Early College Charter School (ECCS)
Cross-Functional Team Feasibility Report

Contents:

Executive Summary

Project Aim:
Richland Community College is exploring the opportunity to participate in the development of an early college education delivery model located on its campus.   The concept includes the expansion of a seamless educational pathway to College for eligible District 537 students through a campus based comprehensive student learning system. The delivery model, is known as an Early College Charter School (ECCS) and includes a dual credit program already planned or in operation at Richland community College. In such a system, Richland Community College will serve as the host partner to the ECCS comprised of the ECCS board, administration, faculty, and staff; and the authorizing community college district high school students. Creation of an ECCS at Richland Community College requires careful planning, effective implementation, and committed partners.

Membership:
The CIP team: Dr. Tod Treat, Team Leader; Dr. Rick Tomlinson; Richard Harmon; Jill Feinstein; David Kirby; Marcus Brown; Stephanie Zimmerman; and Mary Atkins. Team Resources: Lisa Mann representing Decatur Public School District 61, and Cordell Ingram representing Robertson Charter School and Charter Pros.

Project Statement/Charge:
The CIP Feasibility team's charge is to determine the feasibility of an Early College concept on the Richland Community College campus using a Robertson Charter model. If feasibility of the ECCS is established and the Board of Trustees input supports implementation, the team's charge will be to create recommendations for implementation.

Team Process:
The ECCS CIP team began meeting on March 25 and has met weekly with few breaks since. In addition to reviewing compiled policy documents and articles (as outlined in the Reference section), the team utilized internal and external resources in efforts to find answers to the most pressing questions related to feasibility. The team has been guided by a desire to examine the relationship between the establishment of an Early College concept on Richland's campus and Richland Community College's vision, mission, and strategic plan, recognizing that feasibility must precede implementation.

Research:
Our research indicates these positives:

- Early college models can significantly increase post high school college participation.

- Early college models can significantly increase credit acquisition and, in some cases, certificate or degree completion for high school students, *prior to* graduation from high school.
- Students in the early college high school would be eligible for the TRiO program, giving them access to more resources and having an additional source for guidance.
- Students who earn six or more college credits, while still in high school, earn higher GPAs in years 1-3 of college and persist longer when they continue participation in college post-graduation (Adelman, 2006; Karp, Calcagno, Hughes, Jeong, & Bailey, 2007).

Our research indicates these potential challenges:

- The early college charter school requires use of Richland facilities and other resources on campus that may limit growth in other areas.
- The early college charter school will increase participation of under 18 year old students on campus and may require increased expectation-setting protocols with regard to student behavior in and outside of classrooms.
- No research was found to address the concern expressed on how the ECCS might affect institutional image and branding.

ECCS Feasibility Recommendations:
From the Dual Credit perspective, the Early College Charter School seems to have a minimal impact to the current model established at Richland. Dual Credit students in the Early College Charter School would follow the same guidelines already established. Students would be required to complete the same paperwork (principal/parent approval) as a traditional dual credit student.

Based on the team's fact based research, it is found that **hosting an Early College Charter School on the Richland Community College campus will provide benefits for the college, the students, and the community**. The team recommends that the College enter into a partnership with ECCS to implement an Early College Charter School on the Richland Community College campus. In addition, it is recommended:

1. The ECCS should be open to all District 537 public high schools, and adhere to Illinois Charter School laws.
2. The ECCS should incorporate proven factors for success as outlined in the report (p. 5) and include: purposeful design, a separate board of governance, integration with the College, academic and affective supports, powerful teaching and learning, and a focus on College readiness.
3. Richland Community College will be the host partner with ECCS and deliver college level courses for dual credit.

4. To address communication and education on the partnership, Progress Breakfasts on the Richland Community College campus will be held to provide information and gain faculty, staff, and community buy-in.
5. The Cross-Functional CIP Team will continue to develop sound implementation strategies through continued research, dialogue with resources, and direct dialogue with community colleges elsewhere in the country who have already implemented an early college delivery model on their campuses.

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Operational Definitions:
Dual Credit: Courses, offered on high school and/or college campuses, for which a student receives both college credit and high school credit.
Early College Charter School: Dual enrollment programs, located on college campuses, where students complete their junior and senior years of high school through dual credit college courses.

Charter Pros: An organization that specializes in organizational planning, development, and implementation of charter schools, including board development, financial and policy planning, staff selection, and professional development services. Bishop G.E. Livingston, Cordell Ingram, and Paul Seibert are key staff at Charter Pros, representing the management of the ECCS.

Summary of Research

While Early College High Schools (ECHS) are new to Illinois, they are quite widespread in some states with strong community college systems. North Carolina, for example, has over 60 ECHS (Edmunds, 2010). The purpose of ECHS is to prepare a student for college and ensure that students enter college ready. Course taking patterns in traditional ECHS are not career and technical oriented. Students in the first two years take a college preparatory curriculum. In a study of two ECHS in North Carolina, Edmunds found that students progress through college preparatory courses, such as Algebra I, Algebra II, and English, at significantly higher rates than ninth graders in regular high schools. ECHS aim for academic rigor, use of learning methods – such as problem-based learning – that provide greater relevance, and building of community within the student cohort to provide support (Ongoga, 2010). When implemented correctly, Early College High Schools can lead to significantly increased success on statewide proficiency examinations, as illustrated by Kaniuka and Vickers (2010) in North Carolina (Table 1).

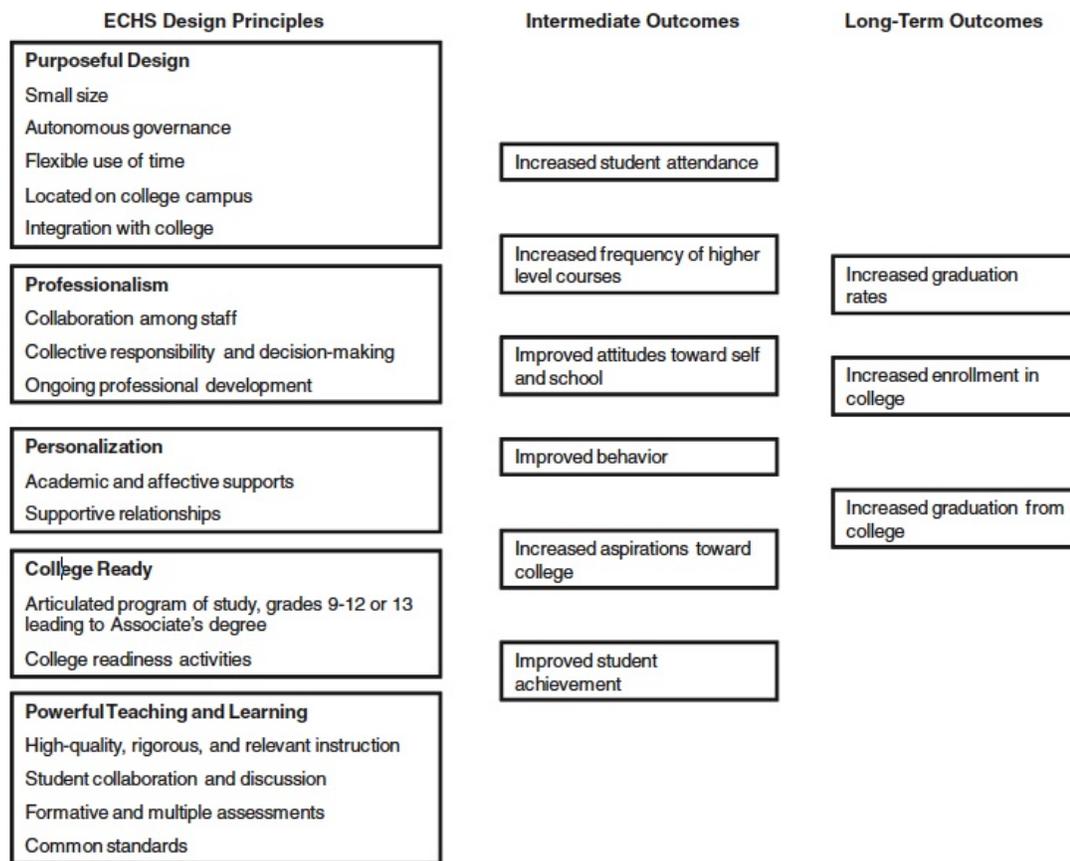| Test	Percentage of Students Passing (Number)		Pearson χ^2	p Value	Cramer's V
	CCECHS	Traditional School			
Algebra I	89.8 (194)	77.9 (209)	12.01	.00	.16
Biology	83.2 (104)	70.3 (90)	5.87	.02	.15
Civics and Economics	87.8 (159)	71.2 (89)	13.34	.00	.21
English I	99.8 (181)	85.3 (168)	15.35	.00	.2
U.S. History	82.3 (102)	60.7 (37)	10.21	.00	.24

Note. CCECHS = Cross Creek Early College High School.

Table 1: Results of a Two-Way Chi-Square Comparison for All Students (reproduced from Kaniuka and Vickers, 2010, p. 170).

Successful ECHS are founded on core design principles that fit well with the community college mission:

- Commitment to underrepresented students, defined as low-income, first-generation, and minority students.

- Sustained through partnership of a community college, a local education agency, and the community – all of which are accountable.
- Integrated with the college so that students can begin taking dual credit courses in years 3 and 4.
- Provides a comprehensive support system – through partnership and intention – to ensure that students are building social skills and academic behaviors that will lead to college completion.
- Use "intermediaries to create conditions and advocate for supportive policies that advance the early college movement" (JFF, 2008, p. 2).

ECHS Design Principles	Intermediate Outcomes	Long-Term Outcomes
Purposeful Design Small size Autonomous governance Flexible use of time Located on college campus Integration with college	Increased student attendance	
Professionalism Collaboration among staff Collective responsibility and decision-making Ongoing professional development	Increased frequency of higher level courses Improved attitudes toward self and school	Increased graduation rates Increased enrollment in college
Personalization Academic and affective supports Supportive relationships	Improved behavior Increased aspirations toward college	Increased graduation from college
College Ready Articulated program of study, grades 9-12 or 13 leading to Associate's degree College readiness activities	Improved student achievement	
Powerful Teaching and Learning High-quality, rigorous, and relevant instruction Student collaboration and discussion Formative and multiple assessments Common standards		

Conceptual framework of North Carolina's Early College High School model (Edmunds, 2010).

There are many good reasons to better integrate secondary and postsecondary activity. First, it gives an opportunity to create a more unified curriculum, better aligning expectations and avoiding duplication. Second, by reducing the gap between K-12 and college, students are less likely to fall into a "senior slump" of empty credits or lax effort. Acceleration of course-taking

enhances completion. Finally, in a world where lifelong learning will likely be required, the foundation of a college preparatory curriculum in the ECHS will enhance readiness, regardless of the direction students choose to go after entering dual credit programs in grades 11 and 12.

Our research indicates these positives:

- Early college models can significantly increase post high school college participation.
- Early college models can significantly increase credit acquisition and, in some cases, certificate or degree completion for high school students, *prior to* graduation from high school.
- Students in the early college high school would be eligible for the TRiO program, giving them access to more resources and having an additional source for guidance.
- Students who earn six or more college credits, while still in high school, earn higher GPAs in years 1-3 of college and persist longer when they continue participation in college post-graduation (Adelman, 2006; Karp, Calcagno, Hughes, Jeong, & Bailey, 2007).

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- No research was found to address the concern expressed on how the ECCS might affect institutional image and branding.

Key Questions to Address Feasibility

Financial:

If we do not get a majority of the school districts to participate in authorizing the charter school, what percentage, number, or metric will be used to determine that the charter school is considered feasible? What is the level of financial commitment needed from the College? How will the charter school be funded and what type of financial implications (positive or negative) will Richland see as a result of the charter school?

The ECCS has presented 3 preliminary budgets: one that includes DPS61, one that includes all schools except DPS61, and one that involves the three largest schools outside of DPS61. Details on the budget may be viewed in the Vice-President for Student and Academic Service's office. The ECCS would be eligible for a portion of the State of Illinois money allocated ($7500-$7600) per student (105 ILCS 5/School Code).

The minimum number of students needed, in order to be financially viable, is based on attendance records. This is determined by tax base. For example, DPS61 gets $8800 dollars from the State of Illinois for each student. The tax money follows the student to their school. So the numbers in the budgets are based on what the state will give the ECCS for those students. Districts are eligible to receive another 20% for facility use on top of the student/capita. The funding from the state cannot stop, but it can slow, dependent upon the State's payment cycle. There will be no tuition paid by the students, but they may have some fees, such as uniform fees, at the beginning of the school year. The ECCS staff will work with those students who cannot afford the uniform fee.

Bottom line: The ECCS should not cost Richland Community College any additional money but will include a space commitment that involves a space lease agreement payable to Richland Community College by the ECCS. There will be no negative effect of the ECCS on the Richland Community College budget. A permanent space has not been identified.

An additional question asked by Lisa Mann was, "Would the ECCS have its own AYP (Adequate Yearly Progress) benchmarks, and would the scores of the ECCS count for the home school?" Cordell Ingram answered that 100% of ECCS scores count toward the relevant district (but not to an individual school). The team's interest in this particular inquiry would be to ensure that each district recognizes the financial and testing model of the ECCS and would be comfortable with it. ECCS juniors will take the Accuplacer test in the late spring of sophomore year and will take the ACT test in the spring of junior year. Momentum goal is readiness for college level classes by junior year and opportunity for optimal performance on ACT tests.

Quality:
How will charter school students be assessed before placement into college classes? Will they be required to complete Richland's Standard English and Math placement tests before college enrollment?

While students must be on track, academically, to enter ninth grade, additional pre-screening of eligible students, prior to enrollment, is not allowed. Parents can be informed of the special needs support and the requirements needed to be done by the students. A test is given after admittance to help put students into the correct tier and direct their studies: one hour vs. two hour blocks of time in those courses during the first two years.

Statements of Quality:
Standard English and Math assessment practices for entry into Richland Community College must and will be maintained. ECCS students will be administered in accordance with current policies regarding academic rigor, attendance, and conduct, thus following the standard polices of Richland Community College. Richland Community College staff and faculty will be fully informed of the distinctions inherent in administering dual-credit classes for ECCS students (attendance reporting, semester begin and end times, spring break, parental involvement, etc.).

The ECCS will have the freshmen and sophomores taking high school classes taught by high school teachers. ECCS juniors and seniors will participate in dual credit using established processes already in operation at Richland Community College. The juniors and seniors will enroll in Richland Community College classes taught by Richland faculty. The ECCS will confer high school credit to them, with Richland granting college credit. The ECCS will be responsible for the students, coordinating activities during the periods of time when Richland Community College is not in session, to ensure that students meet statutory average daily attendance requirements, as established by the Illinois State Board of Education (ISBE). Richland Community College will be responsible for ensuring that students are doing college-level work.

The juniors and seniors will be enrolled and attend Richland Community College classes based on Richland Community College schedule, and no change will be required of the faculty. The juniors and seniors will also be subject to college level expectations upon enrolling in Richland Community College courses. The ECCS will have counselors that will act as liaisons between the Richland Community College faculty and the parents.

Academic Plan at ECCS

Students going into the ECCS will be aware of the academic rigor expected throughout their high school experience. They are required to maintain a 2.5 cumulative grade point average. Students are put on an academic plan that will prepare them to take college level courses. Throughout their time with ECCS, students will be monitored (through an academic benchmarking program, iSTEEP – System to Enhance Educational Performance) to determine where they are and how close they are to meeting the benchmarks established. For those students who may not be meeting the benchmarks, an additional program will be added into their studies. Examples of the additional program include, completing short classes during breaks, spending additional time with their counselor, and working in the library. There will be ECCS staff on campus that will be in charge of all their students.

ECCS students will not be allowed to take remedial courses that are offered at Richland Community College; rather, they have to place in college level of English/Math. If, after their sophomore year, a student is not Math or English eligible, they will have many options. They will be able to take a vocational track of courses through Richland Community College (if eligible), return to their home district school for their final two years, or take an intense course that will give them more appropriate remediation to meet standards.

The standards will be rigorous and not reduced to allow students to pass. Students always have the option to return to their district school. The parents have to commit to be involved in the education. Parents and students must be present at the admission interview. Students can only enter in as freshman to keep the flow of education going. However, if a student is exceptional and shows the potential to catch up, there may be an option for sophomore entry. The admission process is designed to identify students who will be motivated to be in the ECCS and discourage those students who are applying because "the parents want them to do it." The

admission process will attract motivated students, high achieving students, and the technically driven students.

During the junior and senior year, ECCS students have to maintain a 2.0 GPA in college courses to remain in the program and not have to take additional special programs. The GPA is calculated every semester. The computer program (iSTEEP) that does benchmarking will also do biweekly analysis to keep the students on track. The students will have a weekly meeting with counselors even during junior and senior year.

<u>*Requirements to Graduate*</u>

The Illinois State Board of Education requires a minimum of 19 credit hours to graduate. However, the high school requirements may vary between districts. ECCS will be requiring the students to have 24 high school credit hours, so they will be comparable to the other district schools. College credits do not equate to the same number for high schools; for example, a 4 credit hour college class counts as a ½ credit for high school.

A concern was raised about whether students in a career and technical education (CTE) track would still meet the High School required curriculum. Cordell Ingram indicated that recognition of the high school requirements of the state will be addressed. Transfer students will gain additional hours through Richland Community College. CTE students will need to take general education courses at Richland Community College as Jr/Sr to meet the state requirements. The ECCS is planning to have its own diploma conferred, by the ECCS. Lisa Mann indicated it may be possible for them to also get a diploma from their HS: this occurs with Futures students.

Lisa Mann raised a concern that students may be deficient in credit hours if they do transition back to their home High School after the first two years. Cordell Ingram indicated that, during the freshman and sophomore years, the ECCS students will get the same (or close to the same) number of credits as the area schools to ensure this isn't a problem. The CIP team's interest in this is to ensure that these students meet the State of Illinois requirements, whether they stay in the ECCS or transition back to their home High School.

Charter Pros has provided a detailed curriculum map (Appendix A), a Student Success Monitoring Plan (Appendix B), and a Course Flow (Appendix C) as supplemental information.

Policy:
Will we be unable to drop (required to keep) the charter high school students regardless of academic, attendance, or behavioral issues, and how will this impact our regular college students?

The ECCS students who are enrolled in Richland Community College courses can be dropped for failure to meet the requirements of the courses. The dual credit students have to follow the syllabi of the faculty. If the student is dropped, the ECCS is responsible to get the student into a special program that is high school equivalent in order for them to meet the credit hour requirement that they missed to make up the hours. The time period they were in a class (from which they were dropped) will then go to being in an ECCS class to get necessary credit hours. If it is determined that the student cannot stay on the college track, they will be redirected to a different career path.

The faculty should treat the ECCS students the same as the other college students. The ECCS will have consistent communication with the parents, and further discussion will be needed on how to handle communication between the parent and the Richland Community College faculty. If it is a college course, then a FERPA waiver must be on file that establishes that the student allows Richland Community College to communicate with his/her parents. It was suggested that the ECCS counselor be the person who helps communicate between the parents and the Richland Community College faculty. Currently, almost all dual credit students sign the waiver at the time of enrollment, and the ECCS could have all sophomore students sign the wavier.

What happens when a student cannot pass the college classes after expressing college readiness?

The CIP team concern is to make sure that ECCS addresses the credit recovery piece and that students are expected to exit and not remain in the college course as a non-participant. Accordingly, a student may withdraw from a class in which they are not making satisfactory academic progress.

The student will have an ECCS counselor and study hall time to help them focus on that class to help them pass. If they fall below the required GPA, they will have to take courses during breaks to bring up their GPA or return to their district school.

Concern was expressed by Lisa Mann on how the student would get the required instructional minutes if they failed to continue in a college course and who will be on "stand-by" to ensure that credit recovery occurs. Cordell Ingram assures the team and Lisa Mann that ECCS will invest in proper credit recovery and the students will be in a supervised setting with an ECCS teacher. There are online and paper credit recovery systems that can be used to bring the student current in credit hours.

Discipline:

If a dual credit student is disruptive, he/she can be reported to the principal who will be on campus. The ECCS will have consistent communication with the parents and relevant Richland Community College faculty members. The ECCS will acclimate students to behavioral requirements of the college. The expectation is that exposure to non-ECCS students will not cause the students in ECCS to regress to that mentality and behavior.

Would an ECCS only section of a dual credit course be offered (instead of dividing the students among the different sections)?

It is up to Richland Community College to make this determination. ECCS expects only one course of this configuration, which would focus on being a successful college student course similar to Richland's PDEV 101 or perhaps the ED 101. Currently, a large number of the high schools in Richland's district offer courses specific to their students.

In loco parentis/FERPA:

An ECCS student in loco parentis/FERPA status would be treated the same as any other student at Richland. The high school (ECCS) and postsecondary institution (Richland Community College) may share information from records of dual-enrolled students (2010 FERPA Guide). While in the K-12 system, parents have certain rights with respect to their children's educational record. These rights transfer to the student when he or she reaches the age of 18 or attends a postsecondary school (www2.ed.gov - FERPA). Disclosure of information to parents of students who are dependents for income taxes would apply, allowing the post-secondary institution to share grades and other information from the student's education records with parents (2010 FERPA Guide). ECCS students would have the option to complete a parent/guardian form that allows Richland Community College to make contact with the parents, if needed. For instance, this would prevent the need for obtaining tax returns for parents. One of the benefits to having the ECCS at Richland would be that the school administration can be more involved with the ECCS students taking Richland Community College college courses. The ECCS is willing to be an advocate, establishing student meetings between the parent/student and school first versus the parent contacting the Richland faculty member first.

How does Richland Community College ensure the administration of the charter school understands the need for high expectations and structure for the targeted students?

To address the need for high expectations, the ECCS will put a focus on hiring an exceptional administrator. This administrator will be hired with the understanding that he/she will work with Richland Community College and enforce the policies and standards of Richland Community College. The administrator will understand that the college was here first, and the structure of the ECCS will be created around the college and the expectations of the college.

A concern was raised about AYP scores and how changes in enrollment affect the school and district. The CIP team's interest in this would be to make sure the ECCS is not flagged by the state for corrective action, as it negatively impacts perceptions of quality.

It is my understanding that once a student is enrolled in a dual credit class, college accommodations apply. How can we be sure this is the case and that the integrity of dual credit classes are not compromised?

Special education students will be the ECCS's responsibility to make sure that all paperwork is accounted for, and the instructors are notified of the accommodations necessary. ECCS will have the ability to determine what level of accommodations the student needs and whether or not the ECCS could provide the necessary level of accommodations. If ECCS cannot provide the accommodation, the student is advised that a particular accommodation is not available. Once a student has applied as dual-credit, they would be eligible to apply for accommodations on the postsecondary level. Faculty will always get a note from Learning Accommodation Services (LAS) with regard to the ECCS students. The ECCS will try to steer these students to a career choice that would work with their level of abilities.

The term "disability" causes about as many red flags as "at risk." Some seem to believe that students with disabilities simply do not belong in college and that accommodations should not have to be given. While this perception of students with disabilities needs to be addressed, many of the faculty, nonetheless, work with these students requiring accommodations on a regular basis. However, if one stops to consider, in a "normal" classroom, statistics show that 10% of the students have a learning disability, 2-3% have very low ability, and 5-6% have a severe mental health issue. The Academic Success Center at Richland Community College works with students with disabilities every day: some just don't have the "label." Because charter school students are prepared during the freshman and sophomore years for college level work, these students should be better prepared academically that the typical student. ECCS students will also be taught appropriate college behaviors before beginning college classes. An academic skills/college prep course will be part of the sophomore exit curriculum.

We believe it is worth clarifying who is in the target population. There still seems to be confusion about "alternative" and "at-risk." What are the benefits and challenges to the at-risk population and, thus, to the district, as a whole?

The education field has a very broad definition of "at-risk" which is consistent with the definition used by the TRiO program. The term at risk includes many populations. Examples are single parent homes, military parents, low income families, and students with disabilities. This does not indicate behavioral issues. This is not an "alternative" school for students with behavioral challenges.

The TRiO Student Support Program is designed to provide opportunities for academic development, to assist students with basic college requirements, and to motivate students toward successful completion of their post-secondary education (ed.gov). By the nature of the grant Richland receives, the TRiO program must provide academic tutoring, advice and assistance in course selection, financial aid, assist students in applying for admission to four-year programs. Additionally, the program at Richland provides mentoring and access to cultural and academic programs not typically available. This program is available to those students who are low-income, first-generation (neither parent has graduated from 4-year university), or who

have a documented disability, and is available to students in grades 11 and 12 so long as they are dual-credit students (ed.gov).

Charter school students are chosen by lottery and include those students from the total population, not just the hard to work with student. Charter schools, by statute, must allow "at risk" students to apply for admission (ILCS Article 27A). Robertson is run on a lottery system: no student is handpicked. This will be the same for the ECCS. It is rare for students to withdraw due to moving because they can be bused throughout the school districts, so transportation is not an issue. Environment and expectations are key elements to progress with the ECCS. Learning is achieved through a structured curriculum geared toward college readiness (see Academic Plan section above). There is an incentive plan for the students to hit benchmark goals. The members of Robertson and Charter Pros have 10-20 years high school teaching experience. They help build confidence in the students, so they can become successful.

Criteria for admission will include expectations regarding level of parental participation and a point system for behavioral tracking. Students who fail to satisfy the requirements will "self select" out of the program. Cordell Ingram stated the environment helps to deter any potential bad behavior and help get the students on the right track.

Student Population

Based on the research available to them, the ECCS believes the top 25% of students are primarily going to be involved in extracurricular activities and will not apply to the ECCS because they will want to remain involved. The bottom 25% of students are not going to want to put in the effort that's required at the ECCS. The middle 50% are the students the ECCS believes will be their primary group of interest. This group is made up of the students who are motivated to learn and may not care about extracurricular activities.

We believe it is a state law that all students are provided with a hot breakfast and lunch. How would the college handle feeding these students? What about busing?

The Illinois Charter School Act exempts charter schools from all requirements of the school code other than the provisions listed in 27 A-5(g) set for Illinois public schools, providing flexibility with respect to addressing issues such as food service and transportation (ILCS, Article 27A).

> (g) A charter school shall comply with all provisions of this Article, the Illinois Educational Labor Relations Act, and its charter. A charter school is exempt from all other State laws and regulations in the School Code governing public schools and local school board policies, except the following:
>> (1) Sections 10-21.9 and 34-18.5 of the School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database of applicants for employment;
>> (2) Sections 24-24 and 34-84A of the School Code regarding discipline of students;
>> (3) The Local Governmental and Governmental Employees Tort Immunity Act;
>> (4) Section 108.75 of the General Not For Profit Corporation Act of 1986 regarding indemnification of officers, directors, employees, and agents;
>> (5) The Abused and Neglected Child Reporting Act;
>> (6) The Illinois School Student Records Act; and

(7)   Section 10-17a of the School Code regarding school report cards.

Meals

With regard to meals, the ECCS has multiple options to consider:

1) Open campus idea and students leave campus to get lunch and come back to school.
2) Contract with a third party (e.g., Aramark).
3) Utilize the cafeteria (Prairie Grille).
4) Explore entrepreneurial options, such as the culinary arts program. The culinary arts program could provide food for students never having to leave campus or classroom. (This would provide money to the culinary arts program, and the chef in charge has the required certificates and degrees.)

The vision of the meal system for ECCS will be decided by the Board which will have Richland Community College representatives as members. ECCS wants to work with Richland Community College as much as possible. It is profitable to provide breakfast and lunch, at Robertson $2.70 per student is provided by the state and Aramark is paid $1.50 per student giving a profit of $1.20. ECCS is responsible to pay vendors.

One option: The student could get a lunch card that had 180 days of meals on it and then could go to the cafeteria to get lunch. You lose a little flexibility when going with a company like Aramark who will follow the state standards of nutrition. We can decide that we want to be a green school or a nutritional school and can set up the menu to be healthy.

Transportation

Transportation will be coordinated by ECCS. There will be a contract with each participating school to get a bus to pick up the charter school students from each district. Students can drive themselves, but there are attendance requirements. There will be a designated area(s) for the charter school students; however, they will not be picked up at individual homes. The students could ride the bus to the high school, and then pick up the charter school bus. The fees for the busses are paid for by ECCS, not the school districts.

What are the liability issues for Richland faculty, staff, administration and students regarding the introduction of a larger than normal number of underage learners on the Richland campus?

The Illinois Charter School Act specifies the need to comply with particular statutory requirements, which will be the responsibility of the ECCS.

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(1)   Sections 10-21.9 and 34-18.5 of the School Code regarding criminal history records checks and checks of the Statewide Sex Offender Database of applicants for employment;
(2)   Sections 24-24 and 34-84A of the School Code regarding discipline of students;
(3)   The Local Governmental and Governmental Employees Tort Immunity Act;

(4) Section 108.75 of the General Not For Profit Corporation Act of 1986 regarding indemnification of officers, directors, employees, and agents;

(5) The Abused and Neglected Child Reporting Act;

(6) The Illinois School Student Records Act; and

(7) Section 10-17a of the School Code regarding school report cards (ILCS, Article 27A).

ECCS will be responsible for its students. ECCS would have insurance that covers all ECCS students. The ECCS underage students will be well monitored at all times. The culture of ECCS will not tolerate misbehavior and the ECCS students will understand that during their interviewing process and during their first two years in the program. They will be more prepared for college than most dual credit students in the area of behavior and discipline.

Academic Culture

What impact would a charter school on campus have on existing college students and their college experience?

From an institutional perspective, the demographics of the district are declining, and and the possibility of an ECCS ensuring enhanced traditional, aged population attendance supports the ongoing fiscal health of the college. From the Dual Credit perspective, the ECCS seems to have a minimal impact to the current model established at Richland. Dual Credit students in the ECCS would follow the same guidelines already established. Students would be required to complete the same paperwork (principal/parent approval) as a traditional dual credit student.

As the proportion of high school students on the Richland Community College campus increases, the possibility exists that campus culture, either perceived by external stakeholders or realized by students/staff, might be affected. This would be dealt with through consistent communication. How the college is marketed is the key in keeping the image and reputation of Richland Community College as it currently is. Rick Tomlinson asserts that, in 3 years of visiting and teaching on high school campuses, he has not experienced a significantly more problematic culture, one that would be unwelcoming to adult learners. The thought is there will be minimum effect of the ECCS on the social atmosphere or the academic quality of learning at Richland Community College.

The College has integrated many other endeavors that have not impacted the view of the College and, in fact, have helped it. The idea that the ECCS might impact the College, negatively, may be an over-inflated issue. However, the College must still manage the message (e.g., it will not be until the 3rd year before the College classrooms will even be impacted) and promote the college as a college and focus on all things we do as a college. It's not the culture; it's the image.

Academic culture with math and sciences

Problem based learning (PBL) is going to be the focus of the ECCS curriculum, especially in the math and science courses. Problem based learning allows for real world application of conceptual material. PBL helps to enhance critical thinking skills and to teach soft skills. PBL is

learner centered and will lead to numerous activities such authentic tasks and group projects. The ECCS is already planning on a double block schedule for mathematics to make sure students are ready for college level math courses as juniors and seniors. Science courses can be taught effectively through PBL and can build the foundation of knowledge to prepare students for college level chemistry and biology courses. Most students do not do lab work in a true lab environment until their junior and senior years. PBL supports hands on experiments that do not involve a lot of equipment or the requirement of a true laboratory classroom. For example, using a plastic tube, paper towels, baking soda, vinegar, and safety glasses can lead to a useful chemical reaction that allows students to apply the scientific method and the process of writing a lab report. The PBL curricula provide feasible options for math and science courses and will provide students with discipline focus. PBL curricula can increase interest in math and science, ultimately increasing the number of students interested in majoring in these disciplines.

Academic culture in the Humanities

Is teaching disciplines in the humanities, in a college academic structure that includes charter schools, an idea worth examining for Richland Community College, or should the idea be rejected as inherently infeasible? We first reviewed the idea of charter schools, themselves, regardless of setting, since we considered it axiomatic to take into account the fundamental concept before judging the feasibility of the settings for such programs. We considered, among others, the two sources cited below:

First, Boston Foundation's study, *Informing the Debate: Comparing Boston's Charter, Pilot* [,] *and Traditional Schools* (2009), conducted by seven academics, one from Duke, one from Michigan, two from MIT, and three from Harvard, for the Boston Foundation, provides a comprehensive presentation of that city's three models for its public schools. The report, some 58 pages, excluding annotations, seems valid, in both its statistical findings and narrative conclusions. We are excerpting the following, with great apologies, to the researchers of both studies. Despite the sin of radical distillation, consider a key conclusion from the Boston study: "Whether using the randomized lotteries or statistical controls for measured background characteristics, we generally find large positive effects for Charter Schools, at both the middle school and high school levels" (p. 9). The analysis includes statistical information in Chapter 6 of the methodology employed to reach the authors' conclusions.

The second study we consulted is an essay, "Early College High Schools [ECHS]: Double Time" by the Director of Composition, University of Toledo. Her essay has been included in the anthology, *College Credit for Writing in High School: The "Taking Care" of Business* (2010); the collection is published by the National Council of Teachers of English and deals, broadly, with teaching English to high school students, for college and high school credit. The author cites very impressive statistics for a program in New York City, similar to that slated for the University

of Toledo. The New York charter program yielded a 97% high school completion rate, versus 70% in the city, as a whole, an 87% graduation rate, of which 90% attended college (p. 145). This study actually considers what are, for its author, two major concerns: 1) it condemns the "ideology [and myth]" of meritocracy" (p. 147), particularly for racial and ethnic minorities, an ideology about which the author asks, concerned that meritocracy is fundamental to the ECHS idea, "Are private foundations [in this case Gates and Ford] funded by corporate gain a way to redistribute wealth to remedy social inequalities, or are they a threat to public education?" Such an assertion could lead one to conclude that the author is not without a preconception of the efficacy of ECHS. However, in the event, after having actually participated in the ECHS experience, the author concludes her essay with the following: "They [the class with which she was affiliated} were hand-picked for this pilot program, and their success may not be duplicated by their fellow students. Still, their success simply makes the challenge more pressing" (p. 163).

Like the authors of both studies, though such programs may be a challenge, and a pressing one, at that, we find no significant reason that an ECCS is infeasible to attempt at Richland Community College. Additionally, we recognize the advantages to the district, the community, and the participating students in terms of accelerated college certificate or degree completion, reduced student/parental cost, and increase enrollment of traditionally aged students on Richland's campus.

How will the addition of an ECCS affect the selective admissions process in Health Professions Courses?

What is Selective Admission?
Admission to these programs is a separate process from admission to the college. Admission to the School of Health Professions programs is competitive, selective, and based on established criteria.

How does the selective admission process affect the current likelihood of admission to a health professions program? The table below represents the consequences of the selective admissions process to some of the health professions programs of study. The numbers representing applications for admission are the totals that were available on the deadlines for admission to these programs and may not include applications submitted after the deadline dates.

ADN Applicants vs Admits

Sem/Yr	# Applied	# Accepted
Fa 2009	31	24
Sp 2009	46	24
Fa 2010	43	24
Sp 2011	33	24
Fa 2011	43	24

LPN/Bridge Applicants vs Admits

Sem/Yr	# Applied	# Accepted
Sp 2010	6	6
Fa 2010	6	6
Sp 2011	7	6
Fa 2011	8	6

PN Applicants vs Admits

Sem/Yr	# Applied	# Accepted
Su 2009	26	20
Su 2010	24	16
Su 2011	14	14

Radiography Applicants vs Admits

Sem/Yr	# Applied	# Accepted
Su 2010	16	12
Su 2011	24	12

Surgical Technology Applicants vs Admits

Sem/Yr	# Applied	# Accepted
Fa10	17	15

Certified Nurse Assistant Applicants vs Admits

Sem/Yr	# Applied	# Accepted
Sp 2010	49	30
Su 2010	31	20
Fa 2010	55	30
Sp 2011	59	30
Su/Fa 2011	101	50 (20 Su, 30 Fa)

The admission to the majority of health professions programs require the student to be 18 years old, which eliminates the effect ECCS students could have to those courses. The ECCS students have plenty of prerequisite college work in math and sciences during their junior and senior year if they are looking at the allied health professions. ECCS students upon reaching 18 could then be added to the application pool of candidates for these programs. This could affect the age of Richland Community College's graduates becoming younger, which would be similar to those of four year institutions or universities. The negative effects would be felt by older students seeking entrance to these programs, thereby decreasing their chances of admission. Health professions students are required to possess a certain degree of emotional maturity to cope with the patients for whom they care. Chronological age is not always a reliable indicator

to the attainment of this maturity, but older students are more likely to have this by having more life experience.

Two health professions programs, with possibly a third, will be affected by the addition of an ECCS on Richland Community College's campus. The programs are the certified nursing assistant and pharmacy technician. The age requirements for these programs in Illinois are stated in the links provided in the bibliography. To work as an Illinois CNA, in a licensed long-term care facility, an individual must meet the following requirement including they must be at least 16 years of age, of temperate habits and good moral character, honest, reliable, and trustworthy. The link below merely states that a pharmacy technician must be 16 years of age. The effect on these programs will be increased competition for admission to the adult student applicants. One possible negative consequence of allowing ECCS students' admission to the CNA program is that it could possibly affect the number of eligible applicants to the ADN and LPN programs. The CNA program is a prerequisite course for admission to the ADN and LPN programs, and by accepting those students, not eligible for admission due to age, it could possibly decrease the number of applications to the ADN and LPN programs. This will force more students to take the CNA training at other institutions. There would be little effect to the pharmacy technician program other than a possible increase in the number of students applying for admission to that program. The increase in numbers of students in the CNA courses, and others, will require the need for another full time position in 3 years.

Facilities
We would like to see a space allocation study completed. What percentage of people/groups would be displaced if location (Shilling) were to be utilized – and of those displaced groups, how many could be accommodated in other locations (e.g., CSI)?

Building Use
Research into the intent of the Shilling space reveals that integration of the ECCS doesn't violate the original intention, as stated by the Board of Trustees, of the Shilling Center. The ECCS concept is consistent with the three stated goals for the space: to (1) "enhance curriculum offerings," (2) "provide an area to serve the community," and (3) "provide the best utilization of the building (Shilling Community Education Center Steering Committee, December 22, 1988).

There are some differences in facility usage between the two periods (Freshman-Sophomore / Junior-Senior). The freshman and sophomore groups will require very limited use of Richland Community College facilities. The junior and senior groups will utilize the facilities of Richland Community College just like any other dual credit college student. There will be a possible exception of meals for the juniors and seniors. The anticipated use of Shilling Center spaces for classrooms has a very limited lifetime (1 to 2 years), and plans must be in place to provide the room required for the anticipated growth of the ECCS program.

Parking

Parking for the ECCS should not interfere with normal Richland Community College activities, such as Culinary Arts, Theatre, Truck Driver Training, and state-conducted Motorcycle Training, as students in grades 9 and 10 will be bussed and students thereafter will transport just as dual credit students do now. Any displaced internal Shilling Center activities have adequate alternate facilities to accommodate normal community use. There are alternate areas that may be made available for use.

Beyond parking, other affected Richland Community College facilities (library, student learning, registration, financial aid, fitness center, and cafeteria) have adequate resources for the additional student load. Meals may be out-sourced and students may eat in the classrooms or an alternate space may be determined.

The current maintenance staff could adequately handle the continuous utilization of Shilling Center.

Computer Network Systems

High school computer systems may have specific access and filtering limitations which must be considered in creating and connecting the high school network to the Richland network. Are high school students allowed access to the wireless network system in the Shilling Center? Are there any limitations or constraints to be considered?

From an IT standpoint, Richland would want to segregate the network traffic associated with the ECCS away from the rest of the college in order to protect both the ECCS & Richland. For hardwired computer connections, this is something that can be accomplished easily. Once the network traffic for ECCS is segregated, implementing stronger filtering restrictions on high school computer equipment is a trivial task.

Restricting ECCS students' personal wireless devices in Shilling would be the most difficult part (restricting school-owned equipment would not be difficult, and all other portions of campus already require a user to log in to access the wireless network). In order to restrict students' personal wireless devices from accessing inappropriate content, Technical Services would need to do one of the following:

    a.   Implement a password portal that could be used by groups hosting events Shilling (currently done at Fairview).

    b.   Apply stronger filtering restrictions to the public wireless network in Shilling.

Both options have merit and are not difficult to implement. It is the personal recommendation of the Associate Director of IT to apply the stronger filtering restrictions to the Shilling public network. It would create minimal disruption while meeting the needs of the ECCS and the State of Illinois requirements on filtering material.

How will ECCS ensure students the opportunity to explore the arts and other electives that are a normal part of high school?

ECCS has incorporated in its curriculum an elective hour for its students' schedules. The students can choose from 4 electives in year one, and as many as 6 by the end of year two. Some examples would be Art Appreciation, Drama, Street Law, Choir, Foods and Cultures, and Music Appreciation. Core teachers who are hired will know that they will also be responsible for teaching an elective and will be given some flexibility of bringing their personal skills and passions into the educational environment.

Much of the culture will be driven by how Richland chooses to engage the students. The ECCS national initiative is driven by an academic focus to provide college readiness to underrepresented and academically underprepared students (Berger, Adelman & Cole, 2010; Kisker, 2006)

Will the ECCS hurt the "image" or "brand" of Richland?

Managing the brand is important. The ECCS does not need to hurt the brand, but it is crucial that any implementation of the ECCS be managed with an eye toward how the brand could be impacted. For example, if the notion that the expanded opportunities at Richland are driven, exclusively, toward dual credit and high school students, as opposed to adults, were to become pervasive, this could become the brand associated with Richland. It will be important in managing the brand that Richland purposefully place into context the recent expansion of high school and dual credit opportunities. Richland must manage the brand to ensure that diluted and distorted messages aren't received as the intention of the institution. That is, Richland must make the case that, while there is an expansion of opportunities for high school aged students, there is still much more to be accessed in its core business. It will be important to highlight additions in the curriculum, expansion of services for its current students, and new programs and facilities that provide for the general (non-high-school) adult student at Richland.

Making the case for the ECCS in the community, and on campus will be critical in managing the brand and any opposition. Understanding and responding directly to faculty concerns and feedback appears to be key in managing the message of the ECCS and the impact to the Richland Community College brand. Both students and faculty have previously accessed media. This is an area requiring timely responses with information and the Richland story. Key staff must be prepared to write and tell the story that will create a consistent and accurate picture of the ECCS and the initiative's impact to Richland. It will be important to highlight why Richland, should the initiative move forward, would want to be a part of the ECCS initiative and how it benefits both Richland and the District.

ECCS Feasibility Recommendations:

From the Dual Credit perspective, the Early College Charter School seems to have a minimal impact to the current model established at Richland. Dual Credit students in the Early College Charter School would follow the same guidelines already established. Students would be required to complete the same paperwork (principal/parent approval) as a traditional dual credit student.

Based on the team's fact based research, it is found that **hosting an Early College Charter School on the Richland Community College campus will provide benefits for the college, the students, and the community**. The team recommends that the College enter into a partnership with ECCS to implement an Early College Charter School on the Richland Community College campus. In addition, it is recommended:

1. The ECCS should be open to all District 537 public high schools, and adhere to Illinois Charter School laws.
2. The ECCS should incorporate proven factors for success as outlined in the report (p. 5) and include: purposeful design, a separate board of governance, integration with the College, academic and affective supports, powerful teaching and learning, and a focus on College readiness.
3. Richland Community College will be the host partner with ECCS and deliver college level courses for dual credit.
4. To address communication and education on the partnership, Progress Breakfasts on the Richland Community College campus will be held to provide information and gain faculty, staff, and community buy-in.
5. The Cross-Functional CIP Team will continue to develop sound implementation strategies through continued research, dialogue with resources, and direct dialogue with community colleges elsewhere in the country who have already implemented an early college delivery model on their campuses.

Proposed Implementation Gantt Chart

Responsible Party	Activity	2011									2012						
		March	May	June	July	August	Sept	Oct	N/D	Jan	Feb	March	April	May	June	July	August
CIP Team	Update Provided to Richland Board of Trustees	x															
CIP Team	Richland Community College Task Force Recommendations to the Board of Trustees (Feasibility)			x													
CIP Team	Request for Board Approval to Move Forward			x	x												
Charter Pros	Make Application for 501(c)(3) Status					x											
CIP Team	Visit an operating Early College High School						x										
CIP Team	Richland Community College Task Force Recommendations (Implementation Strategies)							x									
Charter Pros	Early College Charter School Proposal to 11 Eleven Boards of Education								x								
ECCS	Hiring of Principal										x						
Charter Pros	Marketing Begins										x						
ECCS	Enrollment Begins											x					
Principal/ECCS	Hiring of Teachers											x					
ECCS	Lottery Held												x				
Principal/ Teachers	Summer Bridge Program Begins														x		
	Classes Begin																x

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References for Selective Admissions – Health Professions
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Pharmacy Technician   http://www.nhanow.com/pharmacy-technician/requirements/illinois.aspx.

Early College

Charter School

Curriculum Guide

Early College Charter School, Inc.

Decatur, Illinois

Early College Charter School, Inc. • 2240 E. Geddes Ave. • Decatur • Illinois • 62526

English Curriculum Guide

English 1 – Grade Nine

Course Description

Integrates composition and literature with related language study. Includes grammar, reading, writing, speaking, and listening and vocabulary skills. Regular assessment of skills using iSTEEP benchmark systems, A+ Classroom Student Response Software, and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units, created by teachers that are theme based and centered on the Common Core Learning Standards. Great Source's *Daybooks of Critical Reading and Writing* and *Daily Oral Language* will be used to enhance student's ability to comprehend and diagnose reading and speaking as a critical thinker. The suggested readings in the Common Core Learning standards will be utilized for this course.

Honors English 1 – Advanced Grade Nine

Course Description

Develops excellence in language arts through study of literature and composition. Integrates reading, writing, speaking, listening and viewing skills; development of multi-paragraph essays; includes critical thinking, personal growth evaluation opportunities, stress and time management activities; regular assessments using iSTEEP benchmark systems, A+ Classroom Student Response Software, and the Common Core Learning Standards

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. Great Source's sophomore version of *Daybooks of Critical Reading and Writing* will be used to challenge the advanced student's critical thinking process. Suggested reading from the Common Core Learning Standards will be utilized in this course. Writing articles, essays, and term papers will be an integrated factor in this course and activities to enhance college-like organization of time and stress will also be integrated.

English 2 – Grade Ten

Course Description

Integrates language and writing with various selections of American literature; emphasis on reading, writing, speaking, listening and viewing skills; vocabulary building, research skills; and exploring the process of writing. Students discuss, share and revise their works in a workshop setting. Developing a research paper will be required. Regular assessments using the iSTEEP benchmark system, A+ Classroom Student Response Software, and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. Great Source's sophomore version of *Daybooks of Critical Reading and Writing* will be used to challenge critical thinking process. Writing articles, essays, and term papers will be an integrated factor in this course and activities to enhance college-like organization of time and stress will also be integrated.

Honors English 2 – Advanced Grade Ten

Course Description

Emphasizes language and composition through study of British and American literature and analyzes a variety of genres, with an emphasis on non-fiction and an overview of literature. Intensive vocabulary study, instruction in research, thinking, reading, speaking, and test prep. Students discuss, share and revise their writing works in a workshop setting. Developed research paper will be required. Regular assessments using the iSTEEP benchmark system, A+ Classroom Student Response Software, and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. The following textbooks often used for AP courses will be used as supplementary material for this course: The *Craft of Revision; Easy Writer; Everyday Use: Rhetoric at Work in Reading and Writing* along with novels from the list of recommended readings of the Common Core Learning Standards.

Mathematics Curriculum Guide

Geometry with lab – Grade Nine

Course Description

Geometry introduces the study of points, segments, triangles, polygons, circles, solid figures, and their associated relationships as a mathematical system. Emphasis is placed on the description and use of inductive, deductive, and intuitive reasoning skills. Powers of abstract reasoning, spatial visualization and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures studied. The focus is on comparisons between these figures concerning surface areas, volumes, congruency, similarity, transformations, and coordinate Geometry. Students will have a lab every other day to reinforce Algebra skills that are essential for success. Regular assessments using the iSTEEP benchmark system, A+ Classroom Student Response Software, and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. *Saxon Math* series will be used as the Math curriculum for ECCS.

Honors Geometry – Advanced Grade Nine

Course Description

Honors Geometry is designed to explore topics in an organized, logical manner, with an emphasis on proof. The course will cover the regular curriculum in greater depth and detail. Topics will include: inductive and deductive reasoning, points, lines, planes, angles, 2 and 3 dimensional geometric figures, transformations, relationships in triangles, triangle congruence proofs, similarity, and right-triangle trigonometry. Regular assessments are conducted, using the iSTEEP benchmark system, A+ Classroom Student Response Software, and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. *Saxon Math* series will be used as the math curriculum for ECCS.

Algebra 2 – Grade Ten

Course Description

Algebra 2 is designed to cover topics including equations and inequalities, coordinates and graphs, general functions, polynomial and rational functions, exponential and logarithmic function, trigonometric functions of angles and of real numbers, analytic trigonometry, systems of equations and inequalities, sequences and series. Graphing calculator skills will be taught and used extensively in this course. Throughout this course, students will develop learning strategies, critical thinking skill, and problem solving techniques to prepare for future math courses and college entrance exams. Regular assessments using the iSTEEP benchmark system, A+ Classroom Student Response Software, and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. The *Saxon Math* series will be used as the math curriculum for ECCS.

Honors Algebra 2 – Advanced Grade Ten

Course Description

Honors Algebra 2 is an intensive, accelerated course intended to prepare students for advanced mathematics courses. Honors Algebra 2 with Analysis focuses on the use of technology and data analysis to develop students' thinking, problem-solving, and communication skills. Properties, applications, algebra, and parametric representation of functions; matrix algorithms; and linear, quadratic, radical, exponential, logarithmic, polynomial, and rational functions are studied. Data analysis techniques include the use of re-expression and residuals to find and verify best-fit rules. Applications as well as the properties relevant to advanced mathematics also are studied. Regular assessments using the iSTEEP benchmark system, A+ Classroom Student Response Software, and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. Saxon Math series will be used as the math curriculum for ECCS.

Science Curriculum Guide

Earth Science – Grade Nine

Course Description

Earth Science is the largest division of the study of Earth. It is concerned with Earth's materials, changes of the surface and interior, and the forces that cause these changes. Changes are interpreted within the context of plate tectonics, the unifying scientific principle of all of the physical Earth sciences. Earth Science also examines the interaction between Earth's weather and climate, the changes of organisms through time (paleontology) as interpreted by organic evolution. Finally, a major division of Earth Science is astronomy, the study of our solar system, galaxies, the universe, and deep time. Regular assessments using the A+ Classroom Student Response Software and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. *Earth Science* by Prentice Hall will be the textbook used as well as other supplementary materials.

Physical Science – Advanced Grade Nine

Course Description

Provides an opportunity for students to develop and communicate an understanding of physics and chemistry. Concepts covered include chemical and physical properties and changes, kinematics, dynamics, energy, waves, electricity, and magnetism. Regular assessments using the A+ Classroom Student Response Software and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. *Physical Science* by Glencoe will be the text used along with other supplementary materials.

Biology – Grade Ten

Course Description

Biology is a course that involves the scientific study of living organisms. It covers the following topics: basic chemistry, the structure, organization, and energetics of the cell, genetics, evolution, taxonomy, microorganisms, fungi, plant biology, animal biology, and environmental biology. Regular assessments are conducted, using the A+ Classroom Student Response Software and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. *Biology* by Glencoe will be the textbook used for this course along with other supplementary materials.

Chemistry – Advanced Grade Ten

Course Description

Chemistry is a comprehensive, high school chemistry class with some laboratory experiments. Subjects that will be covered include: matter, gases, thermodynamics, atomic structure, the periodic table, chemical bonds, metals, nonmetals, solutions, chemical kinetics, and organic chemistry. Regular assessments using the A+ Classroom Student Response Software and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. *General Chemistry, The Essential Concepts* is the textbook that will be used in this course along with other supplementary materials.

Social Science Curriculum Guide

Government – Grade Nine

Course Description

This course is a survey of the U.S. Government structure, systems, and political processes focusing on constitutional structures and foundations. Content will include factors that influence the U.S. Government. This course prepares students to become responsible/aware members of American society. Regular assessments using the A+ Classroom Student Response Software and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standard. The course will use *American Government* by James Q. Wilsons as a textbook, commonly used for AP courses.

World History – Advanced Grade Nine

Course Description

World History is designed to develop greater understanding of the evolution of global processes and contexts, in interaction with different types of human societies. This understanding is advanced through a combination of <u>selective</u> factual knowledge and appropriate *analytical* skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as <u>comparisons</u> among major societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Regular assessments using the A+ Classroom Student Response Software and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. *World Civilizations: The Global Experience,* AP 5th edition, will be the textbook used for this course, commonly used for Advanced Placement world history courses.

World Geography – Grade Ten

Course Description

Geography is the study of the physical and cultural landscapes of the Earth. In World Geography, students will study the geography of our planet through a regional lens. The course will explore the different regions of the planet and examine the many physical features and cultures that fill our planet. In this course, students will learn to look beyond our state and nation's borders and discover what life is like in other parts of the world. Regular assessments employ the A+ Classroom Student Response Software and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. *World Geography, Building a Global Perspective* by Prentice Hall will be the text used as well as other significant sources.

Advanced World Geography – Advanced Grade Ten

Course Description

This course focuses upon the distribution, processes, and effects of human populations on the planet. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to situations in the United States. Regular assessments using the A+ Classroom Student Response Software and the Common Core Learning Standards.

Course Curriculum

Curriculum for this course will start with interdisciplinary units created by teachers that are theme based and centered on the Common Core Learning Standards. This course will use the *World Geography* textbook by Glencoe, as well as other supplementary materials.

Upper Class Student Coursework

Early College Charter School Curriculum for Eleventh and Twelfth Grade students will be that of Richland Community College. Courses will be individually selected for students based upon their skills, achievements and academic / employment goals. Regular assessments of skills using iSTEEP benchmark systems, A+ Classroom Student Response Software, and the Common Core Learning Standards.

Appendix B: Charter Pros Student Success Monitoring Plan

Early College High School
Student Success Monitoring Plan

Early College Charter School will have a very thorough system for monitoring student progress. Data is extremely important for this kind of school, and the school's success is based on getting the most out of each student. Though all students learn differently and at different speeds, it will be our objective to have each student ready for the Accuplacer college entry exam by the summer of their sophomore year. Each freshman/sophomore student's progress will be monitored by three factors:

1) A teacher/counselor will be responsible for monitoring biweekly progress of each student. Student grades will be available to all staff through our Power Schools student information system.
2) Using the technology of ESTEEP, students will be placed in cohorts using RTI tiers. The program will produce, through biweekly progress monitoring and 3 times a year benchmark screening, effective data for teachers to use in lesson planning and advancing students to higher tiers.
3) Students who need additional help will receive it through evening tutoring, mini-mesters that will exist during winter break and spring break, and summer school.

By using these three implementations, we feel very confident that the highly motivated students of ECCS at Richland Community College will be prepared for their college courses by their junior year.

Once the students enter their junior year, there will be two groups of students, the fully emerged student who is taking a 15 credit hour college schedule with a daily library study window, and the partially emerged student who has not completed both entry exams. These two students will be monitored by ECCS in different ways.

Fully Emerged Student

The fully emerged student will have a university counselor that will help with scheduling and college issues. They will also have a college mentor, a successful college student who is willing to help with college life questions and issues. Finally, they will have an ECCS success

counselor who will receive biweekly progress reports on each student and meet weekly with each during their library study window.

Partially Emerged Student

The partially emerged student will have a university counselor who will help with scheduling. These students may have passed one portion of the college entry exam or neither portion but are eligible to take some college technical courses. They will still be involved in the ESTEEP program which will continue to monitor program and benchmarks. They will also participate in subject matter intense course working specifically on the preparation for the college entry exam. They will have a library study hour where their ECCS success counselor will be monitoring their ESTEEP progress and their entry exam progress.

In the end, ECCS will graduate a student who is prepared for the work force. This student will have experienced more college life, more job shadowing experiences, and more public speaking opportunities than the average high school student. We believe that the student success monitoring plan will keep ECCS in the position to head off opportunities for failure and help produce successful young men and women.

Appendix C: Charter Pros Course Flow

Grade	English	Math	Science	Social Studies	Language
9th	English 9	Geometry W/Lab 2 blocks	Earth Science	World History (1900 to Present)	Spanish 1
	Honors English 9	*Honors Geometry*	Biology		
10th	English 10	College Algebra II	Biology	Gov./ Econ	Spanish 2
	Honors English 10	Honors Algebra II	Chemistry	African-American History	
				Geography	
11th	Opt. A: English 101/ English 110	Opt. A: Math 121/ Math 122	Chem 100	Opt. A: His 101/His 102	
		Opt. B. Math 116/ Math 121	Physics 100		
	Opt. B: English 101/English 102	Opt. C: Math 116/ Math 117	Physics 101		
12th			EASCI 210		
			Astro 105		

The state of Illinois requires that the following course credits must be earned in order to graduate from high school:
*4 credits in English/Language Arts
*3 credits in Mathematics (one must be an algebra course and one must have geometry content)
*2 credits in Science
*2 credits in Social Studies
*2 credits in Writing (one can double over from the English courses)
In addition to the state requirements, ECCS will require the following:
*2 credits in Foreign language

There will be study hall time that is set up in 1 hour schedule blocks, monitored by 2 adults so that not all students will be together. There will be designated areas for the students, and the students will require a pass to leave those designated areas. The library and cafeteria are areas that may be utilized and require more investigation by the CIP Team (see Facilities section).