

**TRANSITIONAL MATH
MEMORANDUM OF UNDERSTANDING
BETWEEN _____
AND BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT No. 509, COUNTIES OF KANE, COOK,
DUPAGE, MCHENRY AND DEKALB AND THE STATE OF ILLINOIS
Commonly known as
ELGIN COMMUNITY COLLEGE**

THIS TRANSITIONAL MATH PARTNERSHIP AGREEMENT ("Agreement") is entered as of the date of execution between the Board of Trustees of Community College District No. 509, counties of DuPage, Cook, McHenry, DeKalb and Kane, and the state of Illinois, a public community college commonly known as Elgin Community College (herein "ECC" and "College") and School District No. _____ a public school, known as _____ (herein "District" and "High School"), of _____ IL, 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 "Institution", 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:

Transitional Math Pathway	High School(s) Where Offered	High School Course Title & ISBE SIS Code	Outcome College Math Course(s) for Placement and IAI code (if applicable)
STEM	INSERT BY DISTRICT	Transition to College Algebra SIS Code 02055A001	MTH 102 General Education Statistics (IAI Gen Ed: M1 902) MTH 104 General Education Mathematics (IAI Gen Ed: M1 904) MTH 107 Technical Math I MTH 110 Math for Elementary Teaching I MTH 112 College Algebra
Quantitative Literacy and Statistics	INSERT BY DISTRICT	Transition to Quantitative Literacy and Statistics SIS Code 02201A001	MTH 102 General Education Statistics (IAI Gen Ed: M1 902) MTH 104 General Education Mathematics (IAI Gen Ed: M1 904) MTH 107 Technical Math I

Technical Math	INSERT BY DISTRICT	Transition to Technical Math SIS Code 02153A001	MTH 107 Technical Math I
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- 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.
1. Designated representatives from each institution will meet annually to review evidence of student learning and course success data and to identify modifications necessary to improve student success. Representation will include both Elgin Community College and instructors from each D509 partnering school, whenever feasible.
 2. Participating instructors at both the college and high school may share copies of graded student exams at various proficiency levels, protecting student confidentiality in accordance with all applicable Federal and State laws regarding such information, including but not limited to, with Family Education Rights and Privacy Act (20 U.S.C. § 1232g) and the Illinois Schools Student Records Act (105 ILCS 10/1 et seq.), as part of course assessment practices.
 3. Designated representatives from each institution will meet prior to the beginning of every academic year to review the competencies, syllabi, assessment methods, and other relevant transitional course materials for possible revision/improvement. Representation will include instructors from both Elgin Community College and partnering D509 schools whenever feasible.
 4. Participating instructors at both the college and high school will collaborate to develop common syllabi as well as midpoint and end of course assessments exams (each covering at least 50% of the defined key performance indicators) that meet the required competencies for each transitional course.
 5. The high school will use the co-developed transitional math course syllabus, which reflects the competencies and policies outlined in the State of Illinois “Statewide Panel for Transitional Math Competencies and Policies” documentation.
 6. The high school will use the midpoint and end of course summative assessments developed by participating instructors from both the college and high school.
 7. The high school will collaborate with the ECC Institutional Research Department to provide student-level data to study transitional course student success.
 8. High schools offering transitional courses with a duration of one or two semesters will submit to ECC a final placement grade comprised of the following:
 - a. Summative assessments, including commonly developed assessments, which constitute 70% of each student’s final placement grade, where the midpoint and

- end-of-course assessments will count as a minimum of 10% of the overall grade (20% total). Districts may increase the rigor by building upon the base assessments.
- b. Problem or project-based learning tasks which constitute 30% of the overall grade.
 - c. No more than 25% of the course grade can come from formative assignments such as homework.
 - d. For year-long course offerings, the grade assigned will be based on one set of grades for the full year, not the averaging of two terms, whenever feasible.
9. The high school will not allow exam retakes on the midpoint and end of course assessments; however, one reassessment opportunity may be allowed for other summative assessments, using alternative forms, after evidence of re-learning has been demonstrated. No take-home or group assessments will occur.
10. To earn a grade of C or better in this course, all students will complete all summative assessments.
- C. College Enrollment. The College will ensure that any student successfully completing a transitional math course (final course grade of C or better, 70% unrounded or score of 2/+ for U-46) 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 Support. The Parties will jointly ensure that teachers of transitional math courses have the appropriate skills or experience to teach the course. Instructors must complete annual training provided by the college relevant to the specific transitional math course being taught or receive relevant and applicable professional development for 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 which will then be made a part of this Agreement. 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: [Name]
 [Title of Primary Contact]
 [Email of Primary Contact]
 [Phone # of Primary Contact]

For the District: [Name]
 [Title of Primary Contact]
 [Email of Primary Contact]
 [Phone # of Primary Contact]

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 upon ninety (90) day written notice. 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.

The Parties hereby confirm their agreement to the terms set forth herein.

FOR THE COLLEGE

President

Printed Name

Signature Date

FOR THE DISTRICT

Superintendent

Printed Name

Signature Date