

Alliance Collaborations

As reported to the Board in prior reports and a presentation in December 2020, the Alliance for College Readiness has evolved to become the Alliance for College and Career Student Success (ACCSS). To formally implement this new governance structure, the College and Districts are updating the former intergovernmental agreement that was last revised in 2015. In addition, this semester we are launching new workgroups that will include the Governing Board, Coordinating Council, and College and Career Pathways Committee. Two additional standing committees will be launched later in 2021.

A brief summary of progress made toward the 2020-2021 ACCSS priority areas is outlined below. Each of the priorities aligns with the four college and career readiness components outlined within the Illinois Postsecondary & Workforce Readiness Act (PWR Public Act 99-0674).

College-Career Pathways

Monthly college-career pathway planning meetings were initiated in October 2020 with secondary partners, including the Northern Kane County Regional Vocational System EFE 110. To date, regional college-career pathway maps for Information Technology and Business-Financial Services have been published to guide district-level pathway development and/or refinement. The development of these regional maps began with identifying “high-priority occupations” within these industry sectors that are high-skill, high-wage, and in-demand based on labor market data, and then the sequence of courses was backward designed based on related ECC academic programs to promote seamless student transition.

The development process followed an agreed upon set of guidelines that were developed based on best practices for the collaborative development of educational pathways spanning grades 9 through 14 that require partnership between secondary and postsecondary institutions. The guidelines and regional maps are available via the Alliance website at www.elgin.edu/alliance.

The College-Career Pathways Committee plans to develop regional maps for two additional sectors in spring 2021. These include Health Sciences & Technology and Manufacturing Technology & Engineering sectors. Additional sectors will be developed in 2021-2022, with the specific areas to be identified by the secondary partners and College.

Student Transitions, Interventions, & Support

In collaboration with secondary and other community partners, the Alliance has expanded its annual workshops for D509 students and families to access information related to key topics such as career exploration, postsecondary education exploration, preparation, and selection, and financial aid and literacy. All sessions have been delivered remotely this year. For more information about the workshop schedule, see <https://elgin.edu/about-ecc/college-readiness/college-readiness-events/>. This year we provided 12 workshops with plans to expand offerings in 2021-2022.

Another area of focus for ACCSS is enhancing D509 school counselor knowledge of post-secondary pathway options and resources. To that end, the College is partnering with the school districts to pilot a professional development series that will be delivered by the Chicago Jobs Council. Participating counselors and ECC staff will complete their Chicago College and Career Advising Credential (CCCAC) by August 2021.

Additional areas of collaboration with districts 300 and U-46 include supporting eligible middle and high school-aged students. The Upward Bound and Talent Search grants heavily emphasize the preparation of

students for college and careers. One area of focused work this year has been the preparation of the 2021 TRIO Talent Search grant application. As explained during the January 25th Board presentation, the services that will be provided under the new grant were modified to better meet the district and student needs. The grant application will be submitted in February. The second area of collaboration was adapting after-school tutoring services for online delivery to provide academic support to Upward Bound and Talent Search students during the 2020-2021 school year.

Instructional Design & Support

As noted in prior reports, the Alliance partnership has implemented three high school Transitional Math courses in 2019-2020, serving over 700 students. In summer 2020, nearly 40 high school instructors attended sessions to analyze student success data and share curriculum resources. In school year 2020-2021, these courses have nearly 1,300 students enrolled across the four school districts.

In January 2021, the State of Illinois adopted key implementation guidance for high school Transitional English courses. The *Transitional English Language Arts (ELA) Competencies and Policies* guidance will be used by the Alliance planning team in summer 2021 as they resume planning for the development of these courses in our local schools.

In 2020-2021, (18) qualified high school instructors are teaching dual credit courses for high school students in a total of (6) academic departments. There are (7) ECC faculty who are working as Dual Credit Liaisons to provide instructional support to each high school instructor. 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 for classes taught on the college campus.

The Alliance will re-establish regional professional development opportunities for high school and college instructors via Communities of Practice in 2021-2022.

Dual Credit Partnerships

Our staff continues to support students currently enrolled in both full- and part-time dual credit programs in spring 2021. In May, we will celebrate another cohort of students who will earn their Associate degree prior to their high school graduation. This year we anticipate honoring approximately 15 graduates during the college's virtual graduation ceremony on Friday, May 22, 2021.

In addition, we are working diligently with our high school partners to recruit and enroll a new cohort of dual credit students for the upcoming 2021-2022 school year. Students have been meeting with high school counselors to review the options available for the upcoming school 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. Across districts 300, 301, 303, and U46, qualified high school instructors will deliver fourteen college courses via the in-high school dual credit program model.

The next quarterly report will include a summary of enrollments planned for the fall 2021 semester.

College Transition Programs

As noted above, we have expanded the number of college-career readiness workshops and resources available to D509 families and students this school year. In addition, our team is working with District partners to reimagine the format for the Middle School Friday program in order to provide middle school students and their families with career exploration opportunities.

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. 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

This program is in its fifth, and final, year of the 2016 grant award. The following support services continue to be provided to the 500 program students:

- Online after-school tutoring and workshops for middle school students
- Online Transition Academy Saturday sessions for high school students
- Online Talent Search Tuesday support and workshops for high school students
- Online parent workshops on topics related to college-career readiness and support
- Regular follow up with students to engage them in virtual services

The 2021 grant application has been submitted to continue support of 500 middle and high school students from low income and/or first-generation households from identified School Districts U-46 and 300 schools.

Upward Bound

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 and 300. The following support services continue to be provided to the program students:

- Online after-school tutoring
- Online academic skills workshops
- Online academic and personal advising support
- Online financial aid and scholarship application workshops
- Virtual college tours
- Technical support

Student Support Services

The federal TRiO Student Support Services and Student Support Services – English as a Second Language grants were renewed by the Department of Education in July for another five-year award. These combined grants support over 500 ECC students (SSS serves 362; SSS-ESL serves 144). The following support services continue to be provided to the program students:

- Online individual and small group academic and career preparation
- Virtual support for selecting postsecondary academic courses and major exploration

- Online access and guidance in navigating scholarships and financial aid programs
- Virtual college tours
- Virtual and in-person support for ESL students enrolled in mainstream college classes
- Grant aid assistance

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