

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 continues to be an area of focus for the 2022-2023 academic year. In particular, the college is providing individual support to each district as they begin 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.

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 have increased significantly. The college has 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 has been in providing dual credit courses at the high school building location, rather than having students attend classes at ECC. ECC's academic deans review all requests for in-high school dual credit including ensuring that high school instructors meet the same qualifications as college faculty.

Over the past several months, the College-Career Pathways committee met with district partners to assess their utilization of existing district-level college and career pathway maps. In addition to the existing regional pathway maps for Finance and Business Services; Information Technology; Health Sciences and Technology; Education; and Manufacturing, Engineering, Technology, and Trades, the committee has prioritized developing regional pathway maps for Human and Public Services and Arts and Communication. These new pathways represent the key areas of interest of our district partners. In addition to pathway maps, the committee is designing resources and materials, in collaboration with individual school districts, to assist high school counselors, students, and families in identifying courses that align with students' academic areas of interest and intended degree paths.

Student Transitions, Interventions, & Support

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

Further, the Student Transitions, Interventions, and Support committee has focused on offering regional career exploration opportunities to middle school students during summer 2023. To that end, the committee has met consistently to discuss current practices, potential needs, and planning for summer. ECC will offer regional opportunities available to all D509 middle school students through Kids College in July 2023.

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.

Starting in Fall 2022, we have also begun 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 plans to have the course design completed by the end of May and to work through state and district approval processes during the 2023-24 school year. After instructor training during summer 2024, high schools plan to implement the TELA course for the first time in Fall 2024.

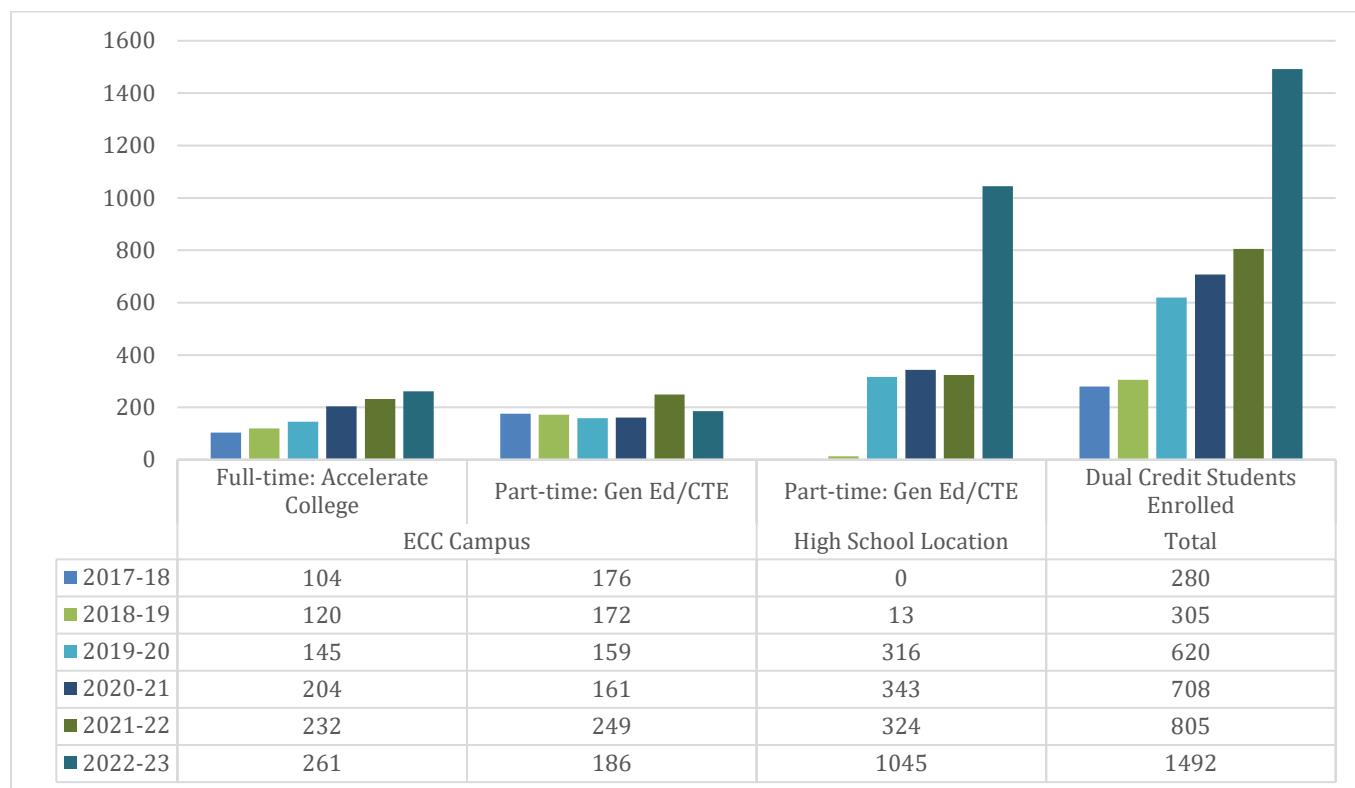
Dual Credit Instructor Support: During the 2022-2023 school year, the College Transitions and Secondary Partnerships (CTSP) division has supported 31 high school instructors and 16 ECC faculty member liaisons for our in-high school dual credit program. The ECC faculty liaisons provide discipline and 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.

Other Instructional Design and Support Activities: ECC Director of the Alliance for College Readiness, Dr. Alison Douglas has been invited to participate in School District U-46’s review of its curriculum through the lens of the Culturally Responsive Curriculum Scorecard developed by NYU’s Metropolitan Center for Research on Equity and the Transformation of Schools. This work is relevant both to U-46 and to ECC’s strategic plan.

Dual Credit Partnerships

Dual credit program enrollment continues to grow. At the present time, enrollments show an 85% increase over academic year 2021-2022. Significantly, enrollment data also demonstrates a 222% increase in students taking dual credit taught at a high school location.



Enrollments as of 2/6/2023

Additionally, secondary partners have already submitted the majority of in-high school dual credit requests for the 2023-2024 school year. These courses are included in each district’s course scheduling materials which were released in the fall semester to students and their families. While student registration for in-high school courses will not be finalized until April 2023, it is anticipated based on the number of courses requested that the in-high school program will again experience significant growth. This growth includes more students enrolled, more instructors who require training and support, and more ECC Dual Credit Faculty Liaisons.

- 2022-2023 academic year
 - 31 qualified high school instructors teaching dual credit courses at the high school location
 - 25 ECC college courses provided via in-high school dual credit
 - 16 ECC Dual Credit Faculty Liaisons supporting the high school instructors
- 2023-2024 academic year
 - 95 high school instructors approved to teach dual credit courses at the high school location
 - 61 ECC college courses requested for in-high school dual credit
 - Anticipate over 25 ECC Dual Credit Faculty Liaisons will be required to support high school instructors

The 2022-2023 school year marks 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. The organization is in the process of completing its review of our application with a decision expected in spring 2023.

Finally, ECC and five of our six secondary partners executed a renewal of the D509 Dual Credit Memorandum of Understanding. This renewal agreement differs from previous agreements in that it was drafted to closely follow the Dual Credit Model Partnership Agreement published by the State of Illinois in 2019. The Dual Credit Team has also been working with the Illinois Department of Juvenile Justice regarding implementation of a new partnership.

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 is working with the Boys and Girls Club of Elgin to provide middle school students with career exploration opportunities. This semester, on-campus afternoon programs are being 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 is in its second year of the 2021 grant award and supports 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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