

Smart Move

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Pushing Forward: A Roadmap for Fiscal Year 2011

The fourth year of the College and Career Readiness Pilot Project (CCR) is almost halfway done!

Following the notice of the grant extension for three years, the College and Career Readiness Alliance meeting was held on September 9, 2010 to discuss the new guidelines from the Illinois Community College Board for the administration of the grant. With the continued collaborative work and mutual efforts of John A. Logan College and the high school CCR team, the following roadmap was set for the 2011 fiscal year and it is modeled after the David Conley four dimensions of College and Career Readiness:

Fall 2010:

- Key Content Knowledge
- College Knowledge

1. After-school programs at the partner high schools for Mathematics and English: Reading and Writing
2. CCR coordinator visits

high schools to speak with seniors

3. Curriculum alignment between John A. Logan college faculty and high schools continues.

Spring 2011:

- Content Knowledge
- College Knowledge
- Academic Behaviors
- Cognitive Strategies

PSY will be offered to CCR students, tuition free. This course will cover college knowledge, academic behaviors and key cognitive strategies. It is a 3 credit hour, general elective course and is available online or face-to-face.

Summer 2011:

- Content Knowledge College
- Academic Behaviors
- Cognitive Strategies

PSY 110 will be offered to CCR students, tuition free.

We continue to use Pearson's online tools to



supplement one-on-one tutoring of students: MyFoundationsLab and MyMathLab. More importantly, we use the software as our pre-diagnostic and post-diagnostic tests for the program. The ACT scores are used to identify students in need of remediation and for course placement.

The following high schools agreed to participate in an after-school program in the Fall 2010 and Spring 2011, and a summer workshop: Carbondale Community High School, Murphysboro High School, Du Quoin High School, and West Frankfort High School. The above mentioned schools have already completed fall 2010. Johnston City High School will be starting its own program in spring 2011.

On the Road to Readiness.....

Updates from high school sites coordinators

**Eric Kirkpatrick,
Guidance Counselor
Coordinator for Du
Quoin High School
After-School tutoring**

Our sessions are from 2:45-4:15 on Tuesday and Thursday afternoons. We have two English and two math teachers involved in the program. One English and one math teacher take the Tuesday

afternoon sessions while the two other teachers lead the Thursday afternoon sessions. We just started the program on November 30th, so we have only had three sessions because of snow days and Christmas break. During our 1st session we had only one student in attendance. Since then attendance has increased a little with

seven people attending the second sessions and 13 attending the final session before break.

Ms. Amanda Neibch, Coordinator, West Frankfort High School

I am really excited about the opportunity to provide on-site help to my students, as many of them have no way of getting to John A. Logan to participate. We started out having sessions from 5:00-6:30 on Monday and Thursday nights. At first, we had a really good turnout (seven students the first time, nine students the next time). These students indicated they would like to have class right after school instead, so we changed the time to 3:30-5:00. Ironically, the number of students started to dwindle shortly afterwards. We offered snacks and candy after school, but that didn't seem to get them to come. During one of her many visits, Michelle Vargas, a John A. Logan English instructor, asked my students

in the class after lunch what was preventing them from coming. They responded that making time to attend was an issue. In an attempt to accommodate more students and improve attendance, we began having classes at lunch time and we would feed them pizza. This enticed a new group of students, who have still been coming sporadically. I think more will come after the holidays when things slow down a little, and I look forward to a time when our students attend enthusiastically and regularly. I am planning on beginning research papers after break as well, and I think there will be many who will need more help at that time. So far, we have helped

19 students over the course of the semester. We have helped them along on *MyFoundations* and *MyMathLab* and I had them do a diagnostic writing piece in one of the first couple of sessions (which may have been what scared them away!). In any case, it is a work in progress, but seems to be moving in the right direction. I am speaking to the Rotary Club tomorrow to increase press on our program and let city leaders know what we are trying to do.

Terrier Tutoring: Carbondale High School

Ms. Cheryl Staley, Coordinator

Carbondale Community High School opened a new computer lab in October with 24 computer carrels and four study tables. The first students to use the new lab were the students who participate in Terrier Tutoring, our local version of the College and Career Readiness program. We have Rosetta Stone available for ESL students or students needing help with a foreign language class. Terrier Tutoring always has a certified English teacher and a certified math teacher as well as two or more teacher aides available to work with students individually or in small groups. Brenda Bratcher and Michelle Vargas from John A. Logan College are frequently here

to work with students and offer their suggestions as well.

We are open on Mondays and Wednesdays from 3:15 to 4:45. Students can come and go according to their own schedules. While some students stay the entire time, the average time per student is 30 to 45 minutes per session.

Students receive homework help and assistance in writing papers, as well as using computer programs to work on math, reading, and grammar skills. The number of students attending was small in the beginning. Our first session had only two students, and the second had three.

However, interest in Terrier Tutoring grew rapidly. Over the course of the second quarter, 73 students participated in the program for a total of 197 visits, a high attendance of 26 and an average of 12 students working in the lab each day we were open.

Although our focus has been on math and English, our versatile staff has also helped students with other subjects. We will expand our efforts this semester to include credit recovery in math and English.



Ms. Kelly Bryant, Coordinator, Murphysboro High School

The Murphysboro High School Career and College Readiness Program successfully began November 15, 2010. The program is offered after school to senior students on-site at MHS. The sessions are open Mondays and Wednesdays from 3:30 pm to 5:00 pm. Attendance has been averaging around 3 to 5 students each session. Some students stay the entire session, while others may attend 30 – 45 minutes.

At this time, the math and English instructors are working in the same room. We make adjustments

to meet the specific needs of the individual students on a day-to-day basis. Some students attend the program to receive help with their math homework. Others need help revising essays from English coursework. Some of our students enter with hopes of gaining skills to improve their college placement scores in math and English. These students may choose to complete problems from the CCR math workbook or may go to the computer lab and work on *MyMathLab* or *MyFoundations*. Another student attending the program wishes to sharpen

and maintain his skills from his high school pre-calculus class, as he is scheduled for this course at JALC next fall. For this student, we print worksheets from *Kuta Software* to meet his needs.

We are working to meet the individual needs of our students through this program. Our goal is to enhance their opportunities for success at the college level. At this time, 15 students are enrolled in the program, and we would like to recruit more students this semester.

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The College and Career Readiness project is funded through the Illinois Community College Board. The project goals are to diagnose college readiness, reduce the need for remediation, align high school and college curriculum, provide resources and academic support to students to enrich senior year of high school, and develop an appropriate evaluation process to measure effectiveness of readiness strategies.

The College and Career Readiness guide program is a component of the project and it is crucial to the effectiveness and success of the program because the guides provide support and the nurturing atmosphere the students need to navigate their paths to college readiness. Check out website for more information on the college readiness guides:

http://www.jalc.edu/academic_department/educational_programming/

Upcoming Events:

- **Spring 2011 MyFoundationsLab/MyMathLabTraining – January 25th, 2011**

College and Career Readiness participants/tutors at John A. Logan College and the high school sites and the educational guides meet for training on MyMathLab, MyFoundationsLab, and MyReadingLab software.

- **Parents as Partners for College and Career Readiness Project presentation at Carbondale HighSchool Career Fair - February 23rd, 2011**

- **Closing the Gap Conference – March 25th, 2011**

- **College and Career Readiness Meeting - TBA**

Parents As Partners for College and Career Readiness.....

According to data from the Bureau of Labor Statistics, 18.8 percent of elementary and middle school teachers are male. In pre-kindergarten and kindergarten the number of male teachers is just 2.4 percent. According to the National Education Association the sector could become even more female dominated, because fewer and fewer men are entering the profession.
www.menteach.org

John A. Logan College, in partnership with Carbondale High School and Murphysboro High School, presents the “**Parents as Partners for College and Career Readiness**” a New Look project, to increase parental awareness and support of their potential students as they explore college and career options, such as non-traditional careers.

A non-traditional career is defined as one where fewer than 25 percent of the workforce is of one gender. This presentation will take place during Career Fair events on February 23 and provide the career information and other resources that parents need to support their sons and daughters interested in non-

traditional careers, specifically **Construction/Architecture and Elementary Education.**

There are jobs and a variety of possibilities available to girls in high demand, high wage technical occupations such as Architecture and Construction. These occupations can help girls in future to attain economic self-sufficiency and at the same time allow them to be creative and inventive.

Male and female teachers can both be positive role models for both boys and girls in elementary schools. Still, men are underrepresented in this area of the teaching profession. With love,

motivation, passion and dedication, male teachers can bring just as many skills to the classroom as women can. We believe that increasing male teacher representation in the elementary schools can provide a more balanced education to children, especially the many young boys who do not have father figures at home, helping to shape their early social and intellectual development, thus influencing their future performance in school and careers; and also in their personal lives.

This project is sponsored by a grant received from Illinois Center for Specialized Professional Services, University of Illinois, Bloomington-Normal, IL.