

College & Career Readiness

Through the Alliance for College Readiness, the College is collaborating with our four school districts to address the following priority areas. A brief summary of progress made since the previous Board report follows.

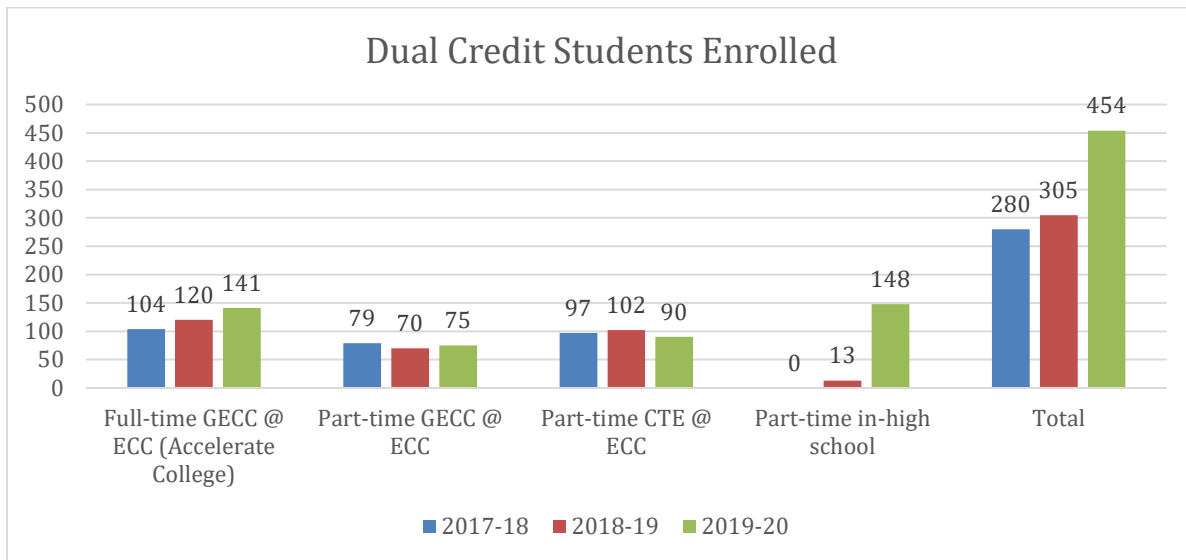
- a. **Developing career pathways aligned across high school, ECC, and four-year institutions with employer and community engagement.** The college with its District partners (300, 301, 303, and U-46) and the Northern Kane County Regional Vocational System Education for Employment #110 are partnering to develop/strengthen career pathways. Pathway teams comprised of secondary and postsecondary faculty and administrators will begin meeting in June and September to strengthen curriculum alignment, explore strategic dual credit options, and explore best practice models for grade 9-16 pathways. In the fall, these teams will engage regional employers and four-year university partners. The pathway teams include: Welding, Healthcare Sciences, Cybersecurity, Business and Financial Services, Precision Manufacturing, and Early Childhood Education.
- 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 three high school math courses for implementation fall 2019: STEM, Quantitative Literacy, and Technical Math. English Language Arts faculty (high school and college) and administrators are developing curriculum for a Transitional Communication course targeted for implementation fall 2020. Students who successfully pass these transitional high school courses with a C or better have direct placement into college-level courses in these subjects, thus bypassing the placement tests.
- 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 options as well as plan cross-sector collaboration. Potential topics include information literacy, standards-based grading, competency-based education, and instructional design practices, with a goal of fostering a better understanding of assessment and instructional practices used at the secondary and postsecondary levels.
- d. **Expanding dual credit opportunities.** ECC is participating on a statewide taskforce to develop a common template for dual credit partnership in Illinois. The College has expanded the number of dual credit students enrolled for the coming academic year as well as implemented a new model for dual credit offerings. 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, thereby 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 ensure a more accurate and holistic consideration of student readiness for college entry. For more information, visit <https://elgin.edu/admissions/testing-services/placement-tests/testing-scores-summary/>.

Early College Credit Partnerships

High school students will enroll in the following dual credit programs in the upcoming 2019-2020 academic year:

- (1) Full-time Accelerate College program at the ECC campus. Students enroll in fifteen 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 six 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 will be nine in-high school dual credit courses delivered via this new program model. School district U-46 will offer in-high school dual credit options in academic year 2020-2021. New high school dual credit faculty will receive training in June 2019; ECC faculty are currently developing training materials.

The following graph summarizes program enrollment trends. The larger number of students enrolled in dual credit programs from 2018-2019 to 2019-2020 represents a 49% increase.



**Enrollments as of 4/24/19; anticipate additional students through May.*

In May 2019, 10 students from district 300 will graduate with both high school diplomas and Associate's degrees. A celebration will be held at ECC on Friday, May 17 to honor these students.

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

Einstein Academy and Cambridge Lakes have requested to partner with the College in providing dual credit to their students. The finalization of agreements is in progress.

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.

The Transition Academy program completed another academic year on April 13, 2019. 133 students participated in the 2018-2019 program compared to 140 in 2017-18. The students were supported by 19 faculty and 55 community mentors. Our summer program for the Transition Academy will be held June 10-13 and June 17-20.

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, Dean, College Transitions & Secondary Partnerships
April 30, 2019*