

New Jersey Council of County Colleges  
Center for Student Success  
**College Readiness Now III and College Credit Now Final Report**  
September 29, 2017

Prepared by:

Donna M. Rogalski, Assistant Director of the Center for Student Success  
Christine Harrington, Executive Director of the Center for Student Success

Contact Information:

330 West State Street, Trenton, NJ 08818  
609.392.3434  
[drogalski@njccc.org](mailto:drogalski@njccc.org)  
[charrington@njccc.org](mailto:charrington@njccc.org)

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MS. HELEN ALBRIGHT – Chair  
DR. LAWRENCE A. NESPOLI – President

September 29, 2017

Dear Secretary Hendricks:

We are pleased to submit this final report for the College Readiness Now III and College Credit Now program, which captures success outcomes and grant-related expenditures for our statewide college readiness efforts. The grant cycle ran from July 1, 2016 to June 30, 2017. As you will see in the report that follows, New Jersey’s community colleges have demonstrated progress in bringing our statewide college readiness efforts to a greater degree of scale, helping underserved high school students, especially those from low-income households, prepare for and enroll in college level courses – saving students and their families time and money.

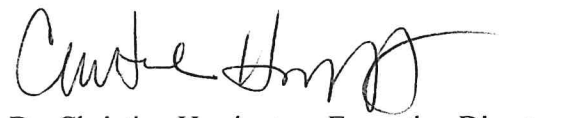
With 17 participating community colleges in this third round of the program, our colleges have collectively enrolled students from 158 high schools across the state of New Jersey, an increase from last year. We are pleased to report that approximately 2,562 enrolled in their local College Readiness Now III transition program. Of those students enrolled in their local transition program, 1,027 students were deemed college ready in English and/or math. This represents a significant increase from the 753 students who were deemed college ready in the second round of the program. A portion of the grant was used to support College Credit Now programming. With these funds, 12 colleges offered dual enrollment opportunities to students from 63 local high schools. A total of 464 students enrolled in College Credit Now and 394 high school students earned college credits, an 85% success rate.

In addition, the Center for Student Success hosted three regional College Readiness Now Institutes and created a College Readiness video for parents and students. A total of 168 high school and community college administrators participated in these institutes.

We would like to convey our appreciation to Governor Chris Christie and his staff, as well as the New Jersey State Legislature, and the people of New Jersey, for their generous support in funding another round of College Readiness Now (CRN IV) in fiscal year 2018.

We would especially like to thank Mr. Eric Taylor, Director, Office of Licensure, for his leadership, expertise, and responsiveness, which has been invaluable in making this program a success since it first began in 2014. Last but not least, thank you again, Secretary Hendricks, and the members of your office, for your continued support.

  
Dr. Lawrence Nespoli, President,  
New Jersey Council of County Colleges

  
Dr. Christine Harrington, Executive Director,  
Center for Student Success

## **Executive Summary of College Readiness Now III and College Credit Now**

The New Jersey Council of County Colleges would like to express appreciation to the Office of the Secretary of Higher Education and the Governor's Office for their support of College Readiness Now and College Credit Now work. The \$1 million in State funding supported a wide variety of college readiness programming and college credit programming throughout New Jersey. The grant cycle ran from July 1, 2016 to June 30, 2017. We are pleased to submit this report, which captures student success outcomes and partnerships between community colleges and high schools. Grant-related expenditures are also provided.

### College Readiness Now III

College Readiness Now III (CRN III) programming focused on helping 11<sup>th</sup> and 12<sup>th</sup> grade high school students become college ready by eliminating or reducing the need for developmental coursework. Preference was given to those living below the poverty line. All participants were exposed to student success initiatives targeting skills necessary for successful transition into the college setting.

The following 17 New Jersey community colleges participated in the College Readiness Now III program:

1. Atlantic Cape Community College
2. Bergen Community College
3. Brookdale Community College
4. Camden County College
5. Cumberland County College
6. Essex County College
7. Hudson County Community College
8. Mercer County Community College
9. Middlesex County College
10. Morris, County College of
11. Ocean County College
12. Passaic County Community College
13. Raritan Valley Community College
14. Rowan College at Burlington County
15. Rowan College at Gloucester County
16. Sussex County Community College
17. Union County College

The majority of New Jersey community colleges who participated in College Readiness Now III focused on developing partnerships with high schools in the Fall 2016 semester and implemented college readiness programming in math and English during the Spring and Summer 2017 semesters. Three colleges offered year-long programs, running from September 2016 to May 2017.



Community colleges used a variety of approaches to deliver their college readiness curricula. Two of the most common approaches were a semester-long course offered at the high school and intensive, brief interventions such as the bridge/boot camp model delivered at the college. Tutoring was also incorporated into many of the college readiness programs.

In addition to focusing on building academic skills in English and math, colleges also assisted students with gaining college knowledge and developing general student success skills. For example, college success workshops and courses, campus visits, and college transition counseling were offered by colleges. Thus, support extended beyond academic skill building.

Seventeen New Jersey community colleges participated in College Readiness Now III. Collectively, the colleges assessed 4,452 high school students for college readiness and 2,562 of these students enrolled in math and/or English college readiness programs. This represents a significant increase in enrollment from last year when there were 1,851 participants. In other words, we increased the number of participants by 711. Given that a priority of the grant is to serve students living below the poverty line, it is important to note that nearly half of the participants are believed to be living below the poverty line. This increase in number of students served is most likely due in part to strong partnerships between community colleges and their area high schools. Through ongoing efforts, the community colleges have built partnerships with 158 high schools in New Jersey. This is an increase of 26 high schools from last year's report of 132 partnerships.

Most importantly, the results of the college readiness now programs are impressive. As a result of participating in college readiness programming, a total of 1,027 participants are now college ready in either math and/or English. This, too, is a significant increase from College Readiness Now II. The total number of high school students who are college ready increased from 753 in College Readiness Now II to 1,027 in College Readiness Now III, an increase of 274 students. More specifically, 617 high school students are now college ready in math as a result of participating in College Readiness Now III, meaning they can enter into a college level math course. A total of 410 students were deemed college ready in English after participating in College Readiness Now III and as a result can avoid developmental coursework in this area and begin with English I when they enter college. Please refer to CRN I, II, and III Outcomes Figures on pages 6 and 7 for a comparison of CRN I, II, and III.

As one of the goals of the grant is not only to assist students with becoming college ready, but to also encourage students to go to college, it is important to note that many of the students who participated in College Readiness Now III programming across the state are now attending their local community college. Twelve of the community colleges reported knowing that 1,139 of their participants are currently enrolled at their college in Fall 2017.

In addition to the programming offered through the colleges, a portion of the funds were used to create College Readiness Now videos and to host three regional College Readiness Now Institutes for high school and community college faculty and administrators. A total of 168

community college and high school administrators and staff participated in one of the following three institutes:

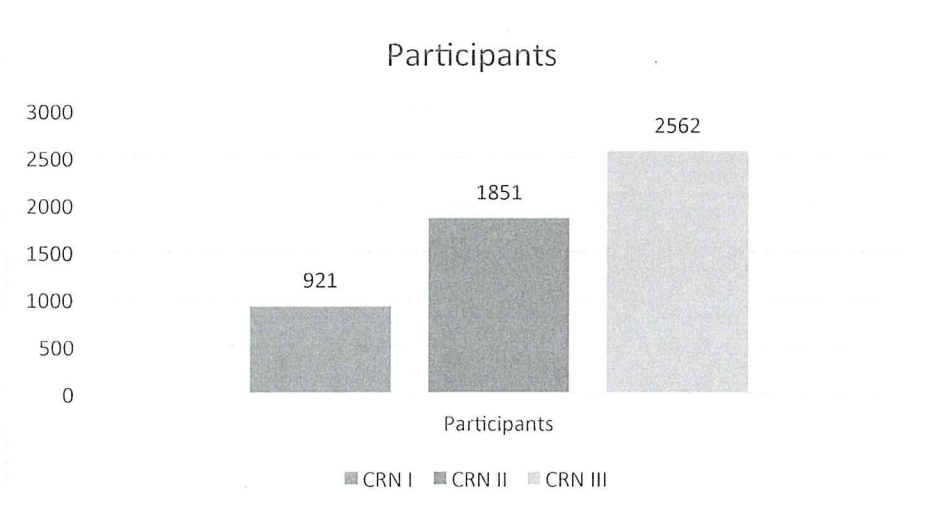
- May 15, 2017 at Bergen Community College
- May 18, 2017 at Middlesex County College
- May 24, 2017 at Rowan College at Gloucester County

The goals of the institutes were to increase the awareness of college expectations related to reading, writing, and math, and build partnerships between faculty and administrators at community colleges and high schools so dialogue about college readiness can continue beyond the institute. Feedback from the institutes was extremely positive. Here are just a few of the comments made by participants:

- “The institute is a wonderful collaborative effort. I am so happy to hear positive discussions and solution-driven dialogue that is intended to help address the ‘skills gap’ that is a reality with college freshmen.”
- “This was one of the BEST institutes I’ve ever attended! Well organized!”
- “What I found to be most valuable with the syllabus activity was realizing how important it is for high school teachers to prepare students for their post-secondary experiences. There is too much of a disconnect, causing students to not feel prepared for the college experience leading them to drop out of college.”

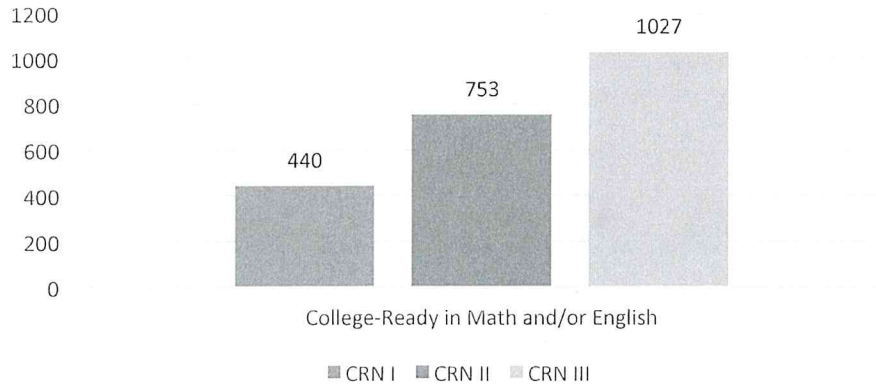
In addition, participants identified several actions they planned to take as a result of participating in the institute. Several participants, for example, noted that they were going to discuss college expectations with students earlier in high school, develop supportive resources for students and families, incorporate the use of syllabi into high school classes, and align high school curriculum to college level expectations.

### CRN I, II, and III Outcomes Figures

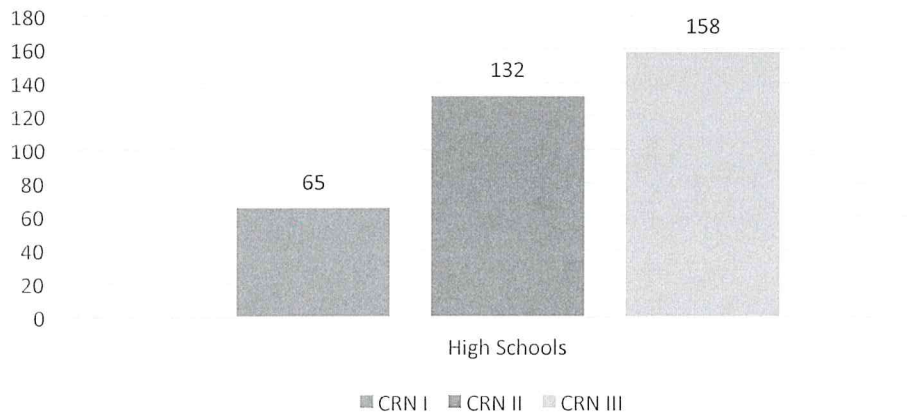


### CRN I, II, and III Outcomes Figures

#### College-Ready in Math and/or English



#### High School Partners



	Participants	College Ready Students in Math and/or English	High School Partners
<b>CRN I</b>	921	440	65
<b>CRN II</b>	1851	753	132
<b>CRN III</b>	2562	1027	158

### College Credit Now

College Credit Now programming provided college ready 11<sup>th</sup> and 12<sup>th</sup> grade students with the opportunity to earn college credits while still in high school. After the funding became available on July 1, 2016, New Jersey community colleges were invited to apply for a \$20,000 grant to provide College Credit Now programming. Funding was provided to 12 New Jersey community colleges to offer dual enrollment opportunities. Colleges participating in College Credit Now needed to link these efforts to their College Readiness Now programming. This is the first time that College Credit Now funding was made available through College Readiness Now grant funds.

The following 12 New Jersey community colleges received funding to participate in College Credit Now programming:

1. Atlantic Cape Community College
2. Bergen Community College
3. Brookdale Community College
4. Camden County College
5. Cumberland County College
6. Essex County College
7. Hudson County Community College
8. Mercer County Community College
9. Ocean County College
10. Rowan College at Burlington County
11. Rowan College at Gloucester County
12. Sussex County Community College

Colleges primarily offered introductory level general education courses in English and Math; however, many colleges also offered a variety of humanities, social sciences, business and science courses. Some examples include: Introduction to Sociology, World History, Introduction to Psychology, Speech, Biology, Chemistry, Art, Business, Accounting, Spanish, and American Sign Language.

The 12 participating community colleges collectively enrolled 464 students in a variety of credit bearing courses, with 394 students earning a combined total of 1,204 college credits. At the time, nearly 60% of the enrolled students were living below the poverty line. Nine of the colleges report 146 of their participants are currently enrolled at their college for Fall 2017 with an additional 120 students who expressed interest in enrolling.

Because our community colleges had created strong relationships with their area high schools through College Readiness Now III, they were able to develop a seamless transition into College Credit Now. As a result of their efforts, the colleges built partnerships with 63 high schools to deliver college credit courses. Most courses took place on the college's campus, however three colleges taught the courses at the high school and/or incorporated online options.



### College Readiness Now III Outcomes Table

College	High School Partners	Term	Subject	Students Enrolled in Math and/or English	Students College Ready in Math and/or English	Ready in Math	Ready in English
Atlantic Cape Community College	20	Spring 2017	Math	69	51	51	N/A
Bergen Community College	10	Summer 2017	Math and English	39	17	11	6
Brookdale Community College	8	Spring and Summer 2017	Math and English	96	23	11	12
Camden County College	11	Fall, Spring and Summer 2017	Math and English	426	114	94	20
Cumberland County College	2	Spring and Summer 2017	Math and English	211	71	18	53
Essex County College	5	Spring and Summer 2017	Math and English	131	102	56	46
Hudson County Community College	20	Spring and Summer 2017	Math and English	43	25	19	6
Mercer County Community College	4	Spring and Summer 2017	Math and English	125	25	12	13
Middlesex County College	1	Spring and Summer 2017	Math and English	95	91	53	38
Morris, County College of	5	Fall, Spring and Summer 2017	Math and English	135	11	9	2
Ocean County College	17	Fall, Spring and Summer 2017	Math and English	572	221	91	130
Passaic County Community College	1	Spring and Summer 2017	Math and English	46	19	11	8
Raritan Valley Community College	4	Spring and Summer 2017	Math and English	241	60	54	6
Rowan College at Burlington County	3	Fall, Spring and Summer 2017	Math	153	102	102	N/A
Rowan College at Gloucester County	19	Summer 2017	Math and English	63	53	14	39
Sussex County Community College	9	Summer 2017	Math and English	48	14	11	3
Union County College	19	Summer 2017	English	69	28	N/A	28
<b>TOTAL</b>	<b>158</b>			<b>2562</b>	<b>1027</b>	<b>617</b>	<b>410</b>

College Credit Now Outcomes Table

College	High School Partners	Subject Area	Students Enrolled	Students who Earned Credits	Credits Earned
Atlantic Cape Community College	2	Statistics	15	11	44
Bergen Community College	3	Student Success	14	14	42
Brookdale Community College	1	English, Student Success	6	3	9
Camden County College	5	English	63	55	165
Cumberland County College	2	Sociology	40	26	78
Essex County College	1	Art, English, History, Spanish	137	118	354
Hudson County Community College	11	Art, English, Speech, Pre-calculus, College Algebra, Statistics	46	44	152
Mercer County Community College	3	English, Statistics	18	17	51
Ocean County College	10	English, Math, Sociology, Psychology, Public Speaking, Software, History	23	18	34
Rowan College at Burlington County	2	English, Psychology, Sociology, History, Criminal Justice, Biology, Chemistry, Physics	6	6	27
Rowan College at Gloucester County	14	Art, American Sign Language, Business, English, History, First Aid, Math, Statistics, Elementary Algebra, Calculus, Philosophy, Psychology, Sociology, Spanish, Speech	70	62	188
Sussex County Community College	9	Statistics, Sociology, Psychology, Accounting	26	20	60
<b>TOTAL</b>	<b>63</b>		<b>464</b>	<b>394</b>	<b>1204</b>



**College Readiness Now III/College Credit Now High School Partnerships**

College	High School Partners	
	College Readiness Now III	College Credit Now
<b>Atlantic Cape Community College</b>	Absegami High School Atlantic City High School Atlantic County Institute of Technology Boonton High School Buena Regional High School Cape May Vocational Technical High School Cedar Creek High School Cinnaminson High School Easton High School Egg Harbor Township High School Grace Dodge Vocational High School Hammonton High School Lower Cape May Regional High School Mainland Regional High School Oakcrest High School Ocean City High School Pascagoula High School Pleasantville High School Wildwood High School Williamstown High School	Lower Cape May Regional High School Middle Township High School
<b>Bergen Community College</b>	Bergenfield High School Dwight Morrow High School Fort Lee High School Garfield High School Hackensack High School Kenny High School Lodi High School Lyndhurst High School Rutherford High School Teaneck High School *High School Equivalency Program	Dwight Morrow High School Hackensack High School Teaneck High School

<b>Brookdale Community College</b>	Henry Hudson High School Long Branch High School Marlboro High School Monmouth Regional High School Neptune High School Ocean High School Raritan High School Shore Regional High School	Long Branch High School
<b>Camden County College</b>	Audubon High School Camden County Technical Schools – Gloucester Township Cherry Hill High School East Cherry Hill High School West Haddon Heights High School Highland High School Lindenwold High School Overbrook High School Timber Creek High School Triton High School High School Winslow Township High School	Gloucester City High School Highland High School Lindenwold High School Timber Creek High School Triton High School
<b>Cumberland County College</b>	Bridgeton High School Millville High School	Bridgeton High School Millville High School
<b>Essex County College</b>	Barringer High School Central High School Essex Vocational Technical Schools: Newark Tech Malcolm X Shabazz High School Technology High School	East Side High School
<b>Hudson County Community College</b>	Bayonne High School Bayside High School County Prep Dickinson High School Ferris High School Great Futures Charter HS for	County Prep Dickinson High School Innovation High School METS Charter School McNair Academy Mitfaul Uloom Academy

	<p>Health Sciences  Harrison High School  Innovation High School  Kearny High School  Liberty High School  Lincoln High School  Memorial High School  Miftaahul Uloom Academy  North Bergen High School  Saint Dominic Academy  Snyder High School  Sussex County Technical School  Union City High School  University Academy Charter High School  West Side High School</p>	<p>North Bergen High School  Snyder High School  St. Peter’s Prep High School  Union City High School  Weehawken High School</p>
<b>Mercer County Community College</b>	<p>Hamilton High School West  Hightstown High School  Nottingham High School  Trenton STEM</p>	<p>Hamilton High School West  Hightstown High School  Trenton STEM</p>
<b>Middlesex County College</b>	<p>Colonia High School</p>	<p>N/A</p>
<b>Morris, County College of</b>	<p>Boonton High School  Parsippany High School  Parsippany Hills High School  Randolph High School  Roxbury High School</p>	<p>N/A</p>
<b>Ocean County College</b>	<p>Barneget High School  Brick Memorial High School  Brick Township High School  Central Regional High School  Jackson Liberty High School  Lacey High School  Lakewood High School  New Egypt High School  OCTVS – Academy of Law and Public Safety  OCVTS – Performing Arts Academy  Pinelands High School</p>	<p>Lakewood High School  Liberty High School  Manchester High School  Monmouth Ocean Educational Service Commission  Point Pleasant Beach High School  Point Pleasant Borough High School  Southern Regional High School  Toms River East High School</p>

	Point Pleasant Beach High School Point Pleasant Borough High School Regional Alternative Toms River East High School Toms River North High School Toms River South High School	Toms River North High School Toms River South High School
<b>Passaic County Community College</b>	Clifton High School	N/A
<b>Raritan Valley Community College</b>	Bound Brook High School Franklin High School Hunterdon Preparatory High School North Plainfield High School	N/A
<b>Rowan College at Burlington County</b>	Burlington Township High School Cinnaminson High School Delran High School	Cinnaminson High School Willingboro High School
<b>Rowan College at Gloucester County</b>	Audubon High School Buena High School Clearview High School Delsea High School Deptford High School Gateway High School Glassboro High School Gloucester City High School *Homeschooled Kingsway High School Overbrook High School Paulsboro High School Pitman High School Salem County VoTech High School Timber Creek High School Vineland High School Washington Township High School	Arthur P. Schalick High School Baptist High School Clearview High School Delsea High School Deptford High School Glassboro High School Gloucester Institute of Technology (GCIT) *Homeschooled Kingsway High School Paulsboro High School Pitman High School Washington Township High School West Deptford High School Williamstown High School Woodbury High School

	West Deptford High School Winslow High School Woodbury High School	
<b>Sussex County Community College</b>	High Point High School Hopatcong High School Kittatinny High School Lenape High School Newton High School Sparta High School Sussex Tech High School Vernon High School Wallkill High School	Delaware Valley High School Hopatcong High School Kittatinny High School Lenape High School Newton High School North Warren High School Sparta High School Sussex Tech High School Wallkill High School
<b>Union County College</b>	Abraham Clark High School Arthur L Johnson High School David Brearly High School Derron High School II Fort Hamilton High School Halsey High School Hillside High School John E Dwyer Technology Academy Lamberts Mill Academy Paulo Freire Charter School Plainfield High School Rahway High School Roselle Park High School Scotch Plains-Fanwood High School St. Mary of Assumption High School Summit High School Thomas Jefferson Arts Academy Union High School Union Catholic High School	N/A

**\*Not counted as a high school partner for purposes of this report**

## College Readiness Now III Institutional Summaries

### Atlantic Cape Community College

Through the use of diagnostic and prescriptive software (MyFoundationsLab), students were able to accelerate their developmental sequence in mathematics. Students were required to complete only the prescribed modules for which the diagnostic test identified for them as “weak” in proficiency. The Math Boot Camp model provided students a tuition-free opportunity to rapidly complete either one or both developmental math courses necessary before entering into a general education mathematics course. Atlantic Cape Community College provided students with an “onboarding” session to prepare them for “the college experience.” This opportunity allowed students to learn about campus resources, meet faculty and staff and encourage them as “college students” with access to all available campus tools for success.

### Bergen Community College

The program was delivered during high school hours. Students came to Bergen’s campus during senior service, took a diagnostic test, and then participated in an academic skill-building program to help students improve skills needed in order to be successful in academically rigorous college-level work. Access to the College’s Math Hub along with classroom-based hands-on learning, tutoring, and supplemental instruction enabled students to improve competencies in developmental English/ language arts and mathematics. Six students were able to move up one developmental level in mathematics, and eleven students were deemed college ready.

Students also enrolled in the college’s Success 101 course, which teaches the essential study skills necessary to succeed in college: reading, note-taking, studying, memorizing, test taking, and writing.

In addition to courses, Bergen Community College worked with high school faculty on the development of curriculum. Regularly scheduled meetings were used to coordinate the activities of the Bergen Community College professors and their high school Dual-Enrollment counterparts to provide an OER (Online Educational Resource) product to be used by both partners in their course disciplines.

### Brookdale Community College

Students enrolled in math, reading, and writing classes together to better prepare them for college-level work. The math instructor used the educational software NROC in addition to notes and in-class work. The instructor modeled problem-solving methods to teach the students computation and algebra. The NROC software includes topical assessments in areas such as fractions, ratios, equations, etc. If after taking the quiz, the student sees that he or she does not completely understand the topic, the student then views videos, reads notes, and learns how to do the type of math problem. The teacher supplemented this by doing problems on the board and showing multiple ways to get the answer. After the lesson, the student took another quiz to ensure he or she could comprehend and demonstrate understanding of the topic.



The reading instructor also used the NROC software. The instructor used the essays provided by the software to address reading comprehension topics such as main idea, major details, and patterns of organization. Lectures, other examples, group work, and individual assignments were used to supplement the software program.

The writing instructor used model essays to show how writing topics such as paragraphing, outlining, and grammar are used by modern authors. Students then had to write their own essays that showed use of the topics. In addition, grammar revision exercises helped students with sentence structure.

### Camden County College

Camden County College worked with eight county high schools to offer a fourth-year math express course during the day. Camden County College's developmental math department certified high school faculty as adjuncts and developed the curriculum with the instructors to mirror Camden County College's MTH-011 and MTH-029 developmental math curricula. The program was designed to run throughout the entire year. The implementation of the program started in September 2016 with the students taking the math Accuplacer exam to provide a baseline evaluation of the students' math skills. Since the math express course was used for a high school graduation requirement, students were intermingled regardless of placement, as the high school does not have the ability to provide separate courses based on each student's skill level.

Students took MTH-011 from September 2016 to January 2017. Upon successful completion of the MTH-011 curriculum, students then took MTH-029 from February until June. At the end of the MTH-029 curriculum, students were provided a developmental math assessment. The 94 students who successfully completed the MTH-029 developmental math assessment were deemed college ready in math. There were 116 students who passed MTH-011 thus moving closer to being college-ready in mathematics.

Additionally, Camden County College targeted students that participated in the "College For A Day" Program at the college (high school seniors that will be graduating in June and plan to enroll at Camden County College) to offer a writing skills course. This course is the final course in the developmental writing sequence. Based on interest from those that were tested, Camden County College offered two sections of Writing Skills III to 33 students from March 20 to June 6 at the Blackwood Campus.

### Cumberland County College

CRN III was delivered during the spring semester of 2017 at two partner high schools: Millville Senior High School (MHS) and Bridgeton High School (BHS). The instructional model was an intensive, brush-up boot camp course, offered in both mathematics and English. The project director met with curricula specialists and faculty at both high schools to establish the CRN III partnership and design the project. The program took place at the high school in February, March and April, and then at the college in May and June.

### Essex County College

The program helped students improve the skills needed to successfully meet the rigors of college. The ACCUPLACER Test was administered to assess students' skills in reading, writing and math and to determine their readiness to successfully meet the demands of college coursework. Students and counselors were provided feedback from the assessment and recommended actions to improve skills in areas where needed. Students could then enroll in college non-credit (developmental) bearing courses to improve skills where the assessment showed weakness(es). A series of workshops to familiarize students and parents with the social, behavioral, and performance adjustments and expectations of college students were administered.

Courses were offered at the high school. High school teachers with appropriate certification taught developmental courses in the specific subject area. Once the developmental courses were successfully completed, students could then enroll in college credit-bearing courses, which can be transferred to other colleges or be applied towards a degree program at Essex (this is the College Credit Now portion of the program).

### Hudson County Community College

Students took intensive boot camps and express remediation aimed at improving their placement test scores to enable them to bypass some or all remedial courses in math and English/writing. Hudson used an individualized approach through embedded tutors and software designed to assess each student's areas of difficulty and create individual learning paths. All programs took place on the college campus after the school day.

Students also participated in a four-hour college student success workshop with a guest speaker, a counselor, peer leaders and an alumni. The session included a question and answer panel of past participants of the Bridge/CRN program.

### Mercer County Community College

Mercer County Community College worked with four local high schools to provide after school classes focused on English and math. Grant funds supplied a 24-Chromebook cart and Chromebooks with appropriate software, which students used to complete the EdReady program. Students received 24 hours of instructional time in their respective high schools after school (two hours per day, two days per week for six weeks). At the end of the program, students who were not college-ready were encouraged to continue to develop skills using the software and to follow up virtually with MCCC personnel.

This program included two diagnostic tests: EdReady and ETS Success Navigator. EdReady includes a diagnostic assessment of student skills and provides a personalized instructional pathway to college readiness. In addition, students took the ETS Success Navigator, which measures college readiness in four areas: academic skills, commitment, self-management, and social support. Students reviewed their Success Navigator results with a counselor from Mercer County Community College and created a college academic plan. Mercer County Community College worked with each high school to develop College Skills modules to be integrated into

the program using online course work in Blackboard. These modules supported students in the development of the skills assessed by the Success Navigator as weaknesses.

#### Middlesex County College

Middlesex County College partnered with Colonia High School to offer a College Readiness Now supplemental instruction program to eighty-five 12<sup>th</sup> grade students. Participants enrolled in up to two developmental afterschool programs in math and English. Student program time was split between individualized and group tutoring, active-learning projects, workshops and computer-based labs. The 20-week program took place after school and in the summer at the high school. Students also participated in workshops such as college knowledge, study skills and career exploration. In addition to providing direct services to students, Middlesex County College faculty and administrators worked collaboratively with Colonia High School to strengthen high school curricula so that it better aligns to college expectations. This modified curricula that matches college expectations has the potential to positively impact thousands of students for years to come.

Student took an ACCUPLACER placement exam following admission to MCC and completed the MyFoundationsLab diagnostic test to establish the appropriate pathway to master skills in mathematics, reading, and writing. Working with district supervisors and their teams, Middlesex County College targeted instruction to meet students' needs. Tutoring in English was provided through an integrated approach by helping those students who placed into either the developmental writing or developmental reading sequence acquire the skills necessary to be successful in college-level coursework. Students demonstrated mastery of the writing process and were able to effectively develop, draft, and revise sentences, paragraphs, and essays. Likewise, they gained mastery of reading skills so that they can successfully annotate texts, recognize major themes, and make inferences about the author's purpose and tone. The students identified for supplemental instruction in mathematics participated in a MyFoundationsLab computer course to concurrently address basic mathematics and elementary algebra skills. By the end of the program, students were able to demonstrate proficiency in computational skills appropriate to both basic arithmetic and elementary algebra and critical thinking skills – solving problems in real applications, as well as the ability to work independently using technology.

#### Morris, County College of

This program was a continuation of the program developed under College Readiness II. The college's mathematics and English faculty worked with their high school counterparts to review the curricula of the college's developmental algebra and developmental English courses, shared teaching techniques, and guided the high school faculty through delivering this curriculum to their students. Additionally, the County College of Morris invited students and faculty to visit campus to complete mathematics assessment testing, assess general college skills evaluation via Success Navigator, have discussions regarding what it means to be college-ready, and have discussions with faculty about developmental courses. The programs were delivered at the high school during the school day for both mathematics and English.



### Ocean County College

In the fall, Ocean County College worked with six county high schools and the Regional Alternative School of Monmouth and Ocean Counties in the development and implementation of the College Readiness Now program at each high school. The remaining 11 county high schools participated in programs during the spring semester. The six high school partners selected up to 50 11th and 12th graders to participate in an on-site Fall/Spring Transition course that was incorporated into the students' high school day. Students were given an initial Accuplacer test, and took the Accuplacer diagnostic assessment(s) associated with Pearson's MyFoundationsLab (MFL). Results were used to create personalized learning paths as the basis for fall/spring semester transition coursework.

The 10-week multi-modal program allowed students to participate in self-paced learning activities that scaffold items and provide instant feedback. In order to increase student success in the 10-week program, academic coaches in English and mathematics monitored student progress, and offered support and assistance when needed. Ocean County College currently uses Pearson's MyFoundationsLab (MFL) for remedial coursework; therefore students have the ability to complete their remedial education requirements if they did not meet the placement scores for English and mathematics when they took their initial Accuplacer. In order to receive remedial credit during the 10-week transition course, students were required to earn a minimum grade of 80% on each assigned module's post-test in English and mathematics. Students achieving a post-test score of 80% or greater will be able to enroll in 100 level English and mathematics courses if they attend Ocean County College. Students also participated in college campus tours to expose them to the campus.

### Passaic County Community College

The Bridge to College Success Program is individually tailored to meet the specific learning needs of the program participants. To assess their learning needs, students took the Accuplacer exam. The results of this exam allowed the project staff to identify students' academic strengths and weaknesses, and program participants were placed into either remedial math or English. The project staff, in collaboration with Clifton High School administrators and Passaic County Community College's developmental math and English faculty, developed an appropriate skills-based curriculum and instructional methods to be utilized with program participants. The program participants met for 15 Saturdays during the spring semester. During these Saturday sessions, students received three hours of instruction in either English or math in the morning, and two hours of support in college success strategies (e.g. time management, how to study) in the afternoon. An accelerated boot camp was also offered on the college campus in the summer to assist six students who were part of the Bridge to College Success program but needed additional support to become college-ready.

Students were provided tutorial assistance, and benefited from seminars on topics such as completing the college application, financial literacy, and filling out the FAFSA form. Speakers also presented on networking, various health and STEM careers, and entrepreneurship. Additionally, students had the opportunity to apply what they are learning in the class with hands-on activities.

### Raritan Valley Community College

The CRN III program builds on the Spring Transition program implemented at North Plainfield High School as part of the CRN II program last year. While continuing to work with students at North Plainfield High School, the program had been expanded to also include students from Bound Brook High School, Franklin High School and Hunterdon Preparatory High School. All participating students took the Diagnostic Accuplacer and worked to complete My Foundations Lab modules to address individual skills gaps identified by the diagnostic test. The students enrolled in various high school courses, and the program was incorporated as part of the students' high school day.

At North Plainfield High School and Bound Brook High School, students were in Academic Support and Advanced Algebra math classes; at Franklin High School, students enrolled in math and English labs and at Hunterdon Prep, students participated in their high school math and English classes as well as an on-campus Student Development course. As students completed the My Foundation Lab modules, they took the Accuplacer again to determine college readiness. A campus experience day was offered to all participants where they took tours, had a panel discussion, and sat in on college classes.

### Rowan College at Burlington County

Students attending four Burlington County high schools participated in Rowan College at Burlington County's MTH 075 developmental math course. High school faculty taught the course during the regular school day, with Rowan College at Burlington County materials, curriculum, and grading standards. The college provided additional support with tutoring, on campus visits, and frequent communication with a liaison for the program. In addition, a Parent and Family Transition to College event was planned. Students came to the campus for interactive sessions to be advised on college readiness as they prepared for the transition to higher education

### Rowan College at Gloucester County

The five-week transitional summer bridge program included an Educational Foundations course in reading comprehension and mathematics. Students came to the college from 20 different high schools. A series of Student Success workshops to address the soft skills associated with college readiness were also implemented for the students on the college campus.

### Sussex County Community College

Approximately 100 high school students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades at high schools in Sussex County were tested in the spring 2017 semester using the ACCUPLACER placement test. Students who did not pass the reading/writing portion of the test were offered enrollment in the college English Readiness Review. Students who did not pass the algebra portion of the test were offered enrollment in an Algebra Workshop that is similar to the college's one-week Algebra Review course. All students enrolled in either the English Readiness Review and/or the Algebra Workshop were also enrolled in a two hour a week College Experience Workshop that took place in the evening.

### Union County College

Union County College offered a College Readiness Boot Camp designed to assist students for success with standardized tests that assess college readiness in English. The primary test students prepared for is the Accuplacer, but the program was designed to increase scores in the SAT/ACT, PARCC and AP tests as well.

Students received an intensive 20-hour integrated reading and writing course that emphasized reading essays through the school library databases and writing argumentative response essays. Class was taught using tablets or computers so that students could be individually guided through the reading and writing process. Additionally, students were given mini lessons on effective academic behaviors and college readiness workshops on the federal and state financial aid processes, financial literacy, career exploration, major program of study selection and academic planning. These workshops consisted of up to 10 hours of instruction and activities weekly.

Students were referred to the program by teachers, guidance counselors, and administrators based on the results of their ACT, SAT, HSPA and/or PARCC tests. Those students deemed eligible were invited to participate. Another more detailed diagnostic assessment was given to inform the College's faculty of the specific needs of the students. Upon completion of the program, each student took the Accuplacer as a post-test, which was used to assess the impact of the intervention.



## College Credit Now Institutional Summaries

### Atlantic Cape Community College

Atlantic Cape Community College offered a seamless alignment that linked Atlantic Cape's College Readiness Now III (CRNIII) grant project to the college's College Credit Now grant project. Students who successfully completed one of the "Math Boot Camps" under the CRN III project were automatically eligible to register for MATH220 – the Statistical Methods course offered after school hours on Atlantic Cape's Cape May County campus. Successful completion of "Math Boot Camp" satisfies the MATH074 prerequisite required for registration into MATH220. Upon completion of MATH220, the students received four (4) college credits.

### Bergen Community College

Bergen Community College worked with Dual-Enrollment Partnered schools to offer the College Success course on the Bergen Community College campus. In addition, the college and high schools collaborated to create mutually useful OER (Online Educational Resources). The OER project has utilized Dual-Enrollment partnerships that BCC currently has with high schools in economically disadvantaged areas of Bergen County, NJ. These partnerships were expanded when the high school teachers delivering the Dual-Enrollment courses were invited to work with the BCC professors and department chairs to cooperatively produce an Online Educational Resource (OER) for their subject areas. The subject areas included English, Science, Sociology, and Psychology. Each subject area completed an OER product by June 2017, which would be utilized in both the high school by the high school teachers and on the BCC campus by the professors. High schools participating in Dual-Enrollment, as well as BCC students, will benefit from the cost savings related to this important work, given the reduced need for expensive hard copy textbooks. Given the level of outreach and subjects in this project, it is expected that hundreds of students may receive the benefit of these online resources in years to come.

### Brookdale Community College

Brookdale Community College partnered with Long Branch High School to implement a College Credit Now program. Eligible students were able to earn up to four college credits during the semester-long program. Students took English Composition (3 credits) and/or the First Year Seminar (1 credit). The program ran two afternoons per week for a 15-week spring semester. Brookdale faculty and/or advisors using the college curriculum taught the courses. The courses were scheduled after 2:00 pm when the high school day had ended and instruction took place at the college's regional location in Long Branch, which is within walking distance of the high school.

### Camden County College

Students who earned a score of "4" or higher on the ELA PARCC exam were eligible to participate in College Credit Now programs. Students from five high schools were invited to participate in the English Composition courses taught by college faculty.

### Cumberland County College

Students whose Accuplacer College Placement Test scores demonstrated they are college-ready enrolled in Introduction to Sociology in their home high schools taught by Cumberland County College instructors. High school students had access to the Blackboard online learning platform for classwork and interaction with instructor and peers. They were also entered into the College's Starfish Retention System, which includes powerful early warning features used by instructors and counselors to prevent students from falling into irredeemable academic jeopardy, as well as connection tools to enable regular contact between instructors and students for encouragement, kudos, one-on-one meetings and sharing of observations.

### Essex County College

The Essex County College High School Initiative program is a dual-enrollment program that gave students the opportunity to expand their high school course options, while earning both high school and college credits. All high schools of Essex County were invited to participate in the program. Essex County College partnered with several high schools in the county, including, but not limited to: East Side High School, American History High School, Essex County Vocational and Technical High-Newark, East Orange High School, Montclair High School, Newark Early College, Irvington High School, Essex County Vocational and Technical High-West Caldwell, Bloomfield Tech., Belleville High School, Essex County Vocational and Technical High-North 13th Street, Barringer High School, Central High School, and Weequahic High School. Students chose from a variety of courses such as math, history, business, psychology, and biology.

### Hudson County Community College

Students who were deemed college-ready had the opportunity to take college-level math, English composition, art, and speech classes. These courses were offered during the first summer session at the college. Students from 11 different high schools participated in the courses.

### Mercer County Community College

Several high schools in the service area with a significant population of students eligible for free and reduced lunch were invited to participate in the College Credit Now program. High school students who were college-ready, based on Accuplacer testing, were given the opportunity to earn three credits in either English or mathematics. These courses were taught at the West Windsor campus. During the spring semester, students also worked on the student success online course modules.

### Ocean County College

Funding from the College Credit Now (CCN) program provided eligible 11th and 12th grade students from Ocean County high schools an opportunity to earn college credits while they were still in high school and better prepare themselves for a post-secondary education. Students who were identified as college-ready were invited to take six credits in English, math, or a general education course such as Psychology, Sociology, History, or Technology. These courses took place at the college and were taught by college faculty.

### Rowan College at Burlington County

College-ready students were invited to take college courses at the Willingboro Center, at the main campus in Mt Laurel, or via a distance education platform. Faculty who were screened, selected, hired, and evaluated by Rowan College at Burlington County taught all courses. Options for these courses were courses typically taken by first semester college students, are generally transferable, and fulfill the college's general education requirements. Rowan College at Burlington County's recruitment efforts focused on students from demographic groups typically under-represented in higher education, with a special focus on students who are economically disadvantaged as identified by their free or reduced lunch status.

Students were provided with a proactive support plan that included academic support services (i.e. tutoring) and social supports to help ensure success. Support services were provided by members of the college's tutoring staff and faculty and matched the needs of the students and the specific courses in which they were enrolled.

### Rowan College at Gloucester County

Students who participated in Rowan College at Gloucester County's 2016 Summer Bridge Program, funded by the College Readiness Now II grant, were offered the opportunity to participate in the College Credit Now programming. High school guidance counselors assisted with identifying additional students who met college readiness standards or could potentially earn college readiness scores on Accuplacer. Students who earned college-ready scores were enrolled in college-level courses. Seventy qualified high school students were enrolled. Each student selected courses after individual discussions with Center for College & Career Readiness Advisors. The course bank included a variety of options and methods of delivery during convenient timeframes. Students learned how to navigate the college enrollment process. Additionally, they gained exposure to higher education concepts such as reading a course syllabus, communicating with a professor, and utilizing available student resources.

### Sussex County Community College

Approximately 100 high school students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades at high schools in Sussex County were tested under the College Readiness III program in the spring 2017 semester using the ACCUPLACER placement test. Students who passed all components of the Accuplacer test were offered the opportunity to enroll in a three-credit course at Sussex County Community College. These courses were offered during the first summer session of 2017, May 22 to June 26 and included statistics, sociology, psychology, and accounting.

## Statewide Financial Report

<u>College</u>	<u>College Readiness Now III</u>			<u>Balance</u>
	<u>Initial Grant</u>	<u>Secondary Grant</u>	<u>Amount</u>	
	<u>Award</u>	<u>Award/Reallocation</u>	<u>Expended/Reimbursed</u>	
Atlantic Cape Community College	\$31,475		\$20,914.14	\$10,560.86
Bergen Community College	\$62,578	(\$8,364.25)	\$53,310.67	\$903.08
Brookdale Community College	\$55,315	(\$10,000.00)	\$31,385.54	\$13,929.46
Camden County College	\$47,943		\$47,943.00	\$0.00
Cumberland County College	\$22,036		\$18,197.38	\$3,838.62
Essex County College	\$52,774		\$52,538.00	\$236.00
Hudson County Community College	\$40,174	(\$7,000.00)	\$33,679.67	(\$505.67)
Mercer County Community College	\$32,857		\$33,906.79	(\$1,049.79)
Middlesex County College	\$50,106		\$46,433.92	\$3,672.08
County College of Morris	\$36,333		\$36,333.00	\$0.00
Ocean County College	\$40,675	\$9,000.00	\$48,923.30	\$751.70
Passaic County Community College	\$34,843	\$567.00	\$35,378.60	\$31.40
Raritan Valley Community College	\$34,328		\$33,863.35	\$464.65
Rowan College at Burlington County	\$40,427		\$40,427.00	\$0.00
Rowan College at Gloucester County	\$32,947		\$32,947.00	\$0.00
Salem Community College	\$13,352	(\$13,352.00)		\$0.00
Sussex County Community College	\$18,799		\$18,799.00	\$0.00
Union County College	\$47,623	\$7,380.00	\$55,734.01	(\$731.01)
Warren County Community College	\$15,415	(\$15,415.00)		\$0.00
<b><u>College Readiness Now III Totals</u></b>	<b>\$710,000</b>		<b>\$640,714.37</b>	

<u>College</u>	<u>College Credit Now</u>			
	<u>Initial Grant</u>	<u>Secondary Grant</u>	<u>Amount</u>	
	<u>Award</u>	<u>Award/Reallocation</u>	<u>Expended/Reimbursed</u>	
			<u>Balance</u>	
Atlantic Cape Community College	\$20,000		\$16,459.93	\$3,540.07
Bergen Community College	\$20,000	\$8,364.25	\$28,364.25	\$0.00
Brookdale Community College	\$20,000		\$4,161.36	\$15,838.64
Rowan College at Burlington County	\$20,000		\$14,201.92	\$5,798.08
Camden County College	\$20,000		\$20,000.00	\$0.00
Cumberland County College	\$20,000		\$18,617.98	\$1,382.02
Essex County College	\$20,000		\$20,000.00	\$0.00
Rowan College at Gloucester County	\$20,000		\$20,000.00	\$0.00
Hudson County Community College	\$20,000		\$19,927.08	\$72.92
Mercer County Community College	\$20,000		\$20,000.00	\$0.00
Ocean County College	\$20,000		\$19,892.55	\$107.45
Sussex County Community College	\$20,000		\$19,635.90	\$364.10
<b><u>College Credit Now Totals</u></b>	<b>\$240,000</b>		<b>\$221,260.97</b>	

**Center for Student Success - High School Community College Connection**

	<u>Initial Grant</u>	<u>Secondary Grant</u>	<u>Amount</u>	<u>Balance</u>
	<u>Award</u>	<u>Award/Reallocation</u>	<u>Expended/Reimbursed</u>	
Center for Student Success- HSCC Connection		\$29,124.04	\$29,124.04	\$0.00
<b><u>Totals</u></b>	<b>\$0.00</b>		<b>\$29,124.04</b>	

**Center for Student Success Administrative Budget**

	<u>Initial Grant</u>	<u>Secondary Grant</u>	<u>Amount</u>	<u>Balance</u>
	<u>Award</u>	<u>Award/Reallocation</u>	<u>Expended/Reimbursed</u>	
Center for Student Success	\$50,000.00	\$22,921.52	\$72,921.52	\$0.00
<b><u>Totals</u></b>	<b>\$50,000.00</b>		<b>\$72,921.52</b>	

**Grant Totals**

<u>Total Award</u>	<u>Amount Expended</u>	<u>Balance Remaining</u>
\$1,000,000	\$964,020.90	\$35,979.10

## NJCCC – Administrative Budget Expenditure Report

COLLEGE READINESS NOW/COLLEGE CREDIT NOW GRANT				
Budget Line	Grant Budget Item	Modified Budget	Expenditures	Balance
Personnel	\$41,800.00	\$54,822.63	\$54,822.63	\$0.00
Fringe Benefits	\$3,135.00	\$2,736.76	\$2,736.76	\$0.00
Consultants/ Contractors	\$5,065.00	\$15,362.13	\$15,362.13	\$0.00
Travel (\$0.31/mile max)		\$	\$	
Materials and Supplies		\$	\$	
Advertisement and Marketing		\$	\$	
Technology and Equipment (Unit Cost of \$2,000 or More)		\$	\$	
Other (specify)		\$	\$	
<b>Subtotal</b>	<b>\$50,000.00</b>	<b>\$72,921.52</b>	<b>\$72,921.52</b>	<b>\$0.00</b>
<b>Indirect Costs</b>	N/A	N/A	N/A	
<b>Total</b>	<b>\$50,000.00</b>	<b>\$72,921.52</b>	<b>\$72,921.52</b>	<b>\$0.00</b>



NJCCC – Accounting of Personnel Time

**\*\*Amounts listed should reflect actual cost for personnel working on the grant.\*\***

				Grant	Total
Name & Title	FT/PT (Full/Part Time)	Annual Salary or Hourly Wage	% Time Working on the Grant		
Donna Rogalski	PT	35.00 hr	100%	31,901.11	\$31,901.11
Megan Olshansky	FT	65,900.00	25%	16,475.00	\$ 16,475.00
Lawrence Nespoli	FT	214,884.22	3%	6,446.52	\$ 6,446.52
Fringe for PT				2,736.76	\$ 2,736.76
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<b>GRAND TOTAL PROJECT PERSONNEL</b>				<b>\$57,559.39</b>	<b>\$ 57,559.39</b>