

Alliance Collaborations

A brief summary of progress made toward the 2022-2023 Alliance for College and Career Student Success (ACSS) priority areas is outlined below. Each of the priorities aligns with the four college and career readiness components outlined within the 2016 Illinois Postsecondary and Workforce Readiness Act (PWR; Public Act 99-0674) as well as the Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act (also known as the Perkins V Plan).

College-Career Pathways

The development and implementation of college and career pathways was a primary area of focus for the 2022-2023 academic year. In particular, the college provided individual support to each district as they began implementing College and Career Pathway Endorsements per Illinois HB3296. This legislation requires districts to apply to ISBE to offer at least one College and Career Pathway Endorsement beginning with the graduating class of 2027, at least two endorsements by 2029, and at least three endorsements by 2031. Current pathway endorsement areas of interest from our secondary districts include Finance and Business Services; Information Technology; Health Sciences and Technology; Manufacturing, Engineering, Technology, and Trades; Arts and Communication; and Human and Public Services. The Dean and Assistant Dean of College in High School Programs continue to promote the Alliance's regional pathway maps (see the Alliance website at www.elgin.edu/alliance) to ensure students complete high-value and strategic college courses.

Moreover, in order to support the implementation of pathway endorsements, which require secondary students to complete at least six early college credit hours, dual credit offerings in related academic disciplines increased significantly. The college provided extensive support to each district in exploring dual credit course options that align to the regional college and career pathway maps and include foundational or strategic college courses that can apply to multiple promising credentials. The primary area of expansion was dual credit courses taught at the high school building location.

Student Transitions, Interventions, & Support

The areas of focus for this portion of the Alliance partnership in the 2022-2023 academic year included (1) leveraging regional enrichment opportunities for middle school career exploration, and (2) compiling a list of regional resources for families and students.

Related programming included piloting a career exploration program for middle school students in collaboration with ECC faculty, organizing ECC's First Lecture program, and offering regional career exploration opportunities to D509 students during summer 2023. The committee met consistently throughout the year to discuss current practices, potential needs, and planning for summer. Finally, ECC is offering regional opportunities for all D509 students through Kids College in summer 2023.

In the 2023-2024 academic year, this ACCSS committee will further investigate career exploration programming opportunities, particularly for middle school students.

Instructional Design & Support

Transitional Courses: The Illinois Postsecondary and Workforce Readiness (PWR) Act calls for transitional courses for mathematics and English Language Arts. These courses are collaboratively developed high school courses that provide an additional measurement of college readiness for high school seniors. By law, students can demonstrate readiness for college-level coursework at any Illinois community college and some four-year universities by passing a transitional course with a grade of C or better. The Alliance partnership developed three Transitional Math courses in 2018, and implemented them in 2019.

In the D509 schools, we have seen a steady increase in the number of students who enroll in Transitional Math courses. Similarly, we have seen a steady increase in the number of ECC students whose transcripts demonstrate successful completion of a Transitional Math course, from 78 students in Fall 2020 to 144 students in Fall 2022. We continue to track the placement and success rates for Transitional Math students who attend ECC and collaborate with our school district partners to improve student success and accurate placement in these courses.

In Fall 2022, we began development of a Transitional English Language Arts (TELA) course which will ultimately provide students with an additional opportunity to enroll in college-level courses without required remediation. Like those who complete the Transitional Math courses, students who complete the TELA course with a C or better will be considered “college ready” in both reading and writing, and this college ready designation is portable to any community college in Illinois. To date, no four-year universities have indicated that they will accept TELA course success for placement.

The TELA course development team is comprised of ECC English faculty members, representative English instructors from all four secondary districts, and administrative representatives from all four districts. Further, this course is being designed to align with the State of Illinois’ *Transitional English Language Arts Competencies and Policies* guidance. The team completed the course design in June 2023 and are beginning the state and district approval processes. Following instructor training during summer 2024, high schools plan to implement the TELA course for the first time in Fall 2024.

Dual Credit Instructor Support: During the 2022-2023 school year, the College Transitions and Secondary Partnerships (CTSP) division supported 31 high school instructors and 16 ECC faculty member liaisons for our in-high school dual credit program. The ECC faculty liaisons provide discipline and course-specific training and ongoing support for the high school instructors who are teaching ECC’s courses on their campuses to qualified high school students. The liaison’s work in conducting site visits and reviewing course materials ensures that students taking ECC courses on their high school campuses are experiencing the same quality and rigor as students taking the same courses on ECC’s campus. In addition to the liaison’s support, the CTSP division maintains a [Dual Credit Instructor Handbook](#) in a website that provides instructors with the resources they need to understand their roles and responsibilities as dual credit instructors. The dual credit instructors meet the same qualifications as ECC instructors in each course, and to date, we have had an excellent experience with all of the instructors provided by our high school partners.

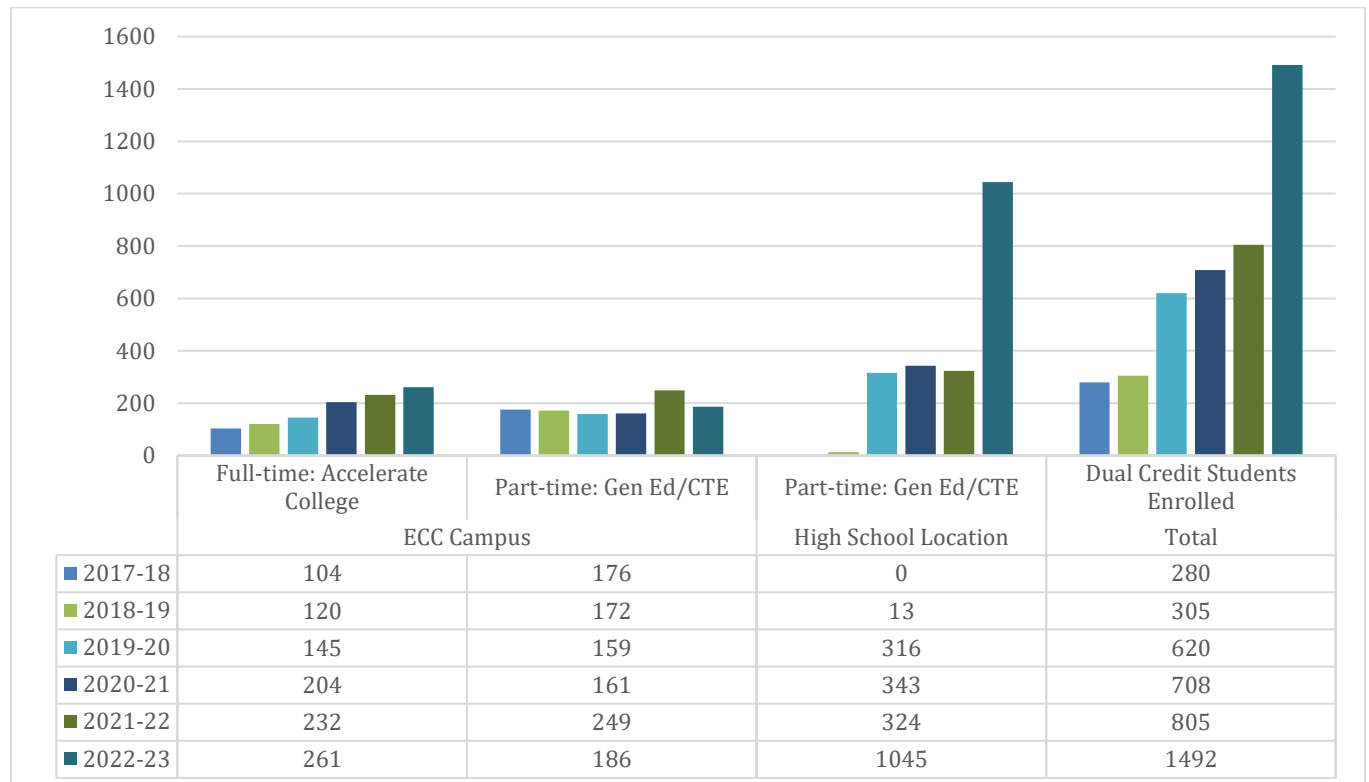
Dual Credit Partnerships

The 2022-2023 school year marked the fifth year of ECC’s “in-high school dual credit program”. This program was designed to not only meet the legislative requirements of the Illinois Dual Credit Quality Act, Higher Learning Commission’s Dual Credit Guidelines, and Illinois Community College Board’s requirements, but to also meet the National Concurrent Enrollment Partnership (NACEP) Standards (<https://www.nacep.org/accreditation/standards/>). The NACEP standards have been essential to

ensuring the policies and procedures implemented for the in-high school program are consistent with the quality and rigor of college courses offered on campus.

To provide further assurance of our commitment to the quality and rigor of course delivery, ECC applied for NACEP concurrent enrollment program (i.e., in-high school model) accreditation in May 2022 and **successfully earned accreditation in May 2023!** ECC is one of only two colleges in Illinois to be NACEP accredited.

Dual credit program enrollment continued to grow during the 2022-2023 year. Based on this past year, enrollment grew 85% over academic year 2021-2022. Significantly, enrollment data also showed a 222% increase in students taking dual credit taught at a high school location.



Enrollments as of 2/6/2023

The 2023-2024 academic year will reflect another increase in the number of approved high school instructors teaching dual credit courses. These increases span ECC academic disciplines and range from Automotive Technology, to Early Childhood Education, to Welding, thereby providing increased access for students. The increase in CTE course offerings will also provide students with an accelerated pathway toward the completion of an ECC certificate either by the time students graduate from high school or shortly after matriculating to ECC. Several of these CTE programs at ECC include stackable certificates, which provide students with a direct path from high school, to a certificate, to an AAS degree, and allow students to begin and advance in their careers. In addition to the in-high school sections, enrollment for CTE courses on ECC's campus remains high, with many courses reflecting an increase in dual credit student interest over previous years.

College Transition Programs

In collaboration with our secondary and community partners, the College Transitions department has expanded its annual workshops for D509 students and families to access information related to key topics such as career exploration, postsecondary exploration, and financial aid and literacy. Session topics are offered in two formats: (1) evening workshops as done in previous years, and (2) in-person sessions on request of school staff or community organizations. More information on the evening workshops can be accessed at <https://elgin.edu/CCRevents>. More information on the in-person sessions can be accessed at <https://www.elgin.edu/about-ecc/college-transitions/ccr-sessions/>.

Additionally, the College Transitions department partnered with the Boys and Girls Club of Elgin to provide middle school students with career exploration opportunities. This past year, on-campus afternoon programs were piloted for students to gain exposure to different career paths including web development, pastry work, app design, and business management.

Federal TRIO grant-funded programs identify and assist individuals from disadvantaged backgrounds who have potential to succeed in higher education with the goal of supporting their high school completion and enrollment in college. Elgin Community College proudly supports students through five TRIO grant programs – three that support secondary students in our region and two that support ECC college-aged students.

Talent Search

The TRIO Talent Search program is designed to identify qualified youth with potential for education at the postsecondary level and encourage them to complete secondary school and undertake postsecondary education. Elgin Community College's program provides support services for 500 students from low-income and/or first-generation households who attend the following schools:

- D300 Dundee-Crown High School and Carpentersville Middle School
- U-46 Elgin High School, Ellis Middle School, and Larsen Middle School
- U-46 Larkin High School, Abbott Middle School, and Kimball Middle School
- U-46 Streamwood High School, Canton Middle School, and Tefft Middle School

This program concluded its second year of the 2021 grant award and supported roughly 500 students in grades 7-12, within U-46 and D300. The following services are provided to program participants:

- Meeting with Talent Search staff at their school during lunch; 1:1 and small group formats in order to meet students' individualized needs and provide relevant resources and supports
- Monthly Saturday Academy for high school students on ECC's campus
- Semester events including college tours, etiquette lunches, and more
- Summer programming with STEM-focused academic programming and social activities

Upward Bound

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. The two grant programs support 136 high school-aged students from low-income and/or first-generation households from identified high schools within School Districts U-46 (Elgin, Larkin, Streamwood) and 300 (Dundee-Crown).

The following support services continue to be provided to program participants:

- Monitoring student performance and individual meetings to ensure participants are connected with necessary academic and personal advising support
- Tutoring support provided after school at Dundee-Crown, Elgin, Larkin, and Streamwood High Schools as well as supplemental 24/7 virtual tutoring support
- Saturday Academy workshops focused on academic skills, financial aid and scholarships, and other relevant workshops to support students' transition/readiness for college
- Semester events including game nights, career exposure events, college tours, and more
- Summer academic programming designed to strengthen core academic skills over five weeks
- Summer trip to visit multiple colleges and universities

*Report submitted by Dr. Kyla Wegman, Dean, College Transitions & Secondary Partnerships
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