

### Alliance Collaborations

As noted in the August 2020 report, a leadership team comprised of the four public school superintendents, ECC President, and other senior administrators from each organization has been discussing ways to strengthen the regional coordination of college-career readiness efforts. In September, the team approved recommendations to integrate the Alliance and Region 110 Education for Employment structures this school year in order to launch the fully revised regional governance structure in fall 2021. The infrastructure changes and timelines will be reviewed with the ECC Board on December 7, 2020.

The following priority areas have been approved as areas of focus for the Alliance for College and Career Student Success (ACCSS) teams for the 2020-2021 academic year. 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). A brief summary of progress to date that has been made within each priority area follows:

### College-Career Pathways

Through our work with the NIU Education Systems Center team, the Alliance has adopted guidelines that define our regional process for creating college-career pathways. The guidelines 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 to ensure programs align and promote student transition.

In addition, regional college-career pathway maps have been published to guide district-level pathway development and/or refinement in the areas of Information Technology and Business-Financial Services. 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. Next, ECC programs of study that lead to high priority occupations were identified. From these programs, we identified foundational or strategic courses common across the credentials. These are courses that provide a broad foundation of knowledge important to that industry sector and are feasible for dual credit delivery. Each District is currently drafting district-specific pathway maps for the Information Technology and Business-Financial Services sectors that will outline not only secondary course sequences and available dual credit course options, but will also include recommendations for non-career technical education coursework, labor market trends, and work-based learning opportunities. The guidelines and regional maps are available via the Alliance website at [www.elgin.edu/alliance](http://www.elgin.edu/alliance).

In October, our ACCSS Pathway Committee applied the same process to define a regional college-career pathway for the Health Sciences and Technology sector. Planning for regional Manufacturing Technology & Engineering pathways will begin in January.

### 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 address the key areas of the Illinois Postsecondary and Career Expectations Framework (PaCE) Framework. The PaCE Framework was developed by the State of Illinois to provide guidance to students, families, and educators regarding the types of experiences and information a student should have beginning in 8th grade and continuing through high school in order to make informed decisions about college and career planning. The framework is organized around three

key areas: Career Exploration and Development; Postsecondary Education Exploration, Preparation, and Selection; and Financial Aid and Literacy. For more information about the workshop schedule, see <https://elgin.edu/about-ecc/college-readiness/college-readiness-events/>.

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 who complete the series in summer 2021 will earn the Chicago College and Career Advising Credential (CCCAC) by:

- practicing youth-centered coaching strategies, such as goal setting, overcoming goal setbacks, and cultural responsiveness
- exploring progressive postsecondary pathway options (college, military, apprenticeships, job training, and service/gap year)
- discovering tools to help youth explore their passions and find corresponding pathway options that are right for them
- examining ways in which racial inequities affect coaching practices and identify ways to limit implicit biases

Collaboration with our school districts includes the work of ECC's federal TRiO grants that support middle and high school-aged students from districts 300 and U-46. As each of these grants heavily emphasizes the preparation of students for college and careers, the program areas will be strengthening their collaboration with District/school partners. One area of collaboration has been in the preparation of the 2021 TRiO Talent Search grant application. A brief presentation will be shared with the Board in January to outline how the grant services will be modified to better meet the district, and student, needs. The second area of collaboration was for the Upward Bound and Talent Search programs to adapt after-school tutoring services for online delivery to continue to provide academic support during the pandemic. In collaboration with D300 and U-46, online tutoring services were developed and began at the end of September. The third area of collaboration includes ECC TRiO and College Transitions department staff participating in a training that was developed to support U-46 staff and faculty through the Alignment Collaborative for Education. Through the *Adverse Childhood Experience* training, ECC staff will not only learn about the concept of trauma-informed care and how childhood stress and trauma impacts individuals, but also explore restorative practices that can be used to build student resiliency.

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

As noted in the August 2020 report, the Alliance supported the implementation of three Transitional Math courses in 2019-2020, serving over 700 D509 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.

The state taskforce released a draft of Transitional English Language Arts (ELA) competencies and policies earlier this year. It is expected these will be approved by ICCB and ISBE in December. ECC's Professor II of English and Director of the Alliance for College Readiness, Ms. Alison Douglas, served on the state Transitional English Competency Development taskforce. The Alliance will begin planning for the implementation of Transitional English courses with district partners in summer 2021.

In 2020-2021, (18) qualified high school instructors are teaching dual credit courses for high school students in a total of (6) academic departments. An ECC faculty member has been assigned as a Dual Credit Liaison to provide instructional support to each high school instructor. Both new and returning dual

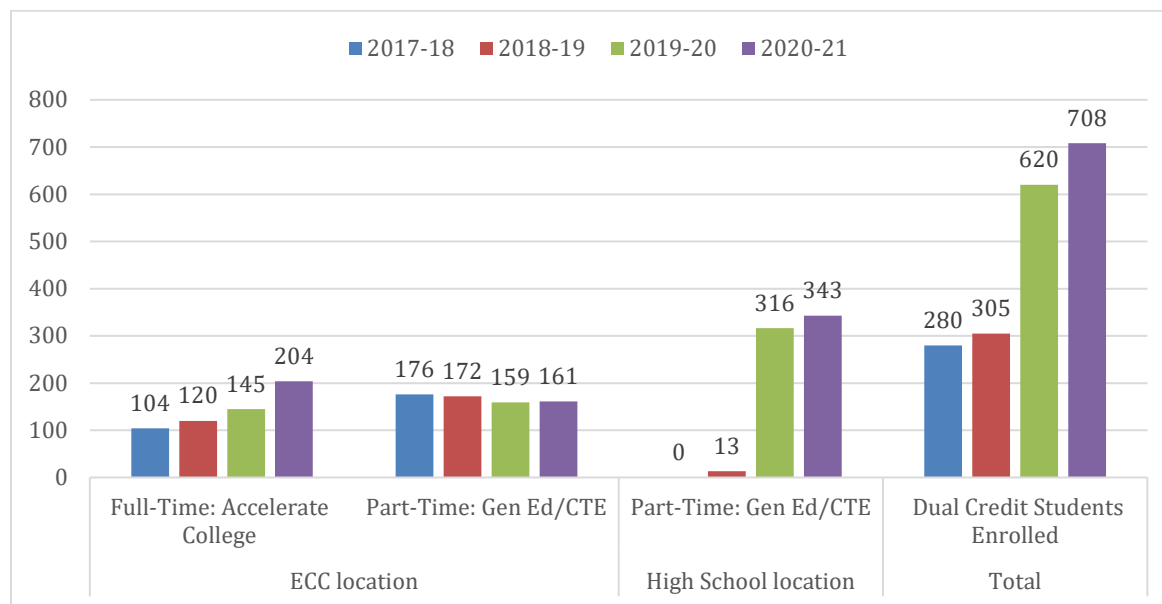
credit instructors completed training in summer 2020 and will participate in site visits with their Dual Credit Liaison in fall 2020.

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

Enrollment of dual credit students has continued to grow in the 2020-2021 school year. This year the College has enrolled the most dual credit students in its history. For fall 2020, 708 total students enrolled (14% increase over 2019-2020 with 620 total students). As the graph below outlines, growth was realized through (1) expansion of the full-time Accelerate College program via more U-46 students enrolled as well as (2) increased in-high school dual credit offerings delivered by qualified dual credit high school instructors. Districts 300 and 303 added additional in-high school course options from the prior year while U-46 began participating in the in-high school program this school year.

Figure 1: Dual Credit Student Enrollment Trends



\*Enrollments as of 10/26/2020

Definitions for the categories listed in the chart include:

- (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.

To continue to strengthen dual credit programs, Elgin Community College is re-investing program revenue to implement two important program improvements. The first is the establishment of a new full-time academic advising position that will support this specialized student group through course selection guidance related to future academic/career plans, connecting students with college and/or high school support resources, and timely communication and coordination with the ECC Dual Credit team as well as the student's high school/district. It is anticipated the advisor will begin in spring 2021. The second program improvement will be the adoption of a web-based dual credit program management software. This tool will provide a more seamless integration of processes between the college and its secondary partners at the district and school levels as well as increase efficiencies in the enrollment process. Lastly, the new tool will allow students and parents access to managing program applications. A request for vendor approval will be presented to the Board in April.

## **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. The expanded workshop topics and revised Middle School Friday program aid our District partners in helping students meet the grade-level milestones defined in the Illinois Postsecondary and Career Expectations (PaCE) framework.

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 entering the fifth, and final, year of the grant award. In academic year 2020-2021, the Talent Search program will continue to support 500 middle and high school students from low income and/or first-generation households from identified School Districts U-46 and 300 schools. The following support services have been reimaged to support students during the pandemic:

- 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

### **Upward Bound**

The two grant programs support 136 high school aged students from low income and/or first-generation households from identified schools within School Districts U-46 and 300. The combined grants serve over 140 high school students. The following support services have been reimaged to support students during the pandemic:

- Online after-school tutoring

- Online academic skills workshops
- Online academic and personal advising support
- Online financial aid and scholarship application workshops

### **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 have been reimagined to support students during the pandemic:

- 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
- Online college tours
- Virtual and in-person support for ESL students enrolled in mainstream college classes

*Report submitted by Dr. Mary Perkins, Dean, College Transitions & Secondary Partnerships  
Oct 31, 2020*

