Who We Are

The Coalition for College and Career Readiness (C3R) is a coalition of individuals and organizations in Clinton, Ingham and Eaton county working together to increase the college and career readiness of high school graduates. Lansing Community College (LCC) serves as the anchor and fiduciary body for C3R. A community advisory council provides strategic leadership and accountability.
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Our Vision

All learners will have the knowledge, skills and resources for successful participation in college, career and life.

Our Mission

C3R convenes stakeholders to identify and promote best practices and systems alignment to increase college and career readiness in the tri-county area.
2017-18 C3R Advisory Council Members

Toni Glasscoe
Chair
Lansing Community College
Associate Vice President of External Affairs, Development & K-12 Operations

Jack Davis
Vice Chair
Loomis, Ewert, Parsley, Davis & Gotting, P.C.
Shareholder

Dru Mitchell
Secretary/Treasurer
Clinton County Economic Alliance
President & CEO

Patty Spagnuolo
Lansing Community College
Director of University Center

Larry Meyer
Lansing Community College
Trustee

Lee Griffin
Collaborative On-line Assessments
President & CEO

Edythe Hatter-Williams
Capital Area Michigan Works!
Chief Executive Officer

Carrie Rosingana
Capital Area Michigan Works!
Chief Operating Officer

Delsa Chapman
Lansing School District
Executive Director of Student Learning

Sue Gardner
Eaton Regional Education Service Agency
Assistant Superintendent

C3R Advisory Council

The Advisory Council for the C3R is comprised of at least one high-level leader from K-12 education, post-secondary education, business, government and other community entities.

The Advisory Council bylaws were created and signed in 2015. This document gives the Council power to:

1. Create a common agenda
2. Provide vision and strategic direction
3. Build public will and recruit additional partners
4. Mobilize funds and oversee fundraising
5. Authorize and approve recommendations of Action Team projects and activities

What Does the Council Do?

Article VI of the C3R Advisory Council Bylaws states that the council will:

- Develop a closer link between K-12 and postsecondary education by: increasing communication, aligning curriculum, setting common goals and sharing professional development.
- Generate community support for C3R goals among: business leaders, K-12 education leaders, state-level agencies (MDE) and legislative bodies (Michigan Senate and House of Representatives), postsecondary leaders (including community college, university and career programs) and parent and civic groups.
- Support the work of the Action Teams by: recruiting committee members, preparing summit meetings, providing a framework for productive initiatives, providing resources, monitoring the efforts of each Action Team, coordinating initiatives among groups and showcasing the successes of each Action Team.
- Influence the public and policymakers through: local media, (via releases, interviews and articles) presentations to community and business groups and educational sessions for legislators, local officials, policy groups and state government agencies.
A Letter from Our Council

To the Tri-County Community of Ingham, Eaton and Clinton Counties

The Advisory Council for the Coalition for College and Career Readiness in the tri-county area is pleased and excited to present this State of the C3R Report. As leaders in K-12 Education, Post-Secondary Education, Business, Government and other community entities, we recognize the importance of the economic and social future of our region, as well as the health and happiness of each individual we share it with. It is important to our coalition of concerned community members as well as our many partners, that all learners have the knowledge, skills and resources for successful participation in college, career and life.

We are concerned however, that data from various sources such as SAT and college placement scores such as AccuPlacer show gaps in academics that make it difficult for students to achieve success in college and beyond. Too many college students are required to take non-credit bearing developmental courses before they can enroll in courses that count toward their future career goals.

The C3R, along with many other community partners, is working hard to overcome this gap in academic preparedness, but we cannot achieve success without the engagement and commitment of the larger community. We invite members of the tri-county area, who are conscientious of student success to get involved and join us in this endeavor. The C3R, values insights and expertise, of community members at our Summit meetings where there is a chance to network and learn more, share concerns with colleagues and neighbors and help build a community focused on this mutual work.

C3R is a channel by which people with know-how in the community can equip students who need to know how to be college and career ready. This report summarizes the purpose, structure, activities and future goals of the group and we hope it will inform you of the important work in student readiness that has been done so far and your role in the future of this valuable task. Thank you in advance for your time and consideration.

Advisory Council
Coalition for College and Career Readiness
The success of C3R depends on contributions made by a wide range of individuals and groups representing the tri-county area. C3R is a channel by which people with know-how in the community can equip students to be college and career ready. More than 18 active and committed partners representing businesses and community organizations throughout the tri-county area serve in various roles at C3R events. C3R also maintains a distribution list of more than 800 community members, educators and business professionals. These individuals consistently receive invitations to C3R summits and events offered throughout the year.
Where We Started

The Problem

- SAT and college placement scores show many high school graduates are not college ready.
- Many new college students are required to take one or more developmental courses. To address this situation, most colleges and universities require, and charge college tuition for, developmental courses in reading, writing, and mathematics that do not lead to a college degree.
- These gaps in academic skills make it difficult for students to achieve success in college programs.

A Much-Needed Solution

Many colleges recognize the responsibility to those requiring developmental academic skills and offer developmental courses, formal programs and federally funded grant programs like The Department of Education’s TRIO program. However, resources for these programs can be limited.

Our Original Goals

C3R was created to achieve these goals:

- Ascertain gaps between high school and first-year college readiness skills
- Increase academic success in K-12 education
- Improve college readiness and reduce the number of high school students in the tri-county area requiring developmental coursework
- Increase the college-going rate

Our Original Mission

To create best practices that can be adapted with fidelity and used across the tri-county area resulting in college and career readiness.

*Strengthening academic, intellectual and career skills before students enroll means they arrive to college better prepared to pursue their education and career.*
What We’ve Done

Action Teams

In the fall of 2016, C3R formed Action Teams and identified team leaders. Teams were composed of LCC staff and regional K-12 leaders. The teams examined aspects of K-12 education, the college-going experience and workforce development. They then identified areas where improvements could be made and created related activities and projects that address gaps in readiness, to improve academic success. The work of three Action Teams is described below:

Student Transition Action Team Projects

**Summer Bridge Project**

- The Summer Bridge Project, implemented in 2014, created a model that can be adopted by high schools to address academic gaps.
- The students in the Bridge Program matriculated from a variety of schools in the tri-county area.
- Students were selected and referred to C3R from counselors, teachers, community members and the HOPE Scholar and Lansing Promise programs.
- Data have been collected to determine the relevance of the program’s effectiveness and potential for replication, as well as to measure the academic persistence of the students.
- A data persistence report monitored the progress of the 2014 and 2015 cohorts, which consisted of a total of 37 students. The report was used to evaluate the program’s relevance towards the coalition’s long-term goals.
- Full results of the Summer Bridge Project can be viewed in Appendix A.

**Parents Speak**

- In April 2017, the Student Transition Action Team, in collaboration with the Child Care Access Means Parents in School (CCAMPIS) program and Ingham Great Start, hosted Parents Speak, a community forum on the barriers to college attainment for students who are also parents, to generate possible solutions to support their transition to college while caring for their young children.
- Nationally, nearly 25 percent of all undergraduates are raising children, with 43 percent being single mothers. Noll, Elizabeth, Ph.D., Gault, Barbara, Ph.D., Reichlin Cruse, Lindsey, M.A. (2017) ACCESS TO HIGHER EDUCATION, CHILD CARE & EARLY EDUCATION, STUDENT PARENT SUCCESS INITIATIVE. College Students with Children: National and Regional Profiles. iwpr.org/publications/college-students-children-national-regional-profiles/

Lessons learned from the dialogue stressed:

- Support services and financial resources for student parents are well-kept secrets.
- Success Coaches are vital links to resources for student parents.
- Community advocacy is needed to maintain funding, capacity and infrastructure at federal, state, local and college/university levels in increase access to affordable child care and other support services for student parents.
Parents Speak Cont’d

- Student parents from partner organizations offered recommendations for community action, services and funding priorities to increase persistence of student parents in post-secondary attainment.

- Student parents on the panel represented Lansing Community College, Michigan State University, Okemos High School and Pleasant View School.

- They reflected on the lack of affordable child care, transportation, housing, support services including health and mental health care, employment, and financial aid as barriers to support their persistence in college.

- Distinguished partners from business, philanthropy, government, K-12, higher education, and nonprofits were asked to be part of a Listening Panel.

Preventing the Summer Melt

- Summer is an important time in the transition of college-intending high school students to college.

- Research estimates that 10-40% of low-income, first-generation students will melt away during the summer and not follow through on their intentions to attend college despite applying to college during their senior year of high school.


- Research also shows that just two to three hours of summer support can increase the enrollment of low-income students in college and has a lasting impact on persistence throughout college. (Castleman, Page, Schooley, 2013) The team focused on reducing the summer melt among the 2016 and 2017 Lansing Hope and Promise scholars, with the goal to create a sense of belonging, community and identity to increase college enrollment and persistence.

- Activities and interventions created opportunities for students to learn about the college environment from their college-age peers and become familiar with supportive resources on campus. The goal was to create a sense of belonging, community and identity to increase college enrollment and persistence.

- The students found the advice from peers and meeting support personnel to be the most beneficial aspects of the program.

Math Action Team Alignment Project

- The Math Action team created a project to examine the alignment between the SAT, high school math courses (especially Algebra II), and course outcomes for Lansing Community College courses.

- High school and LCC math instructors met for in-depth discussions about what each outcome entailed and how to better align the courses.
Math Alignment Cont’d

- High school and LCC team members are currently analyzing Charlotte High School courses.
- The math team will create a protocol for the alignment project that will support other high schools in replicating the process.

Data Action Team

- The Data Action Team is charged with developing a comprehensive and coordinated system of collecting, analyzing and using data to inform policy and best practices among the various actions teams and partners.
- The data team uses many diverse data sources in the tri-county area to track the college and career readiness, attainment, and persistence of students transitioning from K-12 to postsecondary education.
- As such, the data team supports all of the other action teams by providing data to support authenticity of the problem statements and the teams’ project work.

C3R Summits

- Summit meetings are held two times a year. A wide array of regional partners from educational institutions, business, and community members attended to become aware of C3R activities, network, and share their own perspectives and ideas.
- These well-attended dinner meetings were held at the LCC West Campus and included several inspiring guest speakers and participant activities.

SWOT Assessment

- In 2016 - 2017 C3R used a SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats) to receive feedback from internal and external stakeholders to implement process improvement.
- Using different methods such as round table discussions and online survey tools, participants identified internal factors (Strengths and Weaknesses) as well as external factors (Opportunities and Threats) affecting the coalition.
- This process enabled the coalition to consider favorable factors and areas of growth as they relate to C3R’s mission and goals.
- Communication and networking among the partners were seen as strengths, but more involvement with students, parents and K-12 educators is needed.
- An important finding was that C3R should focus more narrowly on developing tools that can be shared and utilized in the tri-county area.
- Full results of the SWOT analysis can be viewed in Appendix B.
What We Learned

Streamlining Teams for Growth

Early in C3R’s development, the sense of commitment and excitement about its goals led to the formation of seven action teams. Over time, that ambitious number of teams proved to be unrealistic, as each team required a significant, sustained effort by volunteers to lead and staff the team. The requirement that each team’s plans be approved by the Advisory Council also demanded much of its time, and that of C3R staff. Eventually, three teams with consistent leadership and effort emerged, and the focus was narrowed to provide adequate support for those teams. The current three teams now provide a model for new teams that could form in the future.

Strategic Planning Sessions

On November 28 and December 5, 2017, a group of C3R stakeholders including Advisory Council members and project team leaders met for eight hours of strategic planning. While the expected result of the sessions was a new strategic plan, an additional result was a new excitement and awareness for the Coalition. Attendees set a list of participation expectations which included, but was not limited to:

■ Be solution oriented, provide space for “all” voices to be heard
■ Give honest feedback
■ Engage in crucial conversations regarding C3R’s future

Additional Expectations

The strategic planning participants also made a hefty list of expectations for the process/C3R in general, which was greater than what could be accomplished in eight hours but gave the coalition years of actions to work toward. Expectations of the process and C3R in general included, but were not limited to these actions:

■ Define college and career readiness
■ Define what is not working now for students in the area, and what are the limits and boundaries to student success
■ Revisit C3R goals and mission
■ Define where we fit in the tri-county area, explore gaps and revisit what other groups are doing with this work
■ Discuss how to better leverage community resources
■ Create replicable work based upon research and best practices in the community and across the country

Strategic Planning SWOT Assessment and Results

The group also reviewed the previous SWOT analysis collected in 2016 - 2017 and used it to inform a Strategic Planning SWOT assessment of the Coalition’s current strengths, weaknesses, opportunities and threats. The assessment created at the strategic planning session was not as detailed as the larger coalition SWOT, but there were many similarities between the two.

Both groups identified the involvement of a wide range of community partners and experts as a strength, but pointed to a need for more direct involvement from front-line educators. In addition, the group listed a lack of resources (time, funding and staff) and the difficulty of obtaining relevant data as weaknesses, but saw opportunities for sharing information and best practices between levels. A complete listing of the Strategic Planning SWOT analysis is available in Appendix D.
How We Revised

Based on the SWOT analyses completed at the Summits and the strategic planning sessions, and many informal observations, C3R has changed over the course of its nearly four-year history.

Generally, the changes streamline the structure of the group, focus the vision and mission more narrowly, apply resources more strategically and target specific processes for future growth.

New C3R Vision & Mission

Participants in the Strategic Planning sessions created new vision and mission statements for C3R that closely state its purpose and the ways it intends to accomplish the work. The focus on “best practices” and “systems alignment” targets processes that C3R can implement successfully, given available resources. The council approved the statements on Dec. 21, 2017.

**Vision**

All learners will have the knowledge, skills and resources for successful participation in college, career, and life.

**Mission**

C3R convenes stakeholders to identify and promote best practices and systems alignment to increase college and career readiness in the tri-county area.

The Goal of C3R

“The goal of C3R has been developed as a result of collaborative feedback from C3R stakeholders during strategic planning sessions held at the end of 2017.”

Carrie Rosingana
Capital Area Michigan Works! and Advisory Council Member

During the Strategic Planning sessions, participants started the work of revising the goals of C3R. Each small group identified two to three possible goals. Next, the teams used multi voting to narrow down to their top goals. With continued revision and discussion, the C3R Action Team Leaders recommended that the C3R Advisory Council start with the following goal:

“All students in the tri-county region will be college and career ready upon graduation from K-12.”

Career and College ready students, as defined by the Michigan Department of Education, possess the skills necessary to earn a self-sustaining wage and participate in post-secondary opportunities without remediation. The goal the C3R Action Team Leaders identified from the strategic planning sessions is expected to be accomplished within three to five years, in alignment with the duration of the strategic plan itself.
How to grow with C3R

Coalition for College and Career Readiness partners are defined as support organizations and individuals committed to collaborating in a coordinated effort to achieve the C3R goals of student readiness. C3R provides information and resources for education professionals who serve students from birth through the workforce.

It is urgent that the tri-county area community, committed to student success, get involved. K-12 and post-secondary staff and faculty in Ingham, Clinton, and Eaton Counties, business, industry, community coalitions, workforce and economic development, non-profit organizations and faith-based organizations must all see C3R as a part of their work.

Please contact us to receive invitations to Summits, to be added to our email list, to suggest new partners we might recruit, to identify resources we might tap, to volunteer services you might be able to provide or just to ask how you can help. You can also inform your own network of C3R’s efforts and ask them to support us in whatever way they can.

For more information:

- Visit the C3R website at lcc.edu/C3R
- Text C3R to 22828
- Contact Elaine Miles, Lead Support, at 517-483-9658 or milese@lcc.edu
Appendix A

Summer Bridge by the Numbers

Summer 2014 Cohort

**ENROLLMENT**

16 Students

- 75% returned in fall 2014
- 81% returned in spring 2015
- 56% enrolled continuously for a full year*

**PROGRESSION**

- 77% of attempted credits were earned
- 87% earned a 2.0 or better GPA in the first semester

**COMPLETION**

as of fall 2017

- 2 STUDENTS earned an award
- 1 STUDENT transferred
- 5 STUDENTS are still enrolled

Summer 2015 Cohort

**ENROLLMENT**

21 Students

- 81% returned in fall 2015
- 76% returned in spring 2016
- 57% enrolled continuously for a full year*

**PROGRESSION**

- 86% of attempted credits were earned
- 100% earned a 2.0 or better GPA in the first semester

**COMPLETION**

as of fall 2017

- 1 STUDENT earned an award
- 4 STUDENTS transferred
- 7 STUDENTS are still enrolled

*excluding summer semesters; enrolled in fall, spring, and the following fall
SWOT Analysis

Strengths

■ **Communication.** Encourages essential networking through respectful communication and breaks down silos and barriers between organizations

■ **Partners/Collaborations.** Connects people from various business backgrounds and education (urban and rural) who wouldn’t normally be connected to one another under the same focus

■ **Process/Procedures.** C3R incubates ideas and develops tools to help parents, businesses and educators

■ **Resources.** Utilizes multi-county resource links and C3R members provide a variety of backgrounds and skill sets

Weaknesses

■ **Communication.** Lacks student involvement/parent involvement, needs more connection with counselors/parents concerning opportunities after high school

■ **Partners/Collaborations.** Lacks K-12 front line people, not just all administration

■ **Process/Procedures.** Lacks structural focus of action teams

■ **Resources.** Too few people involved

Opportunities

■ **Communication.** Opportunity to talk about our students’ needs at each stage of development across our region

■ **Partners/Collaborations.** Regional collaboration and building strong mentorships

■ **Process/Procedures.** Focus on best practices

■ **Resources.** Motivated team members and grant opportunities

Threats

■ **Communication.** Lack of communication across all platforms

■ **Partners/Collaborations.** Limited opportunities or responses from industry to support initiatives, as well as territorial spats & lack of community engagement

■ **Process/Procedures.** Lack of focused interventions and unclear mandate/lack of clear mission

■ **Resources.** Lack of time – most members have “day jobs” and cannot devote the time needed, which leads to turnover of committee members
Appendix C

C3R Timeline

**Spring 2014**
The Coalition was formed and modeled after the Alliance for College Readiness, a project created by Elgin Community College (ECC) in Elgin, Illinois. College staff and faculty, as well as other stakeholders, were recruited to serve on work teams, and a plan was developed for a Summer Bridge Program.

**Summer 2014**
Coalition efforts focused on both building awareness among external stakeholders and the Summer Bridge Program Pilot.

**Fall 2014**
C3R formed action teams, identified action team leaders and established an Advisory Council. The first “Partnering for Success” Summit was held in October. 143 participants from Business, Community Service, Education and Faith Based Organizations attended the October Summit (topic: “C3R Kickoff”).

**Spring 2015**
The C3R Advisory Council adopted Bylaws. Summits were held in January (topic: “Building Collaboration & Action Team Commitment”, 134 participants) and April (topic: “Student Voices”, 120 participants).

**Summer 2015**
The Student Transition team ran the second Summer Bridge Program.

**Fall 2015**
A Summit was held in October. (topic: “K-12 Partner Story & Action Team Update,” 90 participants).

**Spring 2016**
Summits were held in January (topic: “P-20 - Increasing Academic Success Through Alignment”, 120 participants) and April (topic: “Elgin Community College, College Readiness, Lessons Learned” and first Phase of SWOT Analysis, 120 participants).

**Summer 2016**
The Student Transition team ran the Preventing the Summer Melt Program pilot.

**Fall 2016**
A Summit was held in October (topic: was “Action Team Gallery” and second Phase of SWOT Analysis, 86 participants).

**Spring 2017**
The Student Transition team held the Parent’s Speak Community Forum. Summits were held in January (topic: “Action Team Progress” and Final phase of SWOT, 82 participants) and April (topic: “Action Team Progress” and SWOT Overview, 78 participants).

**Summer 2017**
The Student Transition team ran the second year of the Preventing the Summer Melt Program.

**Fall 2017**
The Advisory Council and other partners participated in two Strategic Planning Sessions and rewrote the Coalition’s Vision and Mission.

**Spring 2018**
A Summit was held in April (topic: “State of C3R Executive Summary Overview,” 85 participants).
Appendix D

**Strategic Planning SWOT Analysis**

**Strengths**
- Trending Topic: Career & College Readiness
- Regional representation, commitment and expertise of professionals and variety of willing stakeholders
- Projects have impacted students
- Great convener and incubator for action & innovation

**Weaknesses**
- Lack of process to engage front-line educators to influence systems alignment and to explore best practices systematically i.e. how to share?
- Lack of resources (time, funding & staff)
- Limited data focus and access
- Lack of action teams structure and goal lack broad appeal

**Opportunities**
- Chance to make improvement our focus and to scale up current projects
- Opportunities to share information between schools for best practices. Exchange data between high schools and post-secondary
- Support resources to link to from state for career ready initiatives
- Broad range of colleges

**Threats**
- Inequalities in the system, across schools and in labor flexibility and stresses on schools
- Challenges in collecting the data
- Business/employer engagement
- Partner engagement – need the “buy in”
FOR MORE INFORMATION
Lansing Community College
Coalition for College and Career Readiness (C3R)
Washington Court Place
309 N. Washington Square, Room 150
Lansing, MI 48933
517-483-9658
lcc.edu/C3R