

College & Career Readiness

The Alliance for College Readiness' Leadership Team identified the following priority areas for the 2019-2020 academic year. A brief summary of progress within each priority area is provided below:

1. *Ensure student readiness improvements increase student access and student success.*

- a. *Transitional courses* – The Postsecondary and Workforce Readiness (PWR) Act outlines a comprehensive model for helping students seamlessly transition from secondary education to postsecondary education and the workforce through the development of transitional courses. Transitional courses are offered at the high school during students' senior year for students who demonstrate a need to strengthen their skills. Students who successfully complete transitional courses are guaranteed placement into college-level classes at all Illinois community colleges and accepting universities. The transitional courses must be collaboratively developed by high school and colleges to ensure student readiness for college-level work. JPMorgan Chase grant funding supported the teams who are developing transitional math and communications courses. Transitional math teams have developed curriculum and assessments and implemented three transitional math courses in fall 2019 - Transition to STEM, Transition to Quantitative Literacy, and Transition to Technical Math. Each of our partner districts is teaching at least one of these courses in 2019-2020. The STEM curriculum has been approved by the State Portability Panel. Curriculum for Quantitative Literacy and Technical Math were submitted to the state panel in October 2019. High school faculty teaching these new courses received training in June 2019. The Transitional English Language Arts (ELA) team continues the curriculum development that was started last year. It is expected that the state-defined transitional ELA course competency and policies will be available in 2020.
- b. *Student placement multiple measures* – The College will analyze the impact of revisions to the student placement process to include revised SAT minimum scores that were incorporated for students beginning fall 2019. In addition, our District partners have requested exploration of additional placement methods for dual credit students who typically have not completed the SAT at the time they apply to the dual credit program. ECC faculty and administrators are exploring the use of the PSAT scores for this purpose.

2. *Continue to expand dual credit options for regional students (on-campus and in-high school) as well as strengthen communication about program options.* The next section of this report provides a summary of dual credit course expansion efforts. Communication improvements have included revising ECC dual credit web pages (www.elgin.edu/dualcredit), developing short videos to “tell the dual credit story”, enhancing student/parent publications to provide just-in-time information, and establishing a Dual Credit Advisory Council to provide feedback regarding program improvements.

3. ***Define/strengthen pathways for regional students and identify new opportunities for pathway collaboration.*** The 2018-19 JPMorgan Chase grant focused on continued support for the strategic development of regional College and Career Pathways for students in grades 8 through 14 in Community College District 509 school districts (District 300, District 301, District 303, and Unit District 46) as well as partnering with the Northern Kane County Regional Vocational System EFE 110 in their development of regional secondary career-technical education programs. This request aligned with the state of Illinois's Postsecondary & Workforce Readiness Act (PWR) expectation for high school districts to establish a voluntary system to award College and Career Pathway Endorsements on high school diplomas. Each of district 509's school districts are working toward strengthening their existing career pathways as well as developing new pathways. ECC faculty and administrators are currently working on pathway teams focused on the following areas: Business & Financial Services, Cybersecurity, Healthcare Sciences, Manufacturing, and Welding. Each pathway team is working to develop a sequence of coursework from secondary to postsecondary that includes strategic dual credit courses, work-based learning opportunities, and opportunities to earn industry recognized credentials. JPMorgan Chase has recently approved another grant application to support the pathways work. Through this investment over the next twelve months, the Alliance for College Readiness will receive focused guidance from the Northern Illinois University's Education Systems Center (EdSystems) team to (1) map and implement strategic college and career pathways and (2) define and scale a work-based learning continuum aligned with state policies and definitions. EdSystems is a mission-driven policy development and program implementation agency focused on shaping and strengthening education and workforce systems preparing more young Illinoisans for productive careers and lives in a global economy.
4. ***Establish a series of regional professional development opportunities to strengthen college and career readiness-related knowledge.*** In fall 2019, two professional development sessions were held for high school and college personnel to learn more about dual credit and transitional courses. A total of 43 educators attended these sessions. It is expected the sessions will be repeated in spring 2020 and additional professional development topics are being explored with our District partners. JPMorgan Chase has recently approved another grant application that will allow for focused professional development for high school counselors to learn more about college advising. In addition, we expanded regional college/career readiness workshop options for parents and students. A total of three workshops were held in fall 2019 with nearly 150 D509 students and/or families attending.
5. ***Foster a community of practice between college and secondary instructors to share classroom practices.*** A multidisciplinary team of college and high school educators has continued to meet to explore classroom practices across levels. In September, ECC librarian Maria Bagshaw shared information about Information Literacy and national standards for teaching and assessing it. The educators present wished to get a better sense of the information literacy expectations in entry-level college courses and asked that ECC look into internal exploration of that question. In October, D300 presented to the group on Competency Based Education, which D300 is piloting during the

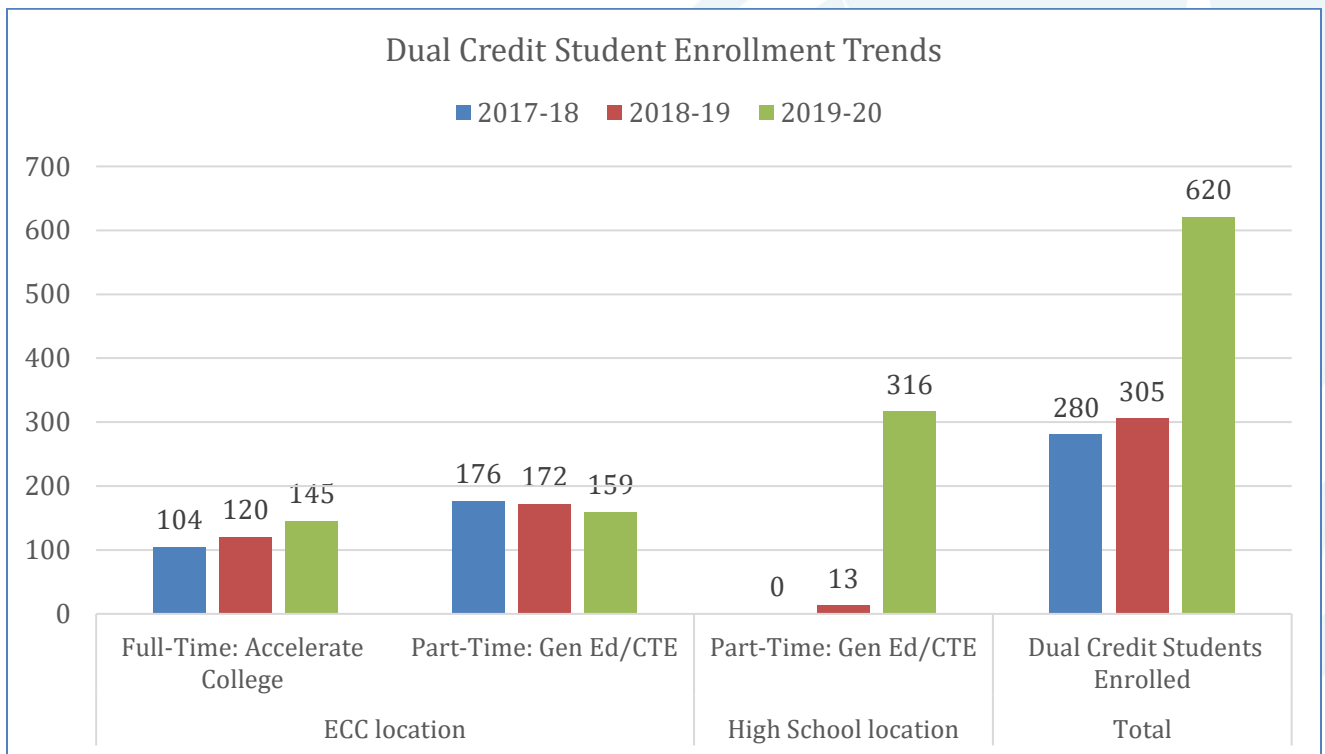
2019-2020 school year. The D300 instructors who have voluntarily implemented CBE are devising methods for students to work at their own pace within the parameters of the school structure. D300 reported that the approach appears to be an excellent option for many but not all students. No next steps arose from this conversation, but all in attendance look forward to further reports from D300 as the pilot continues.

Dual Credit Partnerships

High school students enrolled in the following dual credit programs in the 2019-2020 academic year:

- (1) Full-time Accelerate College program at the ECC campus. Students enroll in a minimum of twelve credit hours in the fall and spring terms taking general education core courses (GECC).
- (2) Part-time courses at the ECC campus. Students enroll in up to seven credit hours in the fall and spring terms. Courses can be career-technical education (CTE) or general education courses.
- (3) Part-time courses at the high school campus, taught by qualified high school faculty. Across districts 300, 301, and 303 there are nine in-high school dual credit courses delivered via this new program model.

The following graph summarizes program enrollment trends with updated headcount for fall 2019 (*last report listed headcount as of July 2019*). The larger number of students enrolled in dual credit programs from 2018-2019 to 2019-2020 represents a 103% increase.



*Enrollments as of 8/30/19

Based on dual credit program requests received from our District partners, we anticipate the dual credit program enrollment will likely double again in AY2020-21 to approximately 1,000 students:

- **D300 Dundee-Crown, Hampshire & Jacobs high schools** – Expanding in-high school dual credit offerings from 5 to 13 courses
- **D301 Central high school** – Expanding in-high school dual credit offerings (from 4 to 5 courses) and beginning participation in the full-time dual credit program (one- and two-year programs)
- **D303 St Charles East & North high schools** – Expanding in-high school dual credit offerings from 3 to 4 courses
- **U-46 Bartlett, Elgin, Larkin, South Elgin, and Streamwood high schools** – Implementing in-high school dual credit offerings (9 courses) and beginning participation in the two-year full-time dual credit program
- **The Einstein Academy (Elgin)** – Expanding full-time dual credit program (one- and two-year programs)
- **The Northern Kane Education Corporation/Cambridge Lakes Charter School (Pingree Grove)** – Expanding full-time and part-time dual credit programs (one- and two-year programs)

In addition to serving an ever-growing number of dual credit students, the College Transitions & Secondary Partnerships division has been collaborating with internal and external partners to incorporate the following program improvements:

- a. **Dual Credit Faculty Liaison role** – The expansion of dual credit to include courses taught by qualified high school faculty at the high school site has required the development of policies and procedures that aide the College in ensuring course offerings are consistent in quality and rigor to on-campus offerings. The College has designed its programs to align with the National Alliance for Concurrent Enrollment Programs (NACEP) accreditation standards, as the College will pursue accreditation for its dual credit programs once we have offered in-high school (also known as “concurrent enrollment”) courses for five years. The state-issued Dual Credit Model Partnership Agreement provides recommended best practices, which includes expectations for quality assurance aligned to the NACEP standards. A key aspect of quality assurance requires the partnership and engagement of college faculty to provide dual credit instructors with training and professional development, provide ongoing support, and conduct site visits and other reviews of documentation to ensure consistency with on-campus courses. In partnership with the ECCFA, the Administration has negotiated compensation for these responsibilities, which will be submitted to the ECC Board for approval in November 2019.
- b. **Dual Credit MOU Addendum** – ECC updated the Dual Credit MOU with its District partners in spring 2019. The revisions allowed for the adoption of the in-high school dual credit model, which included a new tuition structure. Multiple districts expressed concern with the tuition structure, requesting review of the three-year agreement once the state’s Model Partnership Agreement (MPA) was published outlining a framework for dual credit program tuition costs. A committee appointed by ICCB and ISBE released the MPA in August 2019 after extensive analysis of the Dual Credit Quality Act (DCQA P.A. 100-1049, Section 16), state-level data, and

best practices nationally and within Illinois. Under the DCQA, the MPA provisions must be implemented to the extent local agreement between a school district and postsecondary institution are not reached. In addition to serving as the default agreement under the DCQA, the MPA will serve the important role of structuring the parameters of local collaboration between school districts and postsecondary institutions to deliver dual credit and provide a model of recommended practice for communities to scale and ensure access to quality dual credit courses. Our district partners have requested an addendum to the current Dual Credit MOU in order to adopt the MPA Cost and Fee Structure for fall 2020. A proposal for the ECC Board of Trustee's consideration will be forthcoming in November.

College Transition Programs

Federal TRiO grant 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.

Talent Search

In the current academic year, the Talent Search program is supporting 500 middle and high school aged students from School Districts U-46 and 300. In fall 2019, students in this program are participating in the following support services:

- Middle school-based tutoring and workshops
- Transition Academy (approximately 150 students enrolled)
- Talent Search Tuesdays at high school location include academic support and workshops
- Visiting Roosevelt University

The new Assistant Dean of College Readiness, Jamie Johnson, has been hired to provide support and leadership for the Transition Academy and this grant, among other responsibilities. Mr. Johnson begins on October 28, 2019.

Upward Bound

This year the two grant programs are supporting 136 high school aged students from School Districts U-46 and 300. In fall 2019, students in this program are participating in the following support services:

- After-school tutoring at ECC, Monday thru Thursday 4-7 p.m.
- College tours to the University of Illinois, Springfield and Loyola University
- Academic Skills Workshops
- Social Skill Activities
- Cultural Enrichment Events
- Academic and personal advising
- Financial aid and scholarship application workshops

Student Support Services

This year 526 ECC students receive support from two grants: Student Support Services and Student Support Services – English as a Second Language. In fall 2019, students in this program are participating in the following support services:

- Academic and career preparation

- Selecting postsecondary academic courses and major exploration
- Scholarships and financial aid programs
- College tours to Eureka College and the University of Illinois, Springfield
- Assistance for ESL students enrolled in mainstream college classes
- Cultural, social, personal, and leadership development experiences

*Report submitted by Dr. Mary Perkins, Dean, College Transitions & Secondary Partnerships
October 31, 2019*

