

TRANSITIONAL ENGLISH PARTNERSHIP AGREEMENT BETWEEN
COLLEGE OF LAKE COUNTY (“COLLEGE”)
AND
GRANT COMMUNITY HIGH SCHOOL DISTRICT 124 (“DISTRICT”)

THIS TRANSITIONAL ENGLISH PARTNERSHIP AGREEMENT (“Agreement”) is entered as of the date of execution by both the College and the District for the establishment, implementation, and delivery of transitional English 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 English Course Parameters, 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 Course Parameters and Competencies”). In this Agreement, both the College and the District are referred to as the “Parties,” and each, a “Party.”

The Parties agree as follows:

1. Transitional English Courses

- A. Course Offerings. In accordance with the terms of this Agreement, the PWR Act, and the Statewide Course Parameters and Competencies, the Parties agree to collaboratively establish transitional English coursework in accordance with this Agreement to be delivered by the District at the following high schools:

High School(s) Where Offered	High School Course Title
Grant Community High School	Advanced English 12

- B. Approved Curriculum Documentation, Assessment Structure, and Grading Policies. The District will ensure that each transitional English course is offered in accordance with the curriculum documentation, assessment structure, pacing, and grading policies (collectively, “Course Documentation”) approved by the Parties. Course Documentation must meet the requirements of the Statewide Course Parameters and Competencies 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. The Course Documentation will adhere to the following grading and assessment policies:

Grading and Assessment

A final course grade of a “C” or better is required in the Transitional English course to indicate the competencies for the course were met and the student is ready for college-level courses that include college-level reading and writing expectations and general career reading and writing expectations. Students receiving a final course grade of a “D” will receive high school credit to satisfy Illinois and school district learning standards but are not guaranteed placement in college-level courses that include college-level reading and writing expectations.

Assessment of students’ work in Transitional English must be holistic and progressive. A holistic assessment approach incorporates a variety of diagnostic, formative, and summative assessments to measure students’ progress toward attainment of the competencies. A progressive grading approach must support students to demonstrate skills and growth over the length of the course and offer multiple opportunities for instructor feedback and student reflection, as well as some peer feedback. The grading must adhere to the following additional parameters:

- The course grading scale is A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%, and F = 59-0%. Grades will not be rounded.
- Formal graded writing and analysis assignments must account for at least 60% of the final grade.
- No single assignment may be 50% or more of the final grade.
- The course must include at least three multiple-draft essays progressing in depth and length (minimum of 750 words for each of the final drafts). Students must submit at least these three multiple-draft essays to be eligible for a final course grade of a “C” or better; one of the multiple-draft essays must be a research essay.
- At least two of the three multiple-draft essays (one of which is the research essay) must be included in the second semester of the course. Students must have the opportunity to revise at least these three multiple-draft essays until the end of the course.
- Missing and late work may be accepted at the discretion of the high school/teacher.
- Extra credit will not be accepted, as revision is essential to the course.

- C. College Enrollment. The College will ensure that any student successfully completing a transitional English course in accordance with the grading policies in the Course Documentation is eligible to enroll in the outcome college courses specified in the Statewide Course Parameters and Competencies without any further placement test or other prerequisite requirement, provided the enrollment occurs within 36 months of high school graduation.

2. Teacher Qualifications and Supports

- A. Teacher Qualifications. The District will ensure that all teachers of transitional English courses are certified to teach high school English Language Arts. However, if the transitional English instruction is taught through a competency-based instructional model, the role of the high school English teacher or community college English instructor can vary from those in a traditional course and must be addressed in the Course Documentation.
- B. Professional Development and Other Supports. The Parties will jointly ensure that teachers of transitional English courses have the appropriate skills or experience, or receive relevant and applicable professional development, both prior to and while teaching a transitional English course. Further, the College will provide a qualified and experienced instructor as a resource

person and liaison for each high school transitional English 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 Course Parameters and Competencies for determining the college readiness of high school juniors in English.
- B. Transitional English Placement. In accordance with the Statewide Course Parameters and Competencies, the District will establish a framework and guidance system that includes methods of advising students to enroll in a senior year English course appropriate for each student's college readiness level and postsecondary education objectives. All high school juniors should be assessed on their college readiness in English during the junior year in sufficient time to inform course enrollments for senior year. The District should assess college readiness in English using both (i) multiple measures developed with the College that are derived from the statewide placement framework, and (ii) the student's demonstration of skills in prior courses. Based on this assessment of readiness, students who are not projected ready for credit-bearing, college-level English coursework should be offered enrollment and advised regarding the benefits of taking a Transitional English course in their senior year. However, local policies may require students with minimal levels of English proficiency to enroll in foundational English instruction and supports either in lieu of, or concurrently with, a Transitional English course.

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 English completion on the student's transcript in accordance with requirements adopted by ISBE. The District will use appropriate transitional English course codes for the reporting of transitional English enrollments and grades to ISBE.
- C. Advising Supports. The District will provide advising support to students during their junior year to ensure they are aware of the availability of dual credit or transitional English 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 English 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 English 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 English courses for student placement and portability of the completion determination.

6. Other Terms

- A. Data Collection and Sharing. The Parties will collaborate annually to collect and share student success data, disaggregated by high school, in transitional English and in credit-level English to further the purposes of this Agreement, provided such data sharing may require a separate agreement between the Parties. To facilitate alignment, secondary and post-secondary English faculty will assess collaboratively transitional English and comparable post-secondary English writing samples for the initial years of the Transitional English course's implementation and periodically thereafter. These data, along with relevant qualitative data, must be used to inform ongoing adjustments to the transitional English 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: Kathy Kusiak
English Liaison, Lake County High Schools
Associate Professor of English
kkusiak@clcillinois.edu
847.543.2962

Sarah Stashkiw
Director, P-20 Educational Partnerships
sstashkiw@clcillinois.edu
847-543-2414

For the District: Veronica Lukemeyer
Divisional Administrator
vlukemeyer@grantbulldogs.org
847.587.2561 ext. 3409

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

- C. Disputes. The Parties agree to seek to collaboratively resolve any disputes regarding this Agreement through the Primary Contacts identified in Section 6.B, above. In the event any such dispute cannot be timely resolved, the Primary Contacts will refer the dispute to the College's

President and the District's superintendent for resolution. If the dispute can still not be resolved, then pursuant to 110 ILCS 148/55(c), the Parties will refer the dispute to ISBE and ICCB. The resolution of the dispute by authorized representatives of ISBE and ICCB will be binding on the Parties.

- D. Amendment. This Agreement may be amended at any time by the written agreement of both Parties.
- E. Term and Termination. This Agreement will remain in effect unless terminated by either Party. Any termination will be effective upon the completion of the transitional courses then being offered and the notification of the termination to ISBE and ICCB of the termination, provided the Parties will adhere to all commitments set forth in this Agreement relating to students enrolled in such courses.
- F. Applicable Law and Severability. This Agreement shall be governed in all respects by the laws of the State of Illinois. If any provision of this Agreement shall be held or deemed to be or shall in fact be inoperative or unenforceable as applied in any particular case in any jurisdiction or jurisdictions or in all cases because it conflicts with any other provision or provisions hereof or any constitution, statute, ordinance, rule of law or public policy, or for any reason, such circumstance shall not have the effect of rendering any other provision or provisions contained herein invalid, inoperative or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or sections contained in this Agreement shall not affect the remaining portions of this agreement or any part thereof. In the event that this Agreement is determined to be invalid by a court of competent jurisdiction, it shall be terminated immediately.

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

FOR THE COLLEGE

President of College of Lake County

Printed Name

Signature Date

Chief Academic Officer / Dean Overseeing English Department

Printed Name

Signature Date

FOR THE DISTRICT

Superintendent of Grant Community High School

Printed Name

Signature Date

Principal of Grant Community High School

Printed Name

Signature Date