

Aligning for Student Success – AACC & AACT Report

In November 2018, AACC and AACT partnered with the Education Strategy Group to release a report titled [Aligning for Student Success: How Community Colleges Work with K-12 to Improve College and Career Outcomes](#). The best practices outlined provide a useful framework for both the College and the Alliance for College Readiness. A printed copy is provided for the Board members.

College & Career Readiness

Through the Alliance for College Readiness, the College is collaborating with our four school districts to address the following priority areas. The brief updates below outline progress made since the previous Board report.

- a. **Developing career pathways aligned across high school, ECC, and four-year institutions with employer and community engagement.** Focusing on four initial high-impact employment sectors, the college with its district partners and the Northern Kane County Regional Vocational System Education for Employment #110 are partnering to develop/strengthen career pathways. Areas of foci for the pathway teams will include curriculum alignment, dual credit, industry-recognized credentials, and employer engagement. On February 1, 238 students from five U-46 high schools attended the STEM-focused First Lecture which featured professors' presentations on statistics and genetics. On March 22, 180 students from D300 will attend the same event.
- b. **Implementing high school transitional courses aligned with college-ready expectations in math and language arts.** Using the available statewide curriculum resources for Transitional Math, high school and college faculty and administrators are developing a three high school math courses for implementation fall 2019: STEM, Quantitative Literacy, and Technical Math. A new Memorandum of Understanding outlining the requirements for transitional math courses is undergoing legal review. Reading & Communication faculty (high school and college) and administrators continue drafting curriculum resources.
- c. **Exploring and enhancing the use of high-quality instructional practices at the high school and college levels.** High school and college faculty are identifying opportunities to leverage existing professional development opportunities as well as plan cross-sector collaboration opportunities. Potential topics include standards-based grading, competency-based education, and instructional design practices, with a goal of fostering a better understanding of assessment and instructional practices with the secondary and postsecondary environments.
- d. **Expanding dual credit opportunities.** An updated Memorandum of Understanding outlining the expanded options for dual credit partnership is undergoing legal review. See additional updates below.
- e. **Aligning ECC placement requirements with statewide placement framework.** The College has made significant changes to its placement policy for new students entering in summer/fall 2019, aligning with the ICCB's [Illinois common placement framework](#). These changes broaden the multiple methods used to qualify students for college-level classes. The changes have been adopted to ensure more accurate and holistic consideration of student readiness for college entry.

Early College Credit Partnerships

High schools are currently registering juniors and seniors for the 2019-2020 academic year dual credit options: (1) two-year career-technical education (CTE) programs options at the ECC campus; (2) one- and two-year Accelerate College program options (GECC = general education core curricula); (3) additional class meeting time options for students enrolling in general education courses on a part-time basis at the ECC campus; and (4) access to general education and career-technical education courses, taught by qualified high school faculty, at the high school building in districts 300, 301, and 303. School district U-46 plans to incorporate in-high school dual credit options in academic year 2020-21.

The following table summarizes program enrollment trends:

Dual Credit Program Option	2017-18 Students Enrolled	2018-19 Students Enrolled	2019-20 Applicants*
Full-time GECC @ ECC (Accelerate College)	104	120	172
Part-time GECC @ ECC	79	83	86
Part-time CTE @ ECC	97	105	126
Part-time in-high school	N/A	14	150
Total	280	322	534

*Based on applications submitted as of 2/27/19.

In May 2019, 11 students from district 300 will graduate with both high school diplomas and Associate's degrees. A celebration will be held on Friday, May 17 to honor these students at ECC.

ECC faculty and administrators have begun discussions with U-46 regarding development of college curricula to compliment the expansion of the district's dual language program into grades 9-12.

Einstein Academy has requested to partner with the College in providing dual credit to their students. We have begun discussions regarding development of an MOU.

College Transition Programs

Talent Search

The federal Talent Search TRiO grant program identifies and assists 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. This year the program serves 521 middle and high school aged students from School Districts U-46 and 300.

Upward Bound

Services provided through both Upward Bound Programs (Upward Bound-Upward Bound-II and I) have expanded to collectively serve a total of 130 students from School Districts U-46 and 300 due to increased funding from the Department of Education. Both Upward Bound Programs provide personal assistance and educational guidance for qualified high school students.

*Report submitted by Dr. Mary Perkins, interim Dean, College Transitions & Developmental Education
February 28, 2019*