had math and English Tier Test completions. While 114 out of 115 LEAs, 99%, participated in CCRG, 16 LEAs did not have any math or English Tier Test completions by students with a graduation date of 2023. Those 16 LEAs worked within the CCRG modules, but students did not complete the modules to the point of reaching Tier Tests. Important to note is that within NROC/EdReady, graduation date is self-reported by students.

Regarding CCRG student participation, student demographics were also reviewed. Figure 4 provides a data visualization of student subgroups based on student enrollment in CCRG for the 2022-2023 academic year. Demographic data of students' Tier Test completions—or success rates—was not provided. Figure 4 depicts that a greater portion of CCRG participants is male as compared to students not participating in CCRG. Additionally, a CCRG student is more likely to be male, and a greater portion of CCRG participants is Economically Disadvantaged Students (EDS). Further, more than 50% of CCRG students, with 54% in English and 58% in math, are identified as Students of Color (SOC), which encompasses all non-white subgroups. However, this data does not imply that the greater portion of CCRG students is male, EDS and SOC. Multilingual (ML) and Academically and Intellectually Gifted (AIG) students equate for less than 10% of the CCRG student participant population.

Figure 3. CCRG student demographic data



CCRG English Content and Tier Test Workflow

English Language Arts

The CCRG English content has been developed to align with the ELA Standard Course of Study as well as NCCCS student outcomes.

- The CCRG content for English Language Arts will be integrated into English IV with specific program enrollment guidance to indicate students who are receiving this content.
- For CCRG content guidance, refer to the NCCCS.
- For CCRG implementation guidance, refer to the NCDPI.

Within each Tier:

Students will begin in the Main Module/ primary study path and then will move on to a Tier Test when they are ready. Students that perform well on the Tier Test will be ready to move on to the following Tier, while others will need to work in the Test study path and take an additional Tier Test.

English Score Thresholds:

- Students need to earn a score of 90 in the Main Module/ primary study path
- Students need to earn a score of at least 80 on a Tier Test (diagnostic test for a "Test" study path) to earn the right to move on to the next Tier

Current Step	Score Needed		Next Step
Type	On Initial Diagnostic	On Study Path	
Main Module	90		The Test for this tier
Test for this Tier	80	90	<ul style="list-style-type: none"> If the student earns at least an 80 on the diagnostic (Tier Test), student is ready for the next tier's Main Module Otherwise the student must work in the generated study path: will need to earn a score of 90 to earn the right to take an additional Test attempt

Tier Test Attempts:

The CCRG English approach has a *maximum of 5 Tier Test attempts* available for students to complete: there are 5 attempts for Tier 1 and Tier 2. Students will **not** be able to test more than what is available in EdReady, so it is critical that they are only given access to each Test attempt when they have completed the work to learn the items they did not previously get correct on the last attempt.

IMPORTANT: Tier Test scores in EdReady are the only details shared with North Carolina Community Colleges and are used to give students credit for completing the CCRG-equivalent courses at the college-level.

2022-2023 Tier Test Attempts and Completions – English

Among students who took the English CCRG content, 10.17% of students passed the English I tier tests and 7.35% passed the English 2 tier tests. Figure 2 indicates the number of passed tests, the number of attempts, and the percent pass rate.

Table 2. English Tier Test Completions

English Tier Test Completions			
	Passed	Attempts	Percent Pass Rate
English 1	742	5397	10.17%
English 2	120	2048	7.35%

CCRG Math Content and Tier Test Workflow

Mathematics

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

- The CCRG mathematics units may be integrated into another existing mathematics course or offered during an intervention time frame. The CCRG mathematics units may also be delivered through a stand-alone course during their senior year.
- The CCRG mathematics content does not satisfy a fourth level mathematics course and does not meet UNC System Minimum Course Requirements for admission because it does not build on Math 3.
- The standalone CCRG Math course will earn a fourth mathematics credit towards high school graduation requirements.

Within each Tier:

Students will begin in the Main Module/ primary study path and then will move on to a Tier Test when they are ready. Students that perform well on the Tier Test will be ready to move on to the following Tier, while others will need to work in the Test study path and take an additional Tier Test.

Math Score Thresholds:

- Students need to earn a score of 100 in the Main Module/ primary study path

- Students need to earn a score of at least 80 on a Tier Test (diagnostic test for a "Test" study path) to earn the right to move on to the next Tier

Current Step	Score Needed		Next Step
Type	On Initial Diagnostic	On Study Path	
Main Module	100		The Test for this tier
Test for this Tier attempts 1-3	80	100	<ul style="list-style-type: none"> • If the student earns at least an 80 on the diagnostic (Tier Test), student is ready for the next tier's Main Module • Otherwise the student must work in the generated study path: will need to earn a score of 100 to earn the right to take an additional Test attempt
Test for this Tier attempts 4-5	80	N/A	<ul style="list-style-type: none"> • If the student earns at least an 80 on the diagnostic (Tier Test), is ready for the next tier's Main Module • Otherwise, student must show mastery outside of EdReady. Should be given access to the next Tier Test when ready.

Tier Test Attempts:

The CCRG Math approach has a *maximum of 5 Tier Test attempts* available for students to complete. Students will **not** be able to test more than 5 times, so it is critical that they are only given access to each Test attempt when they have completed the work to learn the items they did not previously get correct on the last attempt.

NOTE: the first, second, and third attempts will all generate a study path, allowing the student to study the items they did not get correct on the Tier Test. The fourth and fifth attempts DO NOT generate a study path, so their instructor should provide additional intervention. The previous study paths (main module and all previous Tier Tests) will remain available for the student to review.

IMPORTANT: Tier Test scores in EdReady are the only details shared with North Carolina Community Colleges and are used to give students credit for completing the CCRG-equivalent courses at the college-level.

2022-2023 Tier Test Attempts and Completions – Math

Students taking CCRG math had greater success in passing the math Tier Tests as compared to English. Among students who took the math CCRG content, 86.22% of students passed the Math 1 Tier Tests, 83.35% passed the Math 2 Tier Tests, and 86.14% passed the Math 3 Tier Tests. Figure 3 indicates the number of passed Tests, the number of attempts, and the percent pass rate.

Table 3. Math Tier Test Completions

Math Tier Test Completions			
	Passed	Attempts	Percent Pass Rate
Math 1	4456	5173	86.22%
Math 2	3149	3804	83.35%
Math 3	2628	2996	86.14%

PROFESSIONAL DEVELOPMENT

Training, Technical Assistance, and Office Hours

Continued professional development was held during 2022-2023 academic year and included several different types of webinars led by NROC/EdReady and NCCCS with support from NCDPI. Two webinars were held in September 2022 and six sessions were held in December 2022. The September sessions had a focus on how CCRG stakeholders can leverage student data and NROC/EdReady reports in the

classroom. The December sessions were role-specific for LEA Administrators, CCRG math teachers, and CCRG English teachers. Two sessions were question and answer sessions to address the most common CCRG questions and concerns from the fall semester. The sessions were important opportunities for attendees to learn from and avoid common areas of confusion and were beneficial for both new and returning CCRG teachers. All webinars were recorded, and the recordings and slides were housed in the CCRG Canvas Resources Course.

In addition to virtual webinars, LEA stakeholders and teachers are encouraged to drop-in for office hours throughout the school year. Two NROC/EdReady employees, a NCCCS representative, and a DPI representative are all present during office hours. Attendees received one-on-one assistance with technical questions or anything related to CCRG. In total, over 90 office hours were held during the 2022-2023 academic year.

In the analysis of the key professional development needs and NROC/EdReady's capacity to support those needs, several critical enhancements were identified related to the operational integration of the CCRG program that will have a significant, positive impact on teacher and administrator activities and related duties in supporting the program. Current legislation mandates that only course work done during a student's senior year is valid for CCRG credit at North Carolina Community Colleges so the program needs to be reset each school year. This 'cohort transition' process requires significant time and labor by NROC/EdReady and detracts from other important implementation and support tasks that would better position participating teachers and administrators preparing to support their students. Multiple enhancements were made which will result in updates to the related professional development materials and activities and will deepen the professional development focus for the CCRG program away from basic logistics and towards deeper teaching and learning supports. These enhancements in the NROC/EdReady platform include archiving and data reduction, refreshing user accounts, refreshing LEA data and improved batch management tools.

As a new communication strategy, two email series, one for LEA Administrators and one for CCRG teachers, were also introduced this academic year. The email series was sent to recipients over a period of 4 weeks and included short videos and links to important resources. The email series was well-received as it was a nice overview of CCRG presented in small portions that were easy to consume and utilize.

High school administrators and CCRG teachers and CCRG students voluntarily created video testimonials as part of an information sharing effort to support districts in their continued CCRG implementation. The video participants shared the benefits of CCRG, their experience with CCRG and the EdReady platform, implementation ideas, successes, and future improvement recommendations. The video clips were shared statewide in the Summer 2023 through various communication modes, such as email, highlighting in the professional development, which is housed on the CCRG Canvas Resources Course.

CCRG professional development and support was planned and provided for Summer 2023 and Fall 2023, and the professional development and support will continue through Spring 2024, ensuring availability to LEAs. Essentially, NCCCS will continue to provide webinars and other support materials as appropriate to help LEA Administrators and teachers navigate CCRG implementation each semester.

The NCDPI supported the NCCCS professional development with NROC/EdReady through communication with LEAs, timely and ongoing updates, and facilitation of CCRG Office Hours. The NCDPI and NCCCS collaborated with NROC/EdReady to ensure continued platform access, appropriate data sharing, and contractual progress into the subsequent (2023-2024) academic year.

CCRG Canvas Resource Course

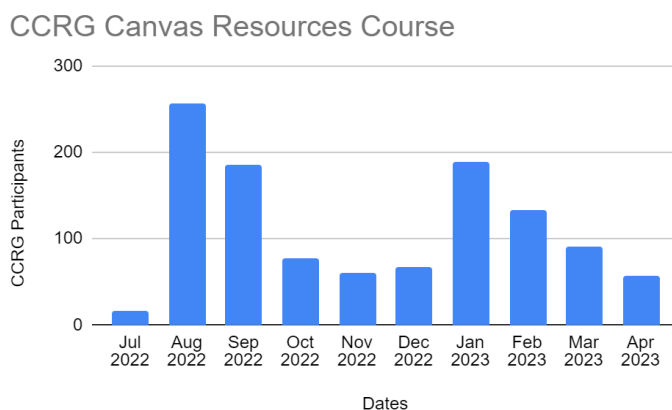
The CCRG Canvas Resources Course was developed as part of the 2020-2021 academic year professional development. Canvas is a learning management system (LMS) by Instructure. Training materials are added to the course at an ongoing basis, and the course remains available for LEA

personnel. The CCRG Canvas Resources Course is being reviewed and updated by an e-Learning specialist to improve the usability of the course.

Staff participants log into the Canvas platform to utilize the program resources, which include English and math manuals and review materials for both students and educators. During the 2022-2023 academic year, more than 1000 educators throughout the state actively engaged in the CCRG Canvas Resources Course.

Figure 2 shows an increase in staff activity between August and September 2022 and January and February 2023, exhibiting greater use of the CCRG Canvas Resources Course at the beginning of each semester. This indicates that educators are more reliant on professional development and training resources at the start of an academic year or semester when students first begin to use the CCRG program through NROC/EdReady.

Figure 2. CCRG Canvas Resources Course Participation Rates by Month



RECOMMENDATIONS

Utilizing the available quantitative and qualitative data including student and staff feedback detailed in the Student Perceptions of CCRG and Staff Perceptions of CCRG sections below, the NCDPI and NCCCS make the following recommendations:

- Recurring funding be provided for CCRG to support the program platform (NROC), professional development, and staff.
 - This will allow for consistent communications and support, the NCDPI will inform districts on how to enroll a student through the CCRG Special Programs indicator. The communications strategy will involve professional development; recorded webinars; and access to information via the Canvas course, the CCRG FAQ, Curriculum Leaders Monthly Updates, and Curriculum Leaders Quarterly.
- A reassessment of the English curriculum implementation.
 - This recommendation stems from the Tier Test data that indicates a much higher Tier Test pass rate than the English Tier Test pass rate. At present, English can only be implemented as part of the English IV curriculum.

Regarding CCRG math and English implementation, a recommendation is to consider how CCRG English can be implemented.

STUDENT PERCEPTIONS OF CCRG

To gain perceptions of CCRG among students participating in the program, an optional statewide survey was distributed across school districts. The survey consisted of 15 questions, geared toward providing the partner organizations with a better understanding about students' view of CCRG. **Appendix E** lists all student survey questions. While each question had a differing response rate, as questions were not required and students could skip a question, more than 600 students responded to all questions on the survey (see **Appendix B**). Each graph is divided into categories: Perceptions of Time, Perceptions of Content, and Perceptions of Impact. The student responses are combined into strongly agree/agree, neutral, and disagree/strongly disagree.

Student Perceptions of Learning about CCRG

An overwhelming number of student respondents, 33%, learned about the CCRG opportunity from their teacher. Student respondents also noted other methods in which their schools communicated about the CCRG opportunity. Those methods included being informed by the school counselor, 4% of student respondents, or having CCRG placed on their schedule either voluntarily or non-voluntarily, 21% of student respondents. Meanwhile, 15% of students acknowledged they learned about CCRG from their school in general, without specificity to how. 7% of respondents stated they learned about CCRG when they were in the actively in the CCRG course.

One student respondent conveyed, "My entire English IV class is required to consistently do CCRG. I found out about it because it was assigned" (Student, 2023). Another student shared, "Last semester I found out that this was a course that I had to take because I want to attend a community college. So, because I'm going to a community college, I was qualified to save time when I go to college" (Student, 2023). Not all of the students shared the same beliefs. Several students indicated that they did not believe that CCRG (EdReady) was an applicable opportunity because of their post-secondary plans. Though some students felt that CCRG did not prepare them for their post-secondary plans, nearly 17% of respondents noted that their schools placed them in CCRG to help prepare them for their future plans. One student, for example, indicated that "I learned about CCRG by a teacher since they had to tell us about it anyway, but what made me qualified to take advantage of this opportunity was because I scored a few points lower on my ASVAB" (Student, 2023). The ASVAB is the Armed Services Vocational Aptitude Battery, which is the entrance examination required to enter the military; the examination has both math and English components. Other students experienced similar post-secondary-based reasons for being placed in CCRG: "I learned about it at my school, and I was very happy I had this opportunity to experience the fun of the program since I do love to read and learn, plus I enjoy the fact this was going to save me money when it came to college" (Student, 2023). The NCCCS sets the CCRG requirement criteria, but local LEAs determine if they would permit other students to take advantage of CCRG in order to best prepare them for post-secondary endeavors.

Student Perceptions of Time

When asked to provide perceptions related to time as a variable to students' success, many student respondents, 70%, either strongly agreed or agreed that CCRG content allowed students to work at their own pace; whereas only 10% disagreed or strongly disagreed. In addition, when asked if CCRG will save time in college, the majority of student respondents, 39%, strongly agreed or agreed.

Regarding time as a factor in student success within the NROC/EdReady content, 60% of students strongly agreed or agreed that they had enough time to complete work for class and take the Tier Tests required for CCRG credit in each course. When students needed support because of questions on CCRG content, 50% strongly agreed or agreed that they received a quick response.

Although more student respondents believed that CCRG saved them time in college, over 25% disagreed or strongly disagreed that was the case. This is significant because one of the purposes of CCRG is to save students' time. After all, research indicates that when students enter college, taking remediation courses can be costly and a hindrance to taking the courses that count for course credit. Research furthers that community colleges educate nearly half of all undergraduates, and about two-thirds of community college students take at least one developmental course (Chen & Simone; Ganga et al.,

2018). The CCRG opportunity seeks to save students both time and money by taking the English and/or math in high school instead of at the community college.

Student Perceptions of the CCRG Content

To gain perspectives about the math and English curricula, students were asked about the impact of the CCRG content. The goal was to learn the CCRG impact on the students' overall preparation for college, military, and the workforce. The data indicated that based on student perception, less than a quarter, 22%, of the participants felt that they learned new content. A slightly greater percentage, 30%, of students did not believe the CCRG content prepared them for the military entrance/ASVAB test success. Despite this data, it is important to recognize that many contributing factors could cause students to feel this way. For example, the Military Entrance/ASVAB Tests are not required for high school students; therefore, students who have not taken the ASVAB tests but who have taken CCRG might have difficulty in determining if CCRG content prepared them for military entrance/ASVAB success.

Student Perceptions of the CCRG Impact

Overall, student respondents indicated various degrees of impact, particularly on the matter of saving time and money as they continue onward with post-secondary endeavors, as well as how to help students be more successful in CCRG. Regarding money, a significant number of student respondents strongly agreed or agreed, 34%, that CCRG will save them money in college. Slightly less students, 28%, either disagreed or strongly disagreed that it will save them money in college. 27% of students were neutral as to whether CCRG will save them money. Regarding impact as it relates to saving time, a recurring theme was the value of students taking their time with the course content in order to complete the work and save time after graduation by eliminating the need for remedial coursework at the community college level. One student noted, "Don't procrastinate. Ask tons of questions to the teacher. Don't wait till the end to complete finish it" (Student, 2023). Other students echoed similar feedback, as is indicated in the Student Recommendations section below.

Student Recommendations for CCRG

As students are the key users for CCRG and the EdReady/NROC platform, students were asked to provide insight about their biggest challenges with the CCRG course(s) this year. The most frequent theme was regarding the Tier Tests associated with student completions. Many student respondents expressed concerns about the Tier Test pass rate requirement. "My biggest challenge was getting an 80 or higher on Tier 2 and 3 in math. I almost failed out of it from taking too many Tier Tests, and I was getting the teachers' help. Some of the work on these are too hard because I knew what would be going on during the learning part, but the Tier Test was a lot harder" (Student, 2023). Despite the most common response to student recommendations that respondents provided was none or unsure, many students conveyed recommendations for program improvement throughout their open-ended responses, such as that of the Tier Test requirement. The other key programmatic improvement recommendations included the following:

- "Less multi-step questions." (Student, 2023)
- "Shorter diagnostic tests." (Student, 2023)
- "Making the diagnostic test easier." (Student, 2023)
- "Make sure that the system doesn't have glitches and kick the students out; also make sure that the students can understand the material." (Student, 2023)
- "Make the questions clearer, color code long-winded questions, and add bold font." (Student, 2023)
- "Make the questions easier to understand, a lot of the teachers don't understand the material being given." (Student, 2023)

STAFF PERCEPTIONS OF CCRG

To gain perceptions of CCRG among staff participating in the program, an optional statewide survey was distributed across school districts. The survey consisted of 24 Likert scale questions, which were

designed to provide the partnering organizations with a better understanding about staff members' view of the CCRG 2022-2023 academic year implementation (see **Appendix F**). The staff who completed the survey consisted of teachers, CCRG leads, and other district staff who participated in the CCRG implementation. Each question had a differing response rate, as questions were not required but rather encouraged for responses. The staff response rate was between 170 - 201 staff responses to individual questions on the survey. **Appendix C** provides graphs of the data from the staff survey, and the graphs are divided into categories: Perceptions of Support, Perceptions of Resources, and Outcomes. Staff responses are combined into strongly agree/agree, neutral, and disagree/strongly disagree. In addition to these graphs, **Appendix D** provides staff respondents' 'not applicable' and 'do not know' responses to indicate the significant number of staff respondents that did not know the answer or did not find a particular question relevant to their specific role. This information will serve the partner organizations in developing their CCRG communication strategy for the 2023-2024 academic year implementation and ongoing support.

Staff Perceptions of CCRG Support

CCRG is a funded program that provides districts with support that includes professional development, help desk, webinars, office hours, etc. Over 70% of staff respondents either strongly agreed or agreed that they knew who to contact if they had CCRG questions and they received a timely response when help was needed. These are two of the highest percentages collected in the entire survey. Other support that is provided to respondents such as office hours, help desk, and webinars all averaged 30% of strongly agreed or agreed.

More staff respondents either strongly agreed or agreed about the support offered than did staff respondents who disagreed or strongly disagreed. However, only 20% of staff respondents agreed that the professional development-specific provided to PSUs was helpful. This is an area to strengthen because we want participants to agree that the professional development provided is helpful.

Eligibility Criteria and Identifying Students

In order to ensure students were aware of CCRG for the 2022-2023 academic year, district and school staff worked within the NCCCS eligibility requirements to identify and inform students of the opportunity. CCRG eligibility criteria can be found in **Appendix A: CCRG Eligibility and Exemptions**. The NCDPI and NCCCS collaborated to provide key talking points during district leaders' and teachers' communication to students. When asked, "Describe the criteria used by your districts to determine eligibility for CCRG," most staff described that their district followed the guidelines outlined by the state. One staff member noted, "We assigned students to CCRG based on the GPA guidelines and requirements, but also expanded to students who were on the bubble. We felt the access to the math content was especially beneficial to help these students better prepare for what they were doing at the next level" (Staff, 2023). Another staff member offered, "We had a list of students who fell within the GPA range for CCRG, but because it's too hard to explain to 'some' kids that they have to do something that other students don't have to do because those students' grades are better/worse than theirs doesn't make sense. So, at my school we made all seniors do it" (Staff, 2023). In sum, of the 158 respondents to this question, more than 50% provided a response related to the GPA as a means of determining eligibility for CCRG.

In addition to being asked to describe the CCRG eligibility criteria, respondents were also asked about their approach to informing the students and families who met the eligibility of the CCRG opportunity because districts had the task of making students and families aware of CCRG. The survey responses indicated that PSUs varied in their approaches to informing students and families. One respondent shared, "We first notified all parents in the letter provided [by NCDPI] and we made a call home to ensure they received the letter/information. We pulled all students individually at the school level and counseled them on the benefits of CCRG. We then had them enroll while with the assistant principal of their school. All students in SCS were enrolled if eligible even though we knew we could not force them to participate. We did all we could to encourage active participation." Over 30% of respondents conveyed that their

district sent letters or emails. Several staff respondents were unsure how student participants were told of the CCRG opportunity. As a result, they responded, “I am not sure or I do not know” (Staff, 2023).

Staff Perceptions of CCRG Resources

Staff had access to a variety of resources to support the CCRG 2022-2023 academic year implementation. To ensure adequate support, staff were asked about the various resources. Responses varied based on knowledge that the resources exist, staff respondents need, etc. In the questions about English and math resources, staff respondents rated not applicable and do not know higher than in other areas on the 7-point Likert scale. Over 11% of staff strongly agreed or agreed that the CCRG English workbooks for students were useful; whereas, 8% disagreed or strongly disagreed that the CCRG English workbooks for students were useful. 20% respondents responded ‘do not know’ and 40% responded ‘not applicable’. The majority of staff respondents felt that the Canvas Resources Teacher Handbooks for Math were the most helpful.

Another instructional supplemental resource available to staff was the Canvas Resource Course. When asked the perceptions of this resource to support in CCRG implementation, staff respondents shared the Canvas course materials were some of the materials they used throughout the school year. Other respondents asserted that this was the main resource they relied upon or that it was utilized in addition to district-created resources. However, 63% of staff respondents indicated that they were either not aware of the Canvas Resource Course or were unsure as to the helpfulness of the resources within the Canvas Resource Course: “Training needs to be streamlined. Whether this be set up in Canvas as Modules that teachers complete or whether this training be live, there needs to be a better way to ensure that teachers feel adequately prepared to present the content to students. It would also be nice if teachers could earn CEUs for training.” (CCRG Teacher, 2023).

Although the NCDPI, NCCCS, and NROC/EdReady CCRGAP committee collaboratively provide many resources and training opportunities, the committee seeks continuous improvement and to provide adequate, useful resources; therefore, staff were also asked to provide any additional supports they felt that the CCRGAP partners could provide to help with next year’s implementation. Over 100 staff respondents shared feedback, and the following are representative of the key findings:

- “I think there was plenty of support. I just want to mention that this whole program seems completely unnecessary as a requirement for students. They should be offered, not forced, to take CCRG.” (Instructor, 2023)
- “Funds for a position that specifically pays for a CCGR teacher would be a great support, especially for low-wealth districts that are designated as low-performing.” (LEA Administrator, 2023)
- “CCRG English should be separated from English IV and built into its own course, like math. Students do not have time to complete both in a typical school year, especially when not all students in the English IV course are taking CCRG.” (Instructor, 2023)
- “The Canvas course has a plethora of resources, but it is easy to get lost in all the links that are available. This creates confusion and frustration for teachers who are trying to get through CCRG content with students in addition to covering all the material that is needed in the standard course of study in a way that is meaningful to students. Having students complete so much work online is not an efficient way to ensure that students are receiving a meaningful face-to-face learning experience.” (School Administrator, 2023)
- “I am unsure of the role the Community College system actually plays in this program. Perhaps representatives from our local community college speaking to our students regarding this program would be beneficial.” (Instructor, 2023)
- “Please provide actual, financial support for this course. The overall aim of the CCRG course is admirable. Students could benefit from it, but there should be funding to provide a paid staff member so that this is not simply something added to the hefty workloads that we already carry. My CCRG student roster is an additional course roster.” (Instructor, 2023)

Staff Perceptions of CCRG Outcomes

Staff respondents were able to share the challenges in meeting the needs of all families as it pertains to CCRG this academic year. Some of the common challenges shared have been getting students motivated and bought into the program. Over 20% of respondents shared motivating students was difficult. One respondent said, “Our challenges are all around all the opportunities our students have who do not plan on attending college. Our students who are enrolled in welding, cosmetology, HVAC, electrical, etc. will be going to work straight out of high school. They are apprentices and interns serving now as juniors and seniors, so they have jobs lined up. It was a challenge to convince them to take on additional work within the school day/class periods” (Administrator, 2023). Other challenges respondents shared were time, scheduling conflicts, and students’ internet access at home.

As respondents prepare for Fall 2023, many respondents were able to share lessons learned from the 2022-2023 academic year that will inform how they implement CCRG in the future. These staff respondents were able to reflect on changes they would make in the upcoming academic year. While some respondents hope the program shifts from being a legislated mandate to an optional program, many respondents plan to adhere to the legislation, whereby collaborating with other professionals in other districts, planning early for the upcoming academic year, and starting CCRG on the first day back to school. Some respondents believe more training will help them improve CCRG in their respected districts. Several respondents agree that because they know what to expect in the program, they can implement it better during the 2023-2024 school year.

CONCLUSIONS

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

- Input and participation from the community colleges, NCDPI, LEAs and high school teachers will continue and strengthen as the program increases statewide participation. The possible need for multiple strategies to sufficiently address the statewide need was identified and supported. Permitting LEAs to adapt content implementation based on local needs will support more effective implementation.
- The program is built on policies, such as Career and College Promise and NCCCS Developmental Education policies and practices already in place as well as partnerships with work that has already occurred within the State.
- Students who successfully master the Tier Tests will enter the community college remediation-free and will be placed in credit-bearing courses.
- Students that were not able to complete the entire program will still be able to reduce their developmental education footprint when enrolling at their community college.

Some challenges remain with the sustainability of the CCRG program:

- Although the statewide pilot phase of Reinforced Instruction for Student Excellent (RISE)¹, the NCCCS’s initiative to support students entering into the community college, has ended and colleges have been provided flexibility in serving students based on local needs, benchmarks for remediation remain in place as developed by the RISE program and CCRG Tier Test scores will be accepted at colleges for placement into college level courses.
- As NCCCS continues to evaluate its developmental and supplemental education practices and policy, the System Office will continue to work collaboratively with NCDPI to ensure students receiving CCRG content and passing the assessments provided through CCRG enter college without the need for further remediation.

¹ More information on RISE can be found via the NCCCS website, <https://www.ncccommunitycolleges.edu/student-services/reinforced-instruction-student-excellence-rise>.

Appendix A

CCRG Eligibility and Exemptions

CCRG Student English Eligibility and Exemptions

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

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

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

CCRG English Exemptions

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

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

The Military Interstate Children's Compact guidelines will apply as appropriate for most beneficial placement for military-connected students.

CCRG Student Math Eligibility and Exemptions

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

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

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

CCRG Math Exemptions

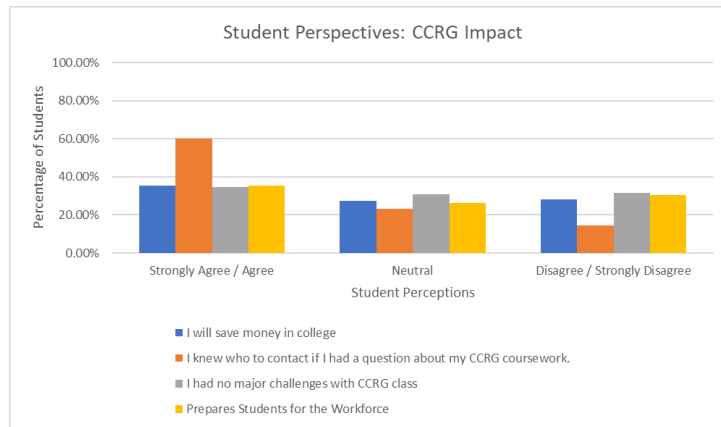
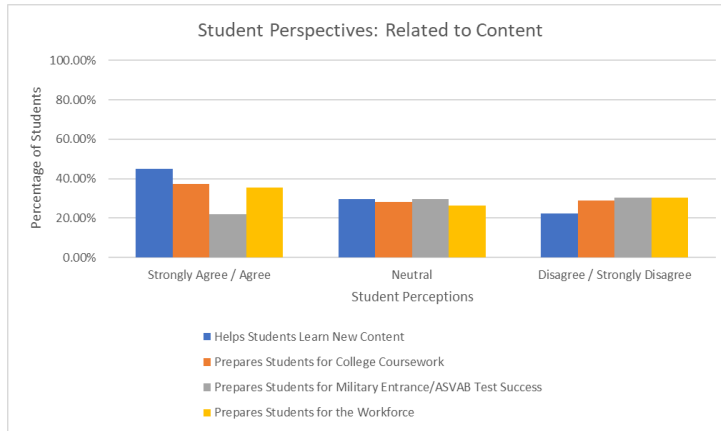
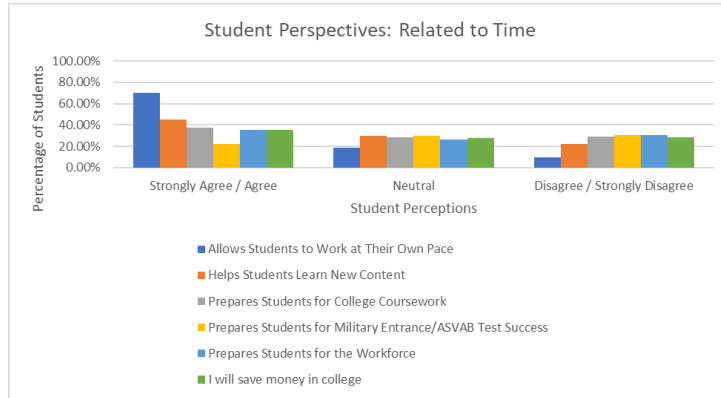
- Cumulative high school UGPA- 2.8 or higher

- PSAT 10 and PSAT/NMSQT 2015 and future - score of 24.5 or 510 in mathematics
- SAT Math- 530 or higher
- Pre-ACT Math- 22 or higher
- ACT Math- 22 or higher
- Math 3 EOC- 4 or 5
- AP Calculus AB- 3 or higher
- AP Calculus BC- 3 or higher
- IB Math (Higher Level) - 4 or higher
- IB Advanced Math (Higher Level)- 4 or higher
- IB Mathematical Studies (Standard Level)- 4 or higher
- Cambridge International Exam: AS Level Math- grade C or higher
- Cambridge International Exam: A Level Math- grade C or higher
- Cambridge International Exam: A Level Mathematics-Further- grade C or higher
- For CCP/CIHS students*: College GPA 2.8+ and 6+ UGETC credits earned with a grade of C or higher
- For CCP/CIHS students*: Completion of MAT 110, MAT 121, MAT 143, MAT 152, or MAT 171 with a grade of C or higher
- RISE Placement Test Math - 70 or higher on Tier 1 and Tier 2, and Tier 3

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

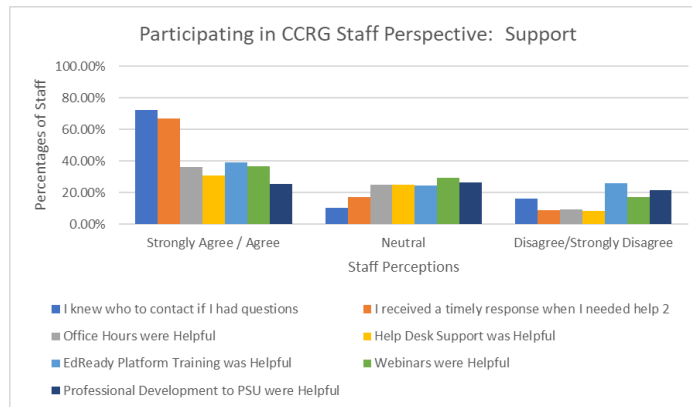
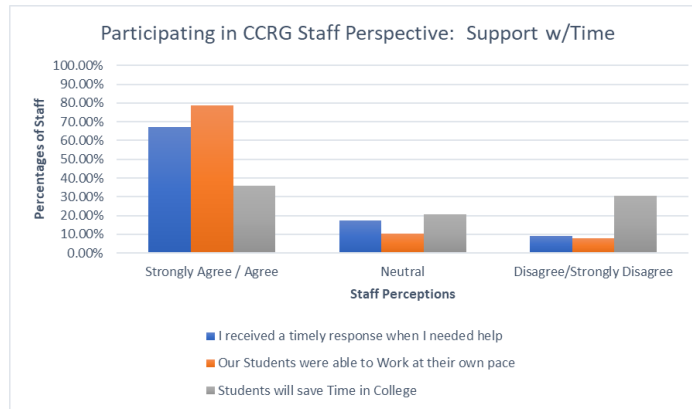
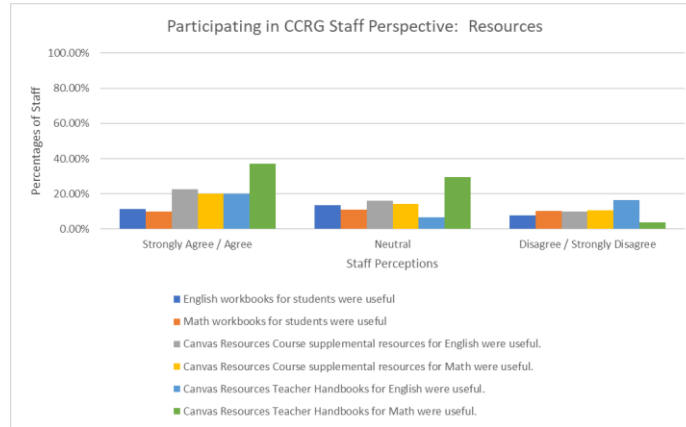
Appendix B

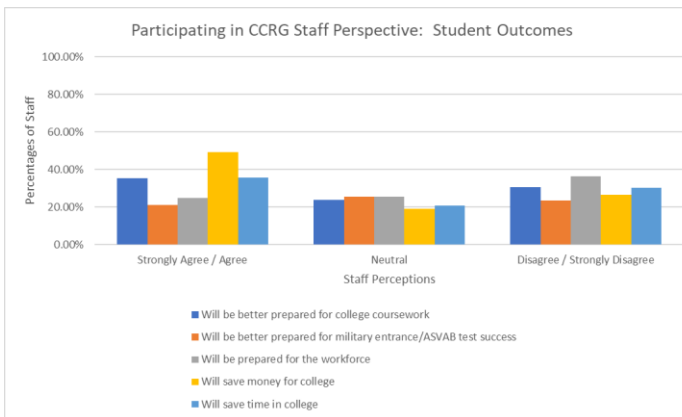
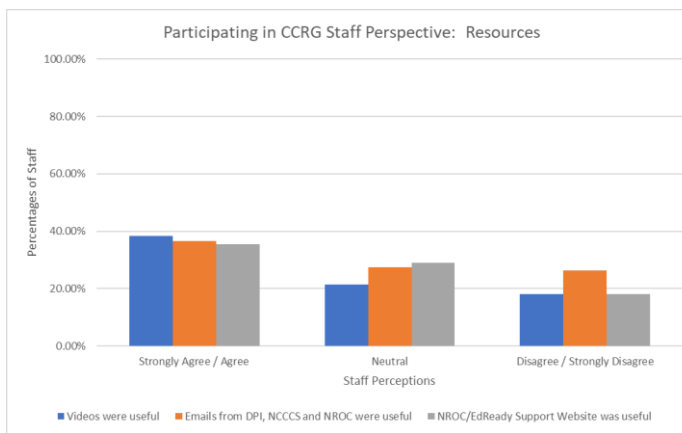
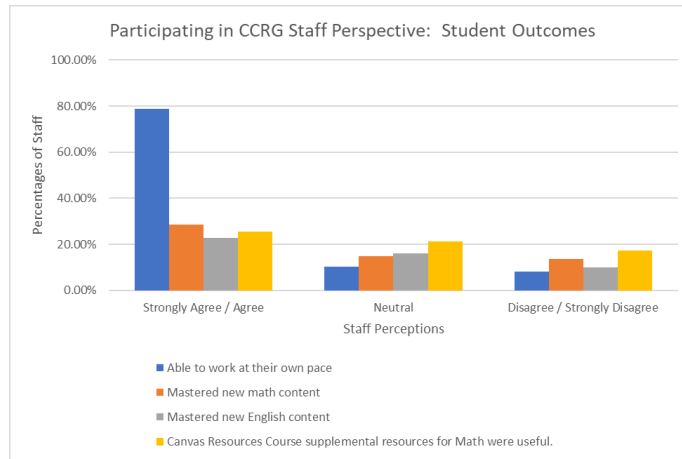
Student Perspectives



Appendix C

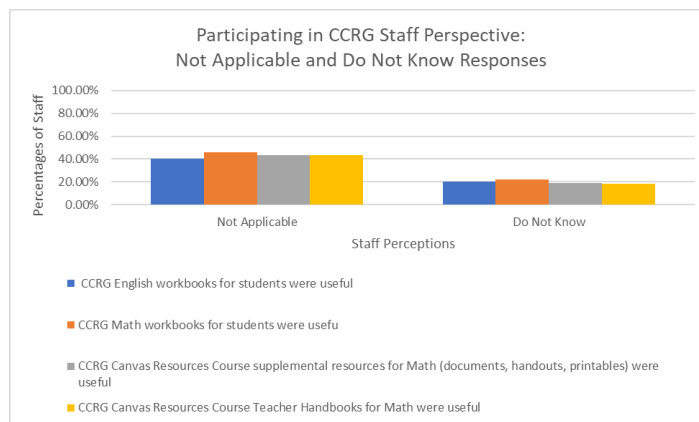
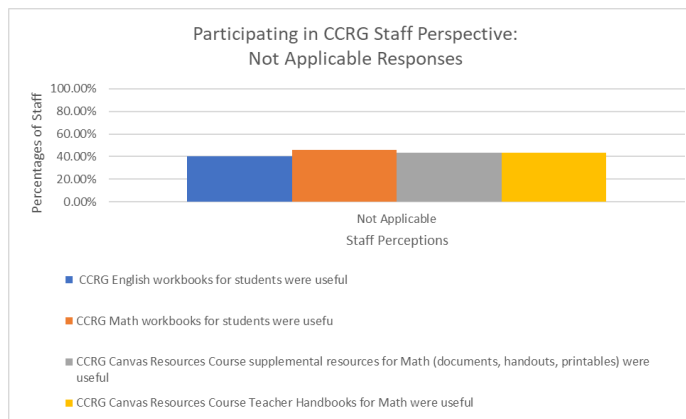
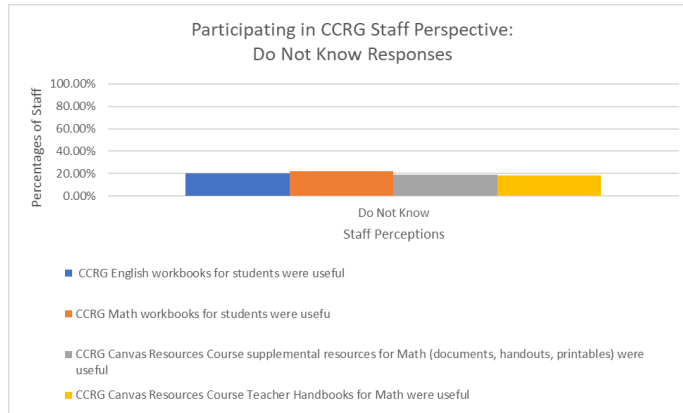
Staff Perspectives





Appendix D

Staff Perceptions: Not Applicable and Do Not Know Responses



Appendix E

Student Survey Questions

Select the name of your School District or Charter School.

▼ A.C.E. Academy - 13C (1) ... Other (335)

Which CCRG class did you take?

- English - Fall 2022 - Spring 2023
- Math - Fall 2022 - Spring 2023
- Both English and Math - Fall 2022 - Spring 2023

To what degree do you agree with the following statements about the Career and College Ready Graduates (CCRG) Program for the 2022-2023 school year:

Item Response Options

SA – Strongly Agree

A – Agree

N – Neither Agree or Disagree

D – Disagree

SD – Strongly Disagree

DNK – Do Not Know

NA – Not Applicable

Student Outcomes

As a result of participating in CCRG, I...

1. Was able to work at my own pace.
2. learned new content.
3. Will be better prepared for college coursework
4. Will be better prepared for military entrance/ASVAB test success
5. Will be prepared for the workforce
6. Will save money in college
7. Will save time in college

Course Logistics

8. I had no major challenges with the CCRG class.
9. I was able to complete my diagnostic exam.
10. I had enough time to take the Tier Test.
11. I had enough time to complete my work for class.
12. I knew who to contact if I had a question about my CCRG coursework
13. I got a quick response when I needed help with CCRG.

Open-Ended

14. How did you find out your school was offering a CCRG course?
15. What qualified you to take the CCRG course?
16. What recommendations do you have to help make students more successful in CCRG?
17. How did you learn about CCRG EdReady and that you were qualified to take advantage of this opportunity?
18. What were your biggest challenges in your CCRG course this year?

Appendix F

Staff Survey Questions

Select the name of your School District or Charter School.

▼ A.C.E. Academy - 13C (1) ... Other (335)

What is your role?

Which CCRG class did you implement/teach?

- English - Fall 2022 - Spring 2023
- Math - Fall 2022 - Spring 2023
- Both English and Math - Fall 2022 - Spring 2023

To what degree do you agree with the following statements about the Career and College Ready Graduates (CCRG) Program for the 2022-2023 school year:

Item Response Options

SA – Strongly Agree

A – Agree

N – Neither Agree or Disagree

D – Disagree

SD – Strongly Disagree

DNK – Do Not Know

NA – Not Applicable

Partnership

1. The leading organizations (North Carolina Community College System, North Carolina Department of Public Instruction, and The NROC Project/EdReady) collectively supported implementation of CCRG.

Supports

2. I knew who to contact if I had a question about CCRG.
3. I received a timely response when I needed help with CCRG.
4. CCRG Office Hours were helpful.
5. CCRG Help Desk Support was helpful.
6. CCRG Platform Training was helpful.
7. CCRG Webinars were helpful.
8. Local/PSU-provided CCRG professional development was helpful.

Resources

9. CCRG English workbooks for students were useful.
10. CCRG Math workbooks for students were useful.
11. CCRG Resources Course supplemental resources for English (documents, handouts, printables) were useful.
12. CCRG Resources Course supplemental resources for Math (documents, handouts, printables) were useful.
13. CCRG Resources Course Teacher handbooks for English were useful.
14. CCRG Resources Course Teacher handbooks for Math were useful.
15. CCRG Resources Course Train-the-Trainer presentation slides were useful.
16. CCRG Resources Course Videos were useful.
17. Emails from DPI, NCCCS, and NROC to the CCRG PSU Administrator were useful.
18. NROC/EdReady Support Website was useful.

Student Outcomes

As a result of participating in CCRG, our students

19. Were able to work at their own pace.
20. Mastered new math content.
21. Mastered new English content.
22. Will be better prepared for college coursework

23. Will be better prepared for military entrance/ASVAB test success
24. Will be prepared for the workforce
25. Will save money in college
26. Will save time in college

Open-Ended

27. Describe the criteria used by your districts to determine eligibility for CCRG.
28. How did your district inform students and families of this opportunity?
29. Describe types of instructional supplemental resources that were developed to support your district or charter's CCRG teachers and students.
30. What were your challenges in meeting the needs of all families as it pertains to CCRG this academic year?
31. Looking ahead to Fall 2023, what lessons learned from this 2022-2023 academic year will inform how you implement the CCRG Program?

Appendix G

Sample Parent Letter

Greetings Parents,

We are writing to inform parents and guardians that the North Carolina Department of Public Instruction is conducting an optional survey of all the College and Career Ready Graduate (CCRG) participants. CCRG is a program that introduces the college developmental math, reading, and English curriculum prior to high school graduation. High school seniors who are not career and college ready by the end of their junior year will have opportunities for college remediation prior to high school graduation through cooperation with community college partners through the CCRG program.

Survey participation is completely voluntary. We are asking that our seniors who are participating in CCRG through the EdReady platform complete a short survey. ***The survey is not a requirement.*** The purpose of the optional survey is to gather information from students that participated in the CCRG Program during the 2022 – 2023 school year. Students are allowed to exit the survey at any time. Survey responses will be collected anonymously, and survey results will remain confidential.

We remain committed to improving our services. As a result, student survey responses will help us learn more about their experiences and determine ways to make improvements and increase effectiveness.

Again, your student participation is completely voluntary and will be used to improve the CCRG Program.

Sincerely,

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