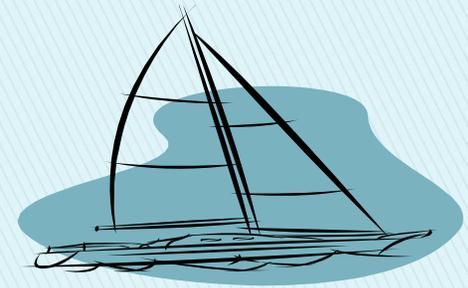


# Seamless Alignment & Integrated Learning Support (*SAILS*)



## A HS/College Collaborative Model

Chattanooga State Community College

# Before We Begin...

## Definitions to Know

Dual Credit

Dual Enrollment

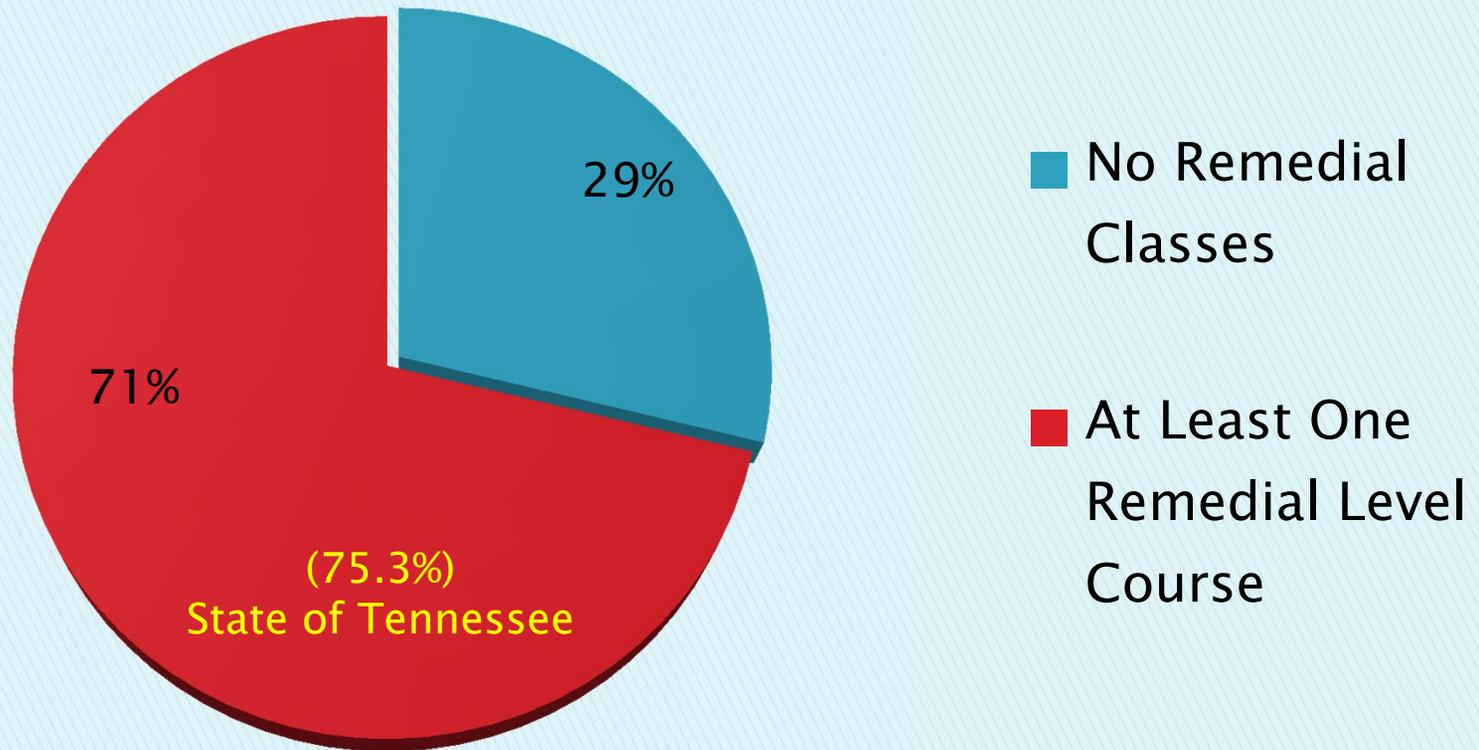
Early College

Hybrid

Developmental, Remedial, or Learning Support

# The Challenge at Chattanooga State

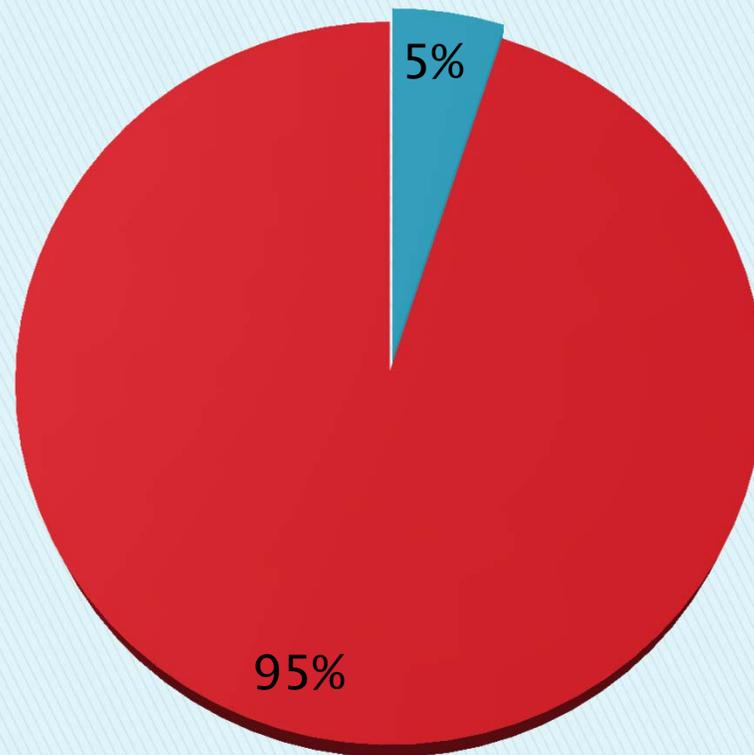
## Students Seeking an Associate Degree Requiring At Least One Remedial Level Course



2010-2011

# The Challenge at Chattanooga State

## Students Placed in Remedial Math Who Earn ANY Certificate or Degree Within 3 Years



- Certificate or Degree Within 3 Yrs
- No Certificate or Degree Within 3 Years

2010-2011

# The Challenge at Chattanooga State



Fotolia.com

Number of ChSCC students who paid for remedial math courses\* that will not count toward graduation  
**1393**

Cost to the students and taxpayers  
**Over \$1 Million**

\*fall 2010

2010-2011

# The Evidence

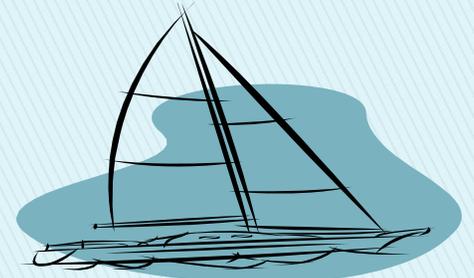
## Early College Dual Enrollment Success at ChSCC

### Internal 3-Year Study

### Early College High School Students

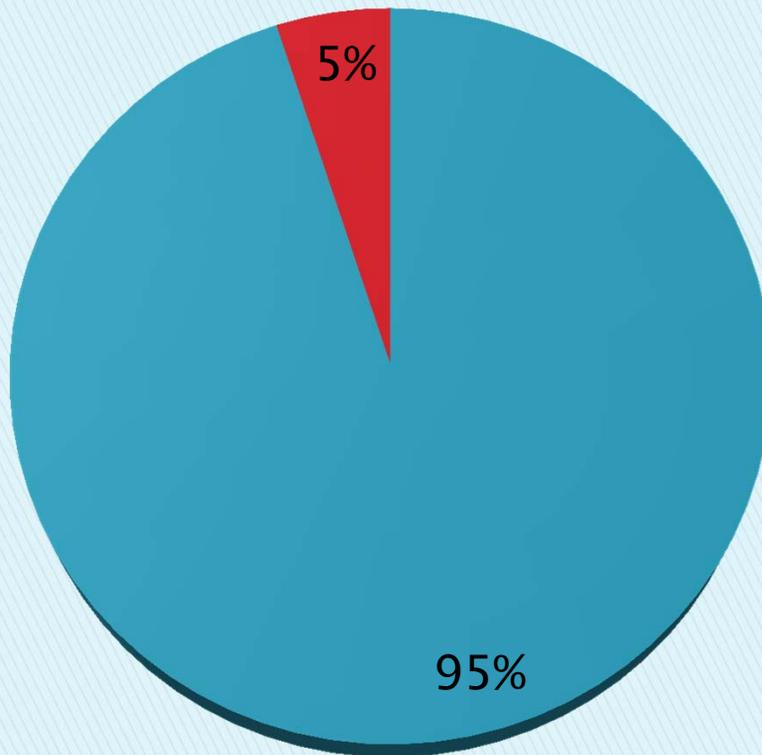
ACT Composite Range = 14–33\*

\*Meta-Analysis of nationwide research reports also demonstrates that Early College programs are successful with at-risk students as well as with accelerated students

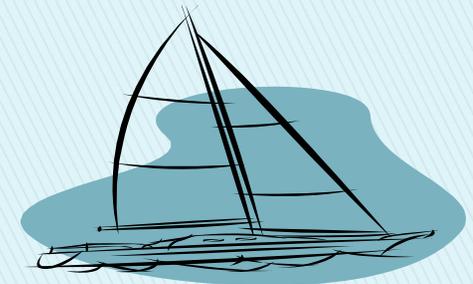


# The Evidence

## Early College Dual Enrollment Students Entering College Immediately

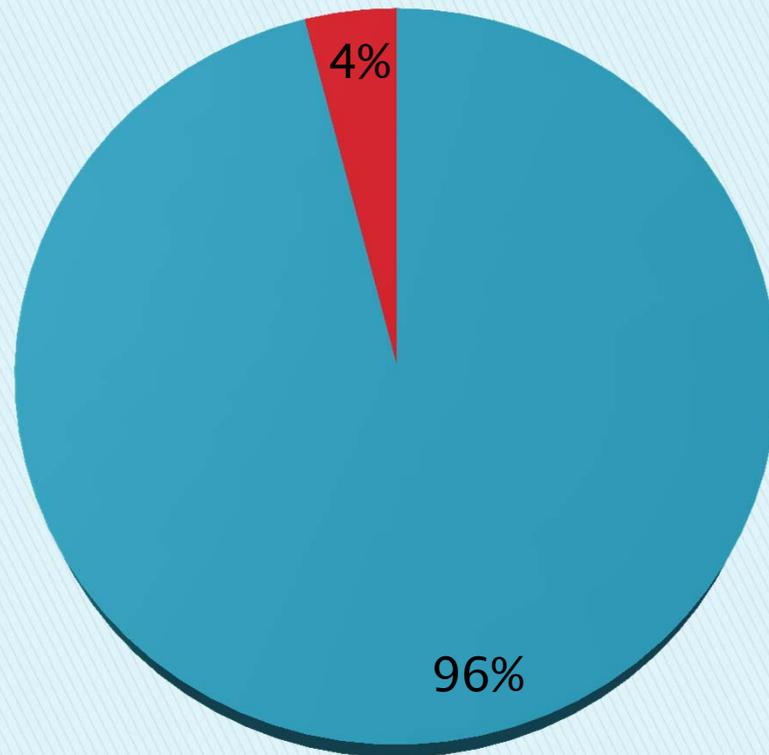


- Immediately After HS
- Not Immediately After HS

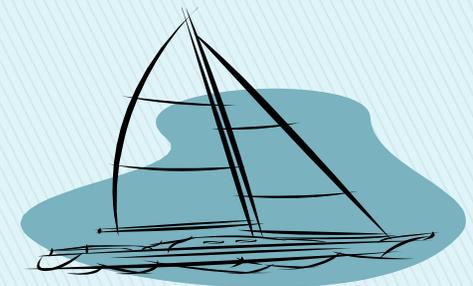


# The Evidence

Early College Dual Enrollment Students  
Beginning in Community College Persisting Through  
Year 1

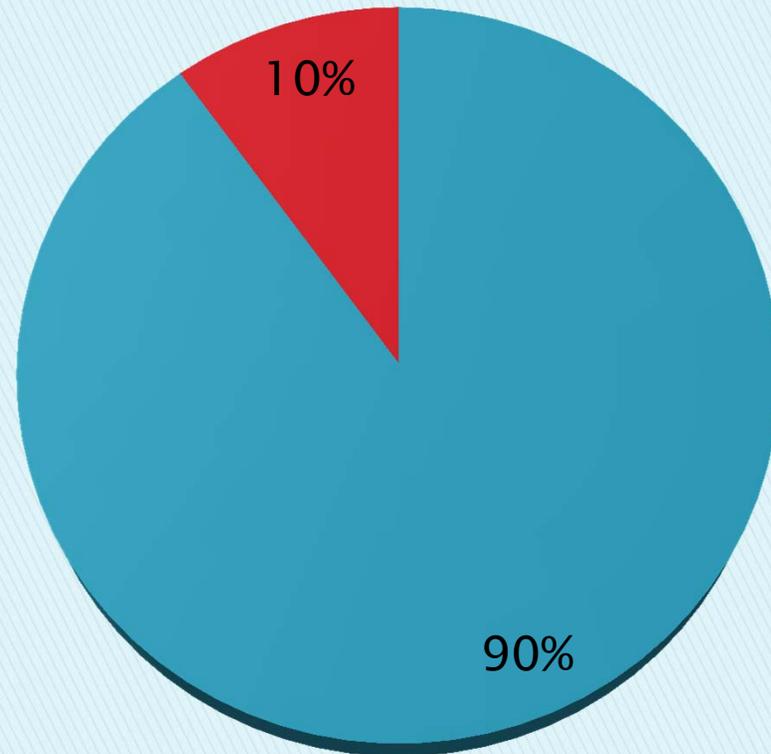


- Remaining After Year 1
- Not Remaining After Year 1

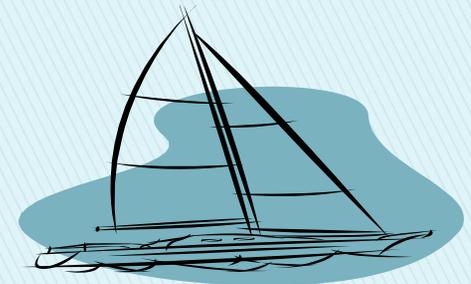


# The Evidence

Early College Dual Enrollment Students  
Beginning in Universities Persisting Through Year 2



- Remaining After Year 1
- Not Remaining After Year 1



# The Evidence

## Early College Hybrid Online (ECHO) Model Success

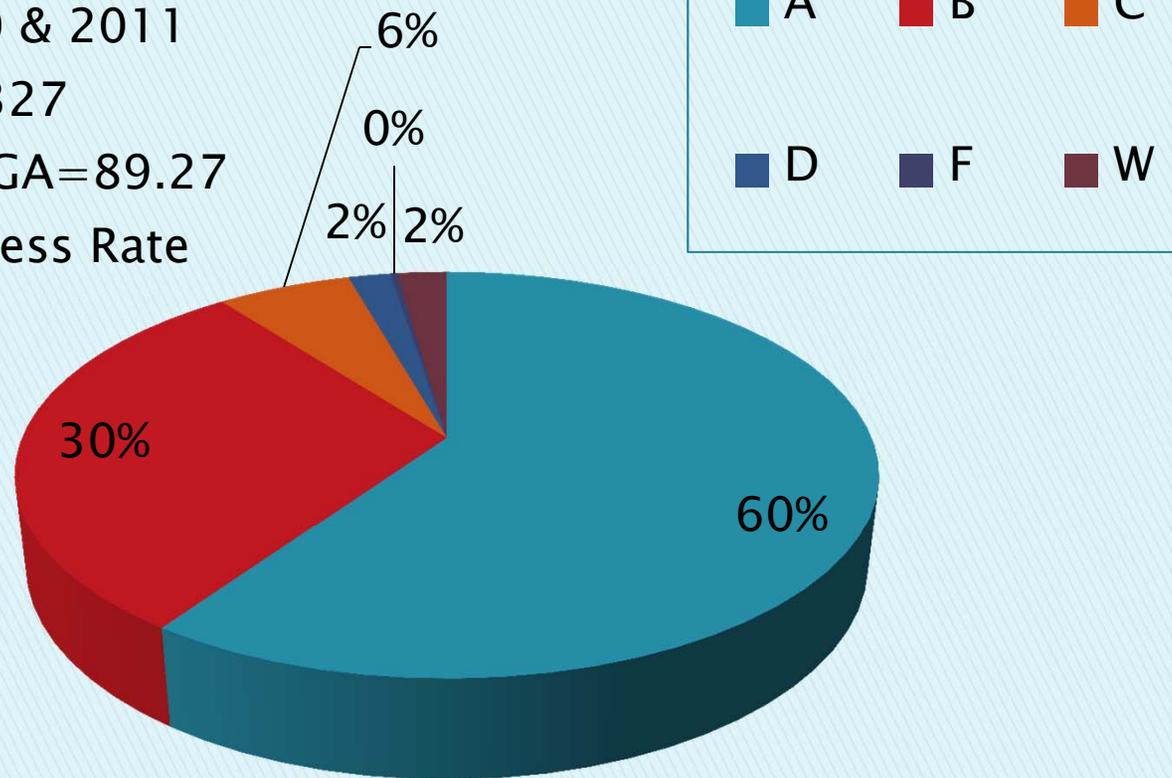
### College Math Hybrid Model

Fall 2010 & 2011

n=327

Average NGA=89.27

97% Success Rate



# Policy Sets the Stage for Reform



## Complete College Tennessee Act

Increased degree production and career placement

## Tennessee First to Top

Increased high school graduation

## Tennessee Diploma Project

Increased high school graduation and college readiness

# Capitalizing on What is Proven

## Transforming Developmental Education

- ▶ Divert students from traditional remedial programs
- ▶ Accelerate progression, stream students into college-level courses with embedded support
- ▶ Intensify instruction and minimize the time to prepare students for entry into college
- ▶ Make mathematics a gateway not a gatekeeper

**SAILS meets ALL of these needs**



\*As Recommended by Complete College America 2011

# SAILS

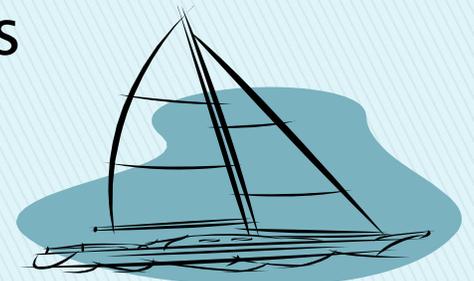
Chattanooga State Pilot Partners

Cleveland State Community College  
Nashville State Community College  
Jackson State Community College

# How SAILS Works

## Fall Term

- ▶ Collaborate–develop a combined hs/college math course (SAILS) free to students
- ▶ Align DOE standards/TBR college developmental competencies
- ▶ Target students not college ready (ACT < 19)
- ▶ Offer SAILS course (dual credit taught by HS teacher)
- ▶ Content and assessments delivered online–uniformity, quality, and secure records management



# How SAILS Works

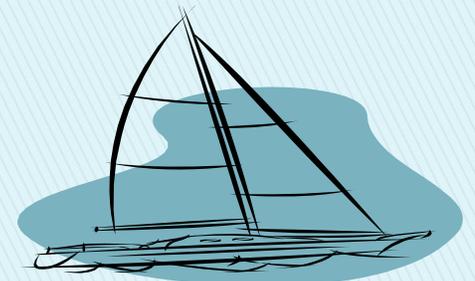
## Spring Term

### Successful Fall Term

- Encourage 3-credit college math course via ECHO model with online content- college faculty delivered/hs teacher facilitated (tutoring, mini-lessons, supplemental instruction)

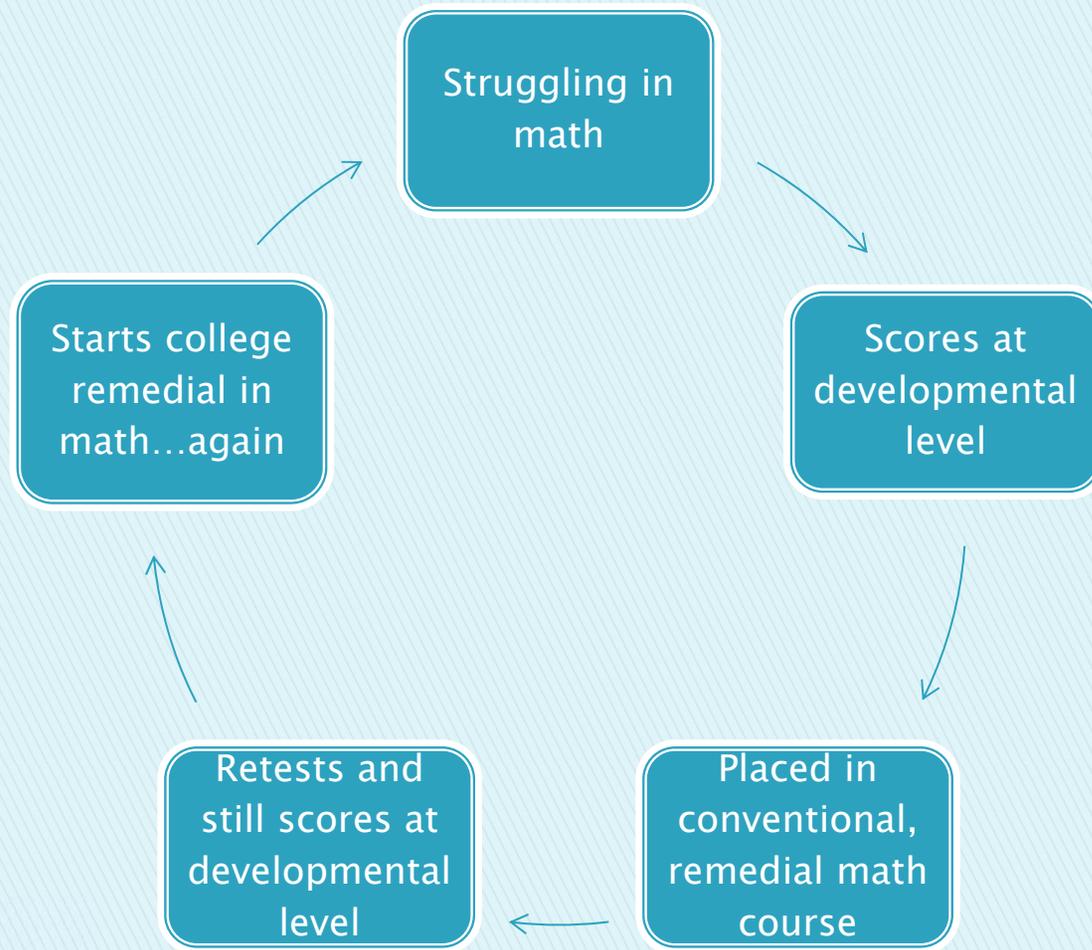
### Unsuccessful Fall Term

- Competencies not met continue SAILS through spring term remove college deficiencies (second chance)



# Going in Circles

## The Current Model





# SAILING ALONG

## The Proposed Model

Struggles in HS geometry, tests below college-level on the ACT, senior enrolls in SAILS math in the fall

Masters all math comps AND earns his 4<sup>th</sup>-year HS math credit

Continues with MATH1530 College Statistics in the spring

Completes 3-hour required general education math credit

Transfers college math credit, continues college ahead of the game  
Graduates!



Questions



# Access for ALL

## Fiscal Implications

# Current Dual Enrollment Grant Policy (TSAC)

- 1 class/term                      \$300.00
- 2 or more classes/term        \$600.00

DE Grant funding > \$1,200.00 charged against  
first year of the HOPE Scholarship upon  
matriculation to college



# Current Financial Structure ECHO Course

▶ 3-Hour course	\$475.00 (current fee structure)
▶ Software code	\$ 55.00
▶ Cost	\$530.00
▶ Less DE Grant	\$300.00
▶ Total Cost for Student	\$230.00*

\*cost-prohibitive for many students



# Proposed Financial Structure

\$300 per course not to exceed \$600 each term

OR

\$600.00 available to fund the total cost of 1 course  
per term (\$530)

(Cost to student for student taking the ECHO math course=\$0)

## Benefits

Increased College Access and Math Success for a  
Greater Number of HS Students

A Significant Financial Savings for the Students and  
Taxpayers of Tennessee



# Grant Opportunities Community College Pilot

## TBR Access & Diversity Grant

Awarded 3/1

5 counties/10 HSs/400 students/2012–2014

\$123,647.00 grant funded

Total budget = \$143,647.00

Cost per student = \$359.11

## Next Generation Learning Challenge

Awarded 5/31

4 Community College service areas/20 HSs (2012–2013)

8 Community College service areas/40 HSs/1000 students  
(2013–2014)

\$1,000,000.00

Potential Statewide Implementation

