

### Alliance Collaborations

In September 2022, the Alliance for College and Career Student Success (ACCSS) held the first quarterly meeting of the ACCSS Governing Board. This group approves and provides oversight for priorities, initiatives, programs, and services for the Alliance. The Governing Board's priorities for the 2022-2023 school year include: completing a final review of the ACCSS intergovernmental agreement, reviewing and approving 2022-2023 ACCSS priorities, and discussing updates from the ACCSS Coordinating Council and identifying additional opportunities for collaboration.

Prior to the Governing Board quarterly meeting, the ACCSS Coordinating Council convened to review 2022-2023 priorities and ensure alignment with the four college and career readiness components outlined within the Illinois Postsecondary and Workforce Readiness Act (PWR; Public Act 99-0674). A brief summary of progress made toward those priorities is outlined below.

### 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 Arts and Communication; Finance and Business Services; Information Technology; Human and Public Services; Health Sciences and Technology; and Manufacturing, Engineering, Technology, and Trades. 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](http://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.

### Student Transitions, Interventions, & Support

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

In September 2022, this committee, co-chaired by the Assistant Dean of College Transitions and D300's Director of CTE, Pathways, and College and Career Readiness, held their first meeting of the year with the addition of new members from U-46, D300, D301, D303, and the Northern Kane County EFE. The committee has scheduled monthly meetings during the fall semester with the goal of strategizing, developing, and initiating summer 2023 enrichment programming.

### ***Instructional Design & Support***

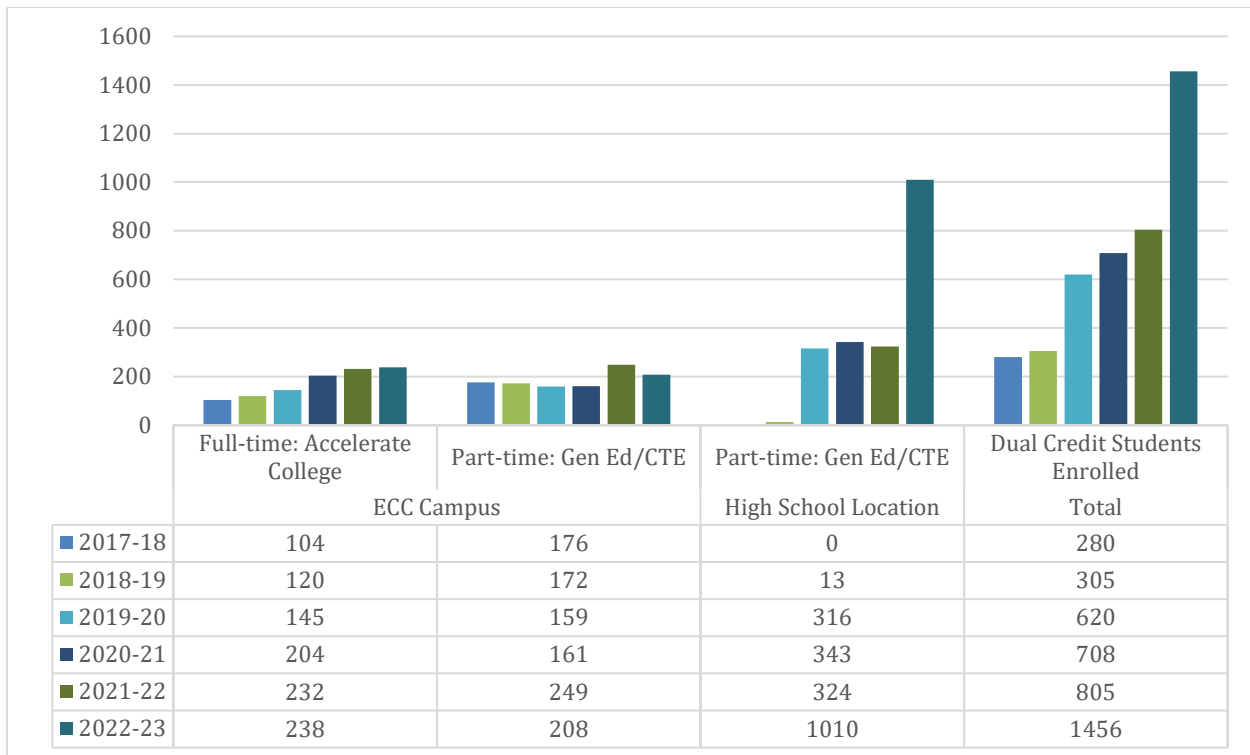
The Illinois Postsecondary and Workforce Readiness Act calls for transitional courses for mathematics and English Language Arts. These courses are collaboratively developed high school courses that provide an additional measurement of college readiness for high school seniors. By law, students can demonstrate 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 school year 2020-2021, 1,054 students completed these courses across the four districts. The college has partnered with each district to provide support and professional development to Transitional Math instructors as well as to monitor student outcomes. Through data collection and analysis, identified areas for improvement include comprehensive high school advising to help students identify the Transitional Math course that best aligns with their postsecondary goals, and ongoing collaboration and refinement of instructional practices. Review of Transitional Math student data at the college has led to revised ECC advising processes to address Transitional Math students' placement and course options.

The development of a D509 Transitional English Language Arts (TELA) course and regional agreement is an area of focus for the 2022-2023 academic year. As such, the TELA Course Development team has been formed and have set a schedule for the remainder of the year. The team is a collaboration between ECC English faculty members, representative English instructors from all four secondary districts, and administrative representatives from all four districts. The TELA Course Development team met twice in October and will continue to meet monthly until May 2023. Work on the TELA course is going quite well, and team members report that they enjoy the opportunity to collaborate on this effort, which will ultimately provide students with an additional opportunity to enroll in college-level courses without required remediation. Further, this course is being designed to align with the State of Illinois' *Transitional English Language Arts Competencies and Policies* guidance. The current progress and timeline of the TELA Course Development Team is intended to result in a course implementation during the 2024-2025 academic year.

This academic year, 34 qualified high school instructors are teaching dual credit courses for high school students (up from 21 in 2021-2022) in a total of 11 academic disciplines (up from 6 in 2021-2022). These instructors are supported by 12 ECC faculty who are working as Dual Credit Liaisons (up from 7 in 2020-2021). Liaisons are also responsible for reviewing course materials and conducting site visits to ensure courses delivered at the high school location, by qualified high school instructors, reflect the quality and rigor of classes taught on the college campus.

### **Dual Credit Partnerships**

Dual credit program enrollment continues to grow. At the present time, enrollments show an 81% increase over academic year 2021-2022. Significantly, enrollment data also demonstrates a 212% increase in students taking dual credit taught at a high school location.



Enrollments as of 10/24/2022

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 are 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
  - 34 qualified high school instructors teaching dual credit courses at the high school location
  - 25 ECC college courses will be provided via in-high school dual credit
  - 12 ECC Dual Credit Faculty Liaisons will support the high school instructors
- 2023-2024 academic year
  - 79 high school instructors approved to teach dual credit courses at the high school location
  - 60 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, the college and our secondary partners completed a renewal of the D509 Dual Credit Memorandum of Understanding. The proposed agreement is currently under review with each district's legal department. 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. We anticipate finalization of the agreements with the following existing dual credit partners by the end of the calendar year: Districts 300, 301, 303, and U-46, Cambridge Lakes, and the Einstein Academy. 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 support of our secondary partners, the College Transitions department has enhanced its series of college and career readiness events and resources available to D509 families and students:

- Upcoming evening workshops available with free registration through <https://elgin.edu/CCRevents>
- In-person sessions requested by community partners through <https://elgin.edu/CCROnDemand>
- Active resource library available at <https://elgin.edu/CCRresources>

An additional area of focus this year for the College Transitions department is to work with ECC faculty to provide interactive career exposure opportunities, which will be piloted in the spring for U-46 middle school students. Participating departments will expose students to careers in the Arts, Business, Engineering, Computer Science, and Culinary sectors.

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

The services provided by the Talent Search team are summarized below:

- Individualized support for
  - Goal setting and tracking
  - Career interest assessments and exploration
  - College planning, preparation, and support
  - Reviewing and completing financial aid opportunities
  - Academic progress checks and providing access to academic support
- Small and large-group workshops on various college-career readiness topics including financial literacy and post-secondary pathways
- Summer college and career readiness preparation activities
- Social and cultural events including college tours, pumpkin painting, and an etiquette dinner

### **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 134 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 the program students:

- 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
- 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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