TRANSITIONAL MATH PARTNERSHIP AGREEMENT BETWEEN

Joliet Junior College District 525 ("COLLEGE")

AND

_____ ("DISTRICT")

THIS TRANSITIONAL MATH 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 math instruction to the District's students in accordance with the Postsecondary and Workforce Readiness Act ("PWR Act") (110 ILCS 148 et seq) and the Statewide Transitional Math Competencies and Policies jointly agreed upon by the Illinois State Board of Education ("ISBE"), the Illinois Community College Board ("ICCB"), and the Illinois Board of Higher Education ("IBHE"), (the "Statewide Competencies and Policies"). In this Agreement, both the College and the District are referred to as the "Parties," and each, a "Party."

The Parties agree as follows:

1. **Transitional Math Courses**

A. Course Offerings. In accordance with the terms of this Agreement, the PWR Act, and the Statewide Competencies and Policies, the Parties agree to collaboratively establish the following transitional math courses to be delivered by the District:

Transitional Math Pathway	High School(s) Where Offered	High School Course Title & ISBE SIS Code	Outcome College Math Course(s) for Placement by number and name and IAI code (if applicable)
STEM			Math 119 Technical Math Math 123 Math for Elementary Teachers I Math 127 Math for General Education (M1 904) Math 128 Elementary Statistics (M1 902) Math 131 College Algebra Math 138 Pre-Calculus I
Quantitative Literacy and Statistics			Math 119 Technical Math Math 127 Math for General Education (M1 904) Math 128 Elementary Statistics (M1 902)
Technical Math			Math 119 Technical Math

[Each high school can decide an appropriate title for the course.
STEM SIS code: 02055A001
Quantitative Literacy and Statistics SIS code: 02201A001
Technical Math SIS code: 02153A001]

B. Approved Curriculum Documentation, Assessment Structure, and Grading Policies. The District will ensure that each transitional math course is offered in accordance with the curriculum documentation, assessment structure, and grading policies (collectively, "Course Documentation") approved by the Parties. Course Documentation must meet the requirements of the Statewide Competencies and Policies and any additional requirements established by the Statewide portability panel for portability approval established pursuant to the PWR Act (the "Statewide Portability Panel"). Upon approval by both Parties, the Course Documentation will be deemed to be incorporated into this Agreement.

A grade of C is defined to be a minimum of 70%.
Courses offered over two semesters must have a cumulative grade.

Students must take the ALEKS placement exam pre- and post- course. The district will contact JJC Testing Services for information how to proctor the placement test at the high school or will notify the applicable students to take the ALEKS test on the JJC campus.
ALEKS pre-testing can occur as early as February of the student's junior year and as late as two weeks into the course. Post-testing can occur within the last 4 weeks of the course. ALEKS testing outside these time frames must be approved by the College's primary contact listed in 6B.
ALEKS can also be used for placement if it helps the student place into college courses.

Grading in the transitional math course must adhere to the following requirements:

- At least 25% of the overall grade must come from problem or project-based learning tasks (problem-based learning requirement can be met in a variety of ways, such as a task assigned in homework, on a quiz, in a project, or on a test. Instructors should be ready to demonstrate how a minimum of 25% of the overall grade came from such tasks).
- A single assessment may not be more than 50% of the final grade in the course.
- No more than 25% of the course grade can come from formative assignments such as homework.

Grades need to adhere to the below ranges (overall percentage should total to 100%):

Quizzes	0% - 15% of overall grade
Projects	10% - 30%
Formatives (includes homework)	0% - 25%
Exams	40% - 70%
ALEKS posttest	3% - 5%
Final Exam	15% - 20% (total percentage if there are two exams)

Additional grading policies:

- Course contains at least three exams and a cumulative final exam.
- Exams are closed-book, no-note, individual assessments. Exams cover multiple objectives (i.e. a unit).

- For one exam, one of the following can be offered: test corrections, redo exam, take-home test, lowest score dropped, or lowest score replaced by final exam percentage.
- Graphing calculators are not permitted on exams. Only scientific calculators that cannot simplify radicals are permitted.
- Quizzes may be open-note, partner/group, or take-home. However, it is recommended most quizzes meet the criteria of exams (i.e. closed book, etc.)
- Any unexcused graded assessments will be recorded as zero points.
- Retake or redo homework or quizzes are not permitted.
- Up to the lowest two quiz scores can be dropped.
- Up to the lowest three homework scores can be dropped.
- Projects can be redone without limit.
- The final exam score is never dropped nor curved.
- For yearlong courses, the final exam given at the end of second semester is cumulative for the course.
- When grading the ALEKS post-test, an ALEKS score of 43 corresponds to a minimum score of 70%.
- If the pathway has a common final exam available, that final exam must be given at the end of the course. The scantrons or a data file with the applicable data must be returned to the College's primary contact listed in 6B within one week of the conclusion of the course.
- Extra credit is strongly discouraged. If extra credit is given, it must be limited to 5% of the overall grade and must align to course objectives.
- At the conclusion of the course, the District instructors will complete a data file provided by the College. The file will include but is not limited to final exam scores and final course grade. The file will be emailed to the College's primary contact listed in 6B within one week of the conclusion of the course.

C. College Enrollment. The College will ensure that any student successfully completing a transitional math course in accordance with the grading policies in the Course Documentation is eligible to enroll in the applicable outcome college math course identified in the table above without any further placement test or other prerequisite requirement, provided the enrollment occurs within 18 months of the transitional math course completion as indicated on the high school transcript.

2. Teacher Qualifications and Supports

A. Teacher Qualifications. The District will ensure that all teachers of transitional math courses are certified to teach high school math. However, if the transitional math instruction is integrated with other academic content (such as in a senior year capstone course) or taught through a competency-based instructional model, the role of the high school math teacher or community college math instructor can vary from those in a traditional course and must be addressed in the Course Documentation.

B. Professional Development and Other Supports. The Parties will jointly ensure that teachers of transitional math courses have the appropriate skills or experience, or receive relevant and applicable professional development, prior to teaching a transitional math course. Further, the College will provide a qualified and experienced instructor as a resource person and liaison for

each high school transitional math teacher. Liaisons serve in a support role, and do not evaluate high school teachers.

3. Student Eligibility for Courses

A. College Readiness Criteria. The District will use the criteria set forth in the Statewide Competencies and Policies for determining the college readiness of high school juniors in mathematics.

B. Transitional Math Placement. In accordance with the Statewide Competencies and Policies, the District will advise and promote transitional math course placement to each high school student who is not deemed ready for college mathematics based on his or her performance through their junior year but who is otherwise eligible to take a transitional math courses in his or her senior year. Any exceptions to the eligibility requirements must be agreed upon in advance by both the College and the District.

4. Other District Commitments

A. Summative Assessments. The District will ensure all summative assessments are kept secure. The District will maintain all graded summative assessments for two years.

B. Transcripting and Reporting. The District will indicate transitional math completion on the student's transcript in accordance with requirements adopted by the Statewide Portability Panel. The District will use appropriate transitional math course codes for the reporting of transitional math enrollments and grades to ISBE.

C. Advising Supports. The District will provide advising supports to students during their junior year to ensure they are aware of the availability of dual credit or transitional math courses, as applicable to the student's readiness level, and are selecting an option appropriate to the student's pathway.

5. Other College Commitments

A. Statewide Portability. The Parties agree to pursue and maintain statewide portability approval through the Statewide Portability Panel for all transitional math courses offered through this Agreement. The College will, on behalf of the partnership between the Parties, submit this Agreement and Course Documentation to the Statewide Portability Panel to establish and maintain statewide portability of the transitional math courses offered through this Agreement, and will collaborate with the District to resolve any issues raised through the portability approval process.

B. State Procedures for Recognizing Completion. The College will abide by State policies and procedures for the recognition of successful completion of transitional math courses for student placement and portability of the completion determination.

6. Other Terms

A. Data Collection and Sharing. The Parties will collaborate to collect and share data to further the purposes of this Agreement, provided such data sharing may require a separate agreement between the Parties. Data must be used to evaluate the effectiveness of any transitional math course. Outcomes in the subsequent college-level math courses will inform ongoing adjustments to the transitional math courses. The Parties will protect the confidentiality of information concerning students in accordance with all applicable Federal and State laws regarding such information, including but not limited to, the Family Education Rights and Privacy Act (20 U.S.C. § 1232g) and the Illinois Schools Student Records Act (105 ILCS 10/1 et seq.).

B. Primary Contacts and Notifications. The Parties hereby designate the following individuals as having primary responsibility for the management and administration of this Agreement ("Primary Contacts"):

For the College:	Rebecca Goad Assistant Professor, JJC transition math liaison rgoad@jjc.edu 815-280-2810
For the District:	[Name] [Title of Primary Contact] [Email of Primary Contact] [Phone # of Primary Contact]

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

C. Disputes. The Parties agree to seek to collaboratively resolve any disputes regarding this Agreement through the Primary Contacts identified in Section 6.B, above. In the event any such dispute cannot be timely resolved, the Primary Contacts will refer the dispute to the College's President and the District's superintendent for resolution. If the dispute can still not be resolved, then pursuant to 110 ILCS 148/55(c), the Parties will refer the dispute to ISBE and ICCB. The resolution of the dispute by authorized representatives of ISBE and ICCB will be binding on the Parties.

D. Amendment. This Agreement may be amended at any time by the written agreement of both Parties.

E. Term and Termination. This Agreement will remain in effect unless terminated by either Party. Any termination will be effective upon the completion of the transitional courses then being offered and the notification of the termination to ISBE and ICCB of the termination, provided the Parties will adhere to all commitments set forth in this Agreement relating to students enrolled in such courses.

F. Applicable Law and Severability. This Agreement shall be governed in all respects by the laws of the State of Illinois. If any provision of this Agreement shall be held or deemed to be or shall in fact be inoperative or unenforceable as applied in any particular case in any jurisdiction or jurisdictions or in all cases because it conflicts with any other provision or provisions hereof or any constitution, statute, ordinance, rule of law or public policy, or for any reason, such

circumstance shall not have the effect of rendering any other provision or provisions contained herein invalid, inoperative or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or sections contained in this Agreement shall not affect the remaining portions of this agreement or any part thereof. In the event that this Agreement is determined to be invalid by a court of competent jurisdiction, it shall be terminated immediately.

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

FOR THE COLLEGE

President

_____
Printed Name

_____ _____
Signature Date

Vice President of Academic Affairs

_____
Printed Name

_____ _____
Signature Date

Dean Overseeing Math Department

_____
Printed Name

_____ _____
Signature Date

FOR THE DISTRICT

Superintendent

_____
Printed Name

_____ _____
Signature Date

Principal of _____ High School

_____
Printed Name

_____ _____
Signature Date

[*Add lines for additional high schools if there are multiple high schools in a district*]