

**TRANSITIONAL MATH PARTNERSHIP AGREEMENT BETWEEN**

College of Lake County ("COLLEGE")

**AND**

Grant Community High School, District 124 ("DISTRICT")

THIS TRANSITIONAL MATH PARTNERSHIP AGREEMENT ("Agreement") is entered as of the date of execution by both the College and the District for the establishment, implementation, and delivery of transitional math instruction to the District's students in accordance with the Postsecondary and Workforce Readiness Act ("PWR Act") (110 ILCS 148 et seq) and the Statewide Transitional Math Competencies and Policies jointly agreed upon by the Illinois State Board of Education ("ISBE"), the Illinois Community College Board ("ICCB"), and the Illinois Board of Higher Education ("IBHE"), (the "Statewide Competencies and Policies"). In this Agreement, both the College and the District are referred to as the "Parties," and each, a "Party."

The Parties agree as follows:

**1. Transitional Math Courses**

- A. Course Offerings. In accordance with the terms of this Agreement, the PWR Act, and the Statewide Competencies and Policies, the Parties agree to collaboratively establish the following transitional math courses to be delivered by the District:

<b>Transitional Math Pathway</b>	<b>High School(s) Where Offered</b>	<b>High School Course Title &amp; ISBE SIS Code</b>	<b>Outcome College Math Course(s) for Placement and IAI code (if applicable)</b>
<b>STEM</b>			MTH 122 College Algebra MTH 121 Mathematics for Elementary Teaching I
<b>Quantitative Literacy and Statistics</b>	Grant Community High School Fox Lake, Illinois	Preparatory Mathematics  02201A001	MTH 140 Contemporary Mathematics IAI: M1 904 MTH 141 Quantitative Literacy IAI: M1 901 MTH 142 General Education Statistics IAI: M1 902
<b>Technical Math</b>			MTH 114 Applied Mathematics I

- B. Approved Curriculum Documentation, Assessment Structure, and Grading Policies. The District will ensure that each transitional math course is offered in accordance with the curriculum documentation, assessment structure, and grading policies (collectively, "Course Documentation") approved by the Parties. Course Documentation must meet the requirements

of the Statewide Competencies and Policies and any additional requirements established by the Statewide portability panel for portability approval established pursuant to the PWR Act (the "Statewide Portability Panel"). Upon approval by both Parties, the Course Documentation will be deemed to be incorporated into this Agreement.

#### Course Curriculum:

Each Transitional Math course curriculum must align to the competencies for the appropriate pathway as well as the process competencies for all pathways set by the state. The current competencies can be found at [www.iltansitionalmath.org](http://www.iltansitionalmath.org). Curriculum documentation must demonstrate that each Transitional Math course meets the competencies. Curriculum documentation will be attached in an addendum and will be deemed to be incorporated into this agreement.

#### Assessment Structure:

The assessment structure as per the *Postsecondary & Workforce Readiness Act: Statewide Transitional Math Competencies and Policies* document, August 2018, "will include formative and summative assessments such that receiving a C or better in the Transitional Math course indicates the competencies for the course were met and the student is considered ready for college-level math coursework in the appropriate pathway."

Students will be assessed using:

- a combination of formative and summative assessments
- problem or project based learning tasks
- a cumulative assessment at the end of each term

#### Grading policies:

The grading policies of each course must adhere to the three policies stated in the *Postsecondary & Workforce Readiness Act: Statewide Transitional Math Competencies and Policies* document, August 2018 which are listed below:

- At least 25% of the overall grade must come from problem or project-based learning tasks.
- A single assessment may not be more than 50% of the final grade in the course.
- No more than 25% of the course grade can come from formative assignments such as homework.

In addition, the following policies must also be followed:

- Students may attempt to improve their grade/performance by taking up to two different versions of all non-cumulative assessments.
- Cumulative assessments are required at the end of each term. All students must take the cumulative assessment for the term, but it does not need to be called a final exam or be offered during final exam week. The cumulative assessment must count for at least 15% of the course grade.

- Missing and late work may be accepted at the discretion of the high school/teacher.
- Extra credit is discouraged. If it is offered, it may not significantly change a student's grade.
- A student will earn a C in the Transitional Math course if the student has earned a C in each term the course is offered. A grade of C is defined as at least a 70%. For standards based grading "receiving a C or better in the Transitional Math course indicates the competencies for the course were met and the student is considered ready for college-level math coursework in the appropriate pathway."

Grading policies stated here take precedence over any conflicting local grading requirements due to the placement and portability agreements. IEP's and 504 plans take precedence over these policies.

- C. College Enrollment. The College will ensure that any student successfully completing a transitional math course in accordance with the grading policies in the Course Documentation is eligible to enroll in the applicable outcome college math course identified in the table above without any further placement test or other prerequisite requirement, provided the enrollment occurs within 18 months of the transitional math course completion as indicated on the high school transcript.

## 2. Teacher Qualifications and Supports

- A. Teacher Qualifications. The District will ensure that all teachers of transitional math courses are certified to teach high school math. However, if the transitional math instruction is integrated with other academic content (such as in a senior year capstone course) or taught through a competency-based instructional model, the role of the high school math teacher or community college math instructor can vary from those in a traditional course and must be addressed in the Course Documentation.
- B. Professional Development and Other Supports. The Parties will jointly ensure that teachers of transitional math courses have the appropriate skills or experience, or receive relevant and applicable professional development, prior to teaching a transitional math course. Further, the College will provide a qualified and experienced instructor as a resource person and liaison for each high school transitional math teacher. Liaisons serve in a support role, and do not evaluate high school teachers.

## 3. Student Eligibility for Courses

- A. College Readiness Criteria. The District will use the criteria set forth in the Statewide Competencies and Policies for determining the college readiness of high school juniors in mathematics.
- B. Transitional Math Placement. In accordance with the Statewide Competencies and Policies, the District will advise and promote transitional math course placement to each high school student who is not deemed ready for college mathematics based on his or her performance through their junior year but who is otherwise eligible to take a transitional math courses in his or her senior year. Any exceptions to the eligibility requirements must be agreed upon in advance by both the College and the District.

#### **4. Other District Commitments**

- A. Summative Assessments. The District will ensure all summative assessments are kept secure. The District will maintain all graded summative assessments for two years.
- B. Transcripting and Reporting. The District will indicate transitional math completion on the student's transcript in accordance with requirements adopted by the Statewide Portability Panel. The District will use appropriate transitional math course codes for the reporting of transitional math enrollments and grades to ISBE.
- C. Advising Supports. The District will provide advising supports to students during their junior year to ensure they are aware of the availability of dual credit or transitional math courses, as applicable to the student's readiness level, and are selecting an option appropriate to the student's pathway.

#### **5. Other College Commitments**

- A. Statewide Portability. The Parties agree to pursue and maintain statewide portability approval through the Statewide Portability Panel for all transitional math courses offered through this Agreement. The College will, on behalf of the partnership between the Parties, submit this Agreement and Course Documentation to the Statewide Portability Panel to establish and maintain statewide portability of the transitional math courses offered through this Agreement, and will collaborate with the District to resolve any issues raised through the portability approval process.
- B. State Procedures for Recognizing Completion. The College will abide by State policies and procedures for the recognition of successful completion of transitional math courses for student placement and portability of the completion determination.

#### **6. Other Terms**

- A. Data Collection and Sharing. The Parties will collaborate to collect and share data to further the purposes of this Agreement, provided such data sharing may require a separate agreement between the Parties. Data must be used to evaluate the effectiveness of any transitional math course. Outcomes in the subsequent college-level math courses will inform ongoing adjustments to the transitional math courses. The Parties will protect the confidentiality of information concerning students in accordance with all applicable Federal and State laws regarding such information, including but not limited to, the Family Education Rights and Privacy Act (20 U.S.C. § 1232g) and the Illinois Schools Student Records Act (105 ILCS 10/1 et seq.).
- B. Primary Contacts and Notifications. The Parties hereby designate the following individuals as having primary responsibility for the management and administration of this Agreement ("Primary Contacts"):

For the College: Donna Carlson  
Mathematics Liaison, Lake County High Schools  
Professor of Mathematics  
[donnacarlson@clcollinois.edu](mailto:donnacarlson@clcollinois.edu)  
847-543-2900

Sarah Stashkiw  
Manager, College Readiness and Dual Credit  
[sstashkiw@clcollinois.edu](mailto:sstashkiw@clcollinois.edu)  
847-543-2414

For the District: Eric Taubery  
Math Divisional  
[etaubery@grantbulldogs.org](mailto:etaubery@grantbulldogs.org)  
847-973-3408

The Parties will ensure that the Primary Contacts are included on all correspondence regarding the administration of this Agreement.

- C. Disputes. The Parties agree to seek to collaboratively resolve any disputes regarding this Agreement through the Primary Contacts identified in Section 6.B, above. In the event any such dispute cannot be timely resolved, the Primary Contacts will refer the dispute to the College's President and the District's superintendent for resolution. If the dispute can still not be resolved, then pursuant to 110 ILCS 148/55(c), the Parties will refer the dispute to ISBE and ICCB. The resolution of the dispute by authorized representatives of ISBE and ICCB will be binding on the Parties.
- D. Amendment. This Agreement may be amended at any time by the written agreement of both Parties.
- E. Term and Termination. This Agreement will remain in effect unless terminated by either Party. Any termination will be effective upon the completion of the transitional courses then being offered and the notification of the termination to ISBE and ICCB of the termination, provided the Parties will adhere to all commitments set forth in this Agreement relating to students enrolled in such courses.
- F. Applicable Law and Severability. This Agreement shall be governed in all respects by the laws of the State of Illinois. If any provision of this Agreement shall be held or deemed to be or shall in fact be inoperative or unenforceable as applied in any particular case in any jurisdiction or jurisdictions or in all cases because it conflicts with any other provision or provisions hereof or any constitution, statute, ordinance, rule of law or public policy, or for any reason, such circumstance shall not have the effect of rendering any other provision or provisions contained herein invalid, inoperative or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or sections contained in this Agreement shall not affect the remaining portions of this agreement or any part thereof. In the event that this Agreement is determined to be invalid by a court of competent jurisdiction, it shall be terminated immediately.