

## College & Career Readiness Report August 2018

### **College & Career Readiness:**

The Alliance for College Readiness concluded its 12<sup>th</sup> year in May 2018. The attached document summarizes the accomplishments of the various teams in 2017-18.

In summer 2018, we have engaged the administrative leads from each school district with ECC administrative leaders to develop a three-year strategic plan to guide our partnerships with the districts as well as frame the Alliance for College Readiness' work for 2019-2021. This plan will aide us more effectively leveraging the partnership between the college and the districts to work collaboratively with regional employers to meet local needs. The future directions align with the Illinois Postsecondary & Workforce Readiness Act:

- a. Developing career pathway aligned across high school, ECC, and four-year institutions with employer and community engagement.
- b. Implementing high school transitional courses aligned with college-ready expectations in math and language arts.
- c. Exploring and enhancing the use of high quality instructional practices at the high school and college levels.
- d. Expanding dual credit opportunities.
- e. Aligning ECC placement requirements with statewide placement framework.

In addition to the Alliance for College Readiness work, the College has expanded its participation in the Alignment Collaborative for Education, a non-profit organization serving 11 northwestern Illinois communities that feed into U-46 School District. The mission of this group is to align community resources in order aide the school district in strengthening student success. Alignment Team membership includes:

- *Early Education* – Annamarie Schopen, Dawn Munson
- *Trauma Informed Care* – Joseph Rosenfeld
- *Educational Pathways* – Mary Perkins, Marc Battista, Anne Hauca, Wendy Miller, Mia Hardy
- *Operating Board* – Peggy Heinrich, Paula Amenta
- *Governing Board* – Dr. David Sam

**Early College Credit Partnerships:**

*Dual Credit*

Enrollments in the three dual credit programs for the coming academic year continue to grow. High school students participating in these programs are eligible to receive both high school and college credit for successful completion. Students enrolled in the Accelerate and Middle College programs largely enroll in general education courses while students enrolled in CTE/Tech Prep largely enroll in courses focused on a specific career. Each school district funds some portion of the tuition costs on behalf of their students.

2017-2018		2018-2019 Anticipated	
# of Students	Program	# of Students	Program
97	CTE/Tech Prep	109	CTE/Tech Prep
79	Middle College	90	Middle College
104	Accelerate College	120	Accelerate College
<i>Credit Hours Earned*</i>	<i>Tuition Dollars Saved*</i>	<i>Credit Hours Attempted*</i>	<i>Tuition Dollars Saved*</i>
4,276	\$551,604	5,128	\$676,896

\*Total for all three programs

In addition to these three programs, we are engaged in the following efforts to expand dual credit options for area high school students:

- a. ***In-High School pilot*** – ENG101 and ENG102 will be offered on-site at St. Charles North High School in the fall 2018 and spring 2019 semesters. This college course will be co-taught by an ECC English faculty member and a high school English instructor who meet our qualifications to teach. There are 13 students enrolled in the course.
- b. ***Kane County Juvenile Justice Center*** - Programming for spring 2018 included four classes and summer 2018 included three. Over 50 students have completed college courses through this program since summer 2016.
- c. ***Cambridge Lakes Charter School*** – This private school is seeking to expand access to college courses for their high school students through the Accelerate and Middle College programs. In 2018-19, we will work with school officials to enhance their dual credit offerings through these program opportunities.
- d. ***Kishwaukee Education Consortium*** – KEC is a regional school located in Malta, IL that provides supplemental career-technical programs and courses for area high schools. In spring 2018, KEC approached ECC in order to create a new dual credit partnership for Culinary Arts as Kishwaukee College does not offer this program. We are developing an

agreement that would provide college credit for two entry-level CUL college courses taught at KEC by the KEC instructor.

- e. **Dual Credit Enhancement Grant** – In June 2018, a team of four ECC faculty and four ECC administrators travelled to visit South Texas College to learn about their robust dual credit programs (dual credit offerings at 78 high schools; program began in 1999). This trip was funded from the ICCB Dual Credit Enhancement Grant. Our Achieving the Dream coach, Luzelma Canales, coordinated the visit and attended the sessions with our team. The team explored dual credit program options as well as the methods used for professional developmental and support in order to ensure quality and rigor.
- f. **Accelerate College program @ ECC Center for Emergency Services** – In partnership with D301, we are exploring scheduling general education courses at the ECC Center for Emergency Services campus in 2019-2020. This will expand dual credit options for students in that region of our service district.

### **College Transition Programs**

#### *Transition Academy*

The Transition Academy was initiated in 2013 as an initiative designed to increase the college readiness of students who are low income, first generation, and/or students of color. The program is offered to current high school students. Students participate by attending one Saturday per month with curriculum designed to strengthen their socio-emotional skills. Students are also paired with mentors from the local community.

In 2017-18, 162 students participated in the Saturday program. In addition, students who participate in the year-long program are eligible for the two-week summer capstone program where they explore real-world problems then share their solutions with our corporate partners: Wintrust, JPMorgan Chase Call Center, and Kane County Teachers Credit Union. Students researched and presented information regarding partner brand recognition in the suburbs, service automation, and connecting with the under thirty population. 26 students participated in the summer 2018 program.

For the upcoming 2018-19 school year, we anticipate serving 200 students in the Transition Academy.

#### *Talent Search*

The federal Talent Search 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. The program has the capacity to serve 500 student – 300 students from Carpentersville, Abbott, Ellis, Kimball, Larsen, Canton, and Tefft middle schools and 200 students from Elgin, Larkin, Streamwood, and Dundee Crown high schools.

In 2017-18, 153 high school and 284 middle school students were served through this grant. In 2018-19, we anticipate serving 200 high school and 300 middle school students.

High school students participate in the Transitions Academy program. Middle School students receive tutoring on-site at their middle school as well as participate in various workshops on campus and with their parents.

### *Upward Bound*

Two Upward Bound Program grants (Upward Bound I and Upward Bond II) are funded at Elgin Community through the U.S. Department of Education. UBI has been funded for over 25 years and serves 74 students. UB II is a newly funded program this year and serves 60 students. Both programs provide educational support services for low income and first generation high school students who have potential to succeed in higher education with the goal of supporting their high school completion and enrollment in college.

Upward Bound I serves students who attend Elgin, Larkin and Dundee Crown high schools. Upward Bound II serves students who attend Elgin and Streamwood high school as well as additional high schools in the surrounding area. Upward Bound programs provide timely academic assistance and personalized guidance to qualified high school students who want to enhance their options for college by concentrating on their academic and personal development.

During the academic year, participants meet on campus for tutoring, ACT/SAT preparation, college and financial aid application preparation, scholarship application, various college and personal development workshops, and cultural/social experience and support.

Both Upward Bound Programs provide a six week summer component. The first five weeks student are enrolled in credit and non-credit courses. After successful completion of the academic portion of the summer program, students attend a major college tour during the sixth week of the program. In summer 2018, UBI students visited colleges in the Orlando, FL area and UBII students visited college in the Washington, D.C. area.

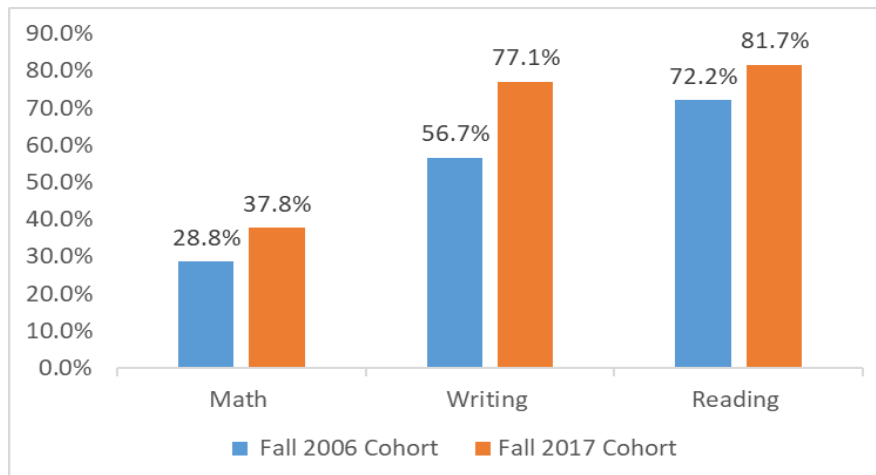
*Report submitted by Dr. Mary Perkins, interim Dean, College Transitions & Developmental Education  
August 1, 2018*



Through the Alliance for College Readiness, Elgin Community College (ECC) and the four area public school districts in Community College District 509 (U-46, D300, D301, and D303) collaborate to improve the college and career readiness of students in our communities. Since 2006, *more than 700 elementary, middle school, high school and college faculty, staff and board members* have participated in the Alliance.

The Alliance for College Readiness is comprised of a leadership team and nine teams which plan and implement various events and activities designed to improve the readiness of students in our region for success in college and careers.

The benchmark regularly monitored to assess progress is the percentage of recent high school graduates who enroll at ECC demonstrating college ready skills. The following graph highlights notable improvements in readiness rates in all three subject areas since the inception of the Alliance.

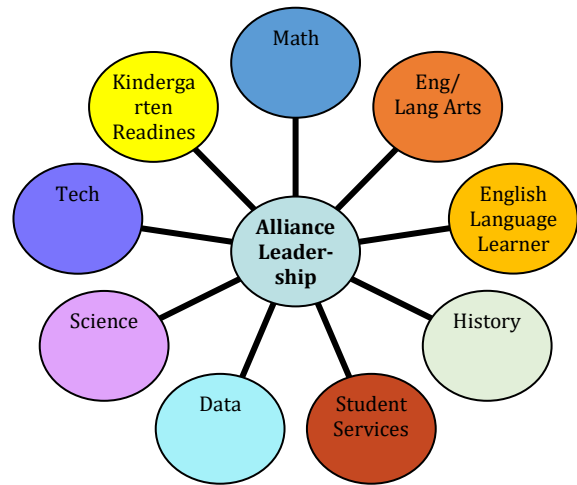


Source: ECC Office of Institutional Research, June 2018

For the 2017-2018 school year, the Alliance hosted three regional meetings for all members:

- a. **September 2017** – Meeting aided educators in unpacking educational changes and how those changes affect students and teachers. Attendees engaged in facilitated conversations and networking about Every Student Succeeds Act, Next Generation Science Standards, Common Core State Standards, Standards-Based Grading, and other topics. Districts 300, 301, 303, and U-46 shared strategic plans and directions related to these changes.
- b. **January 2018** – Meeting focused on changes in Illinois P-20 Learning impacting classrooms and schools. The Chief Education Officer for the Illinois State Board of education, Dr. Libi Gil, was the guest speaker.
- c. **May 2018** – Meeting recapped progress made by the Alliance teams during the academic year. Attendees also engaged in collaborative dialogue to provide feedback to the Alliance on future directions in supporting the districts and the college in implementing requirements of the Illinois Postsecondary & Workforce Readiness Act.

In addition, this past academic year seven of the nine Alliance Teams were actively working toward the following goals and activities:



- **Regional College-Going Culture:** The STEPS team (high school and college student services staff) collaborated to host the Senior Plans event for 112 high school students from Streamwood, Elgin, Larkin, Bartlett, Jacobs, Dundee Crown, St. Charles East, and St. Charles North high schools. Sessions at this student event focused on financial awareness and the steps students need to take as they end their senior year and enter their first year of college.
- **Aligning curriculum, expectations, and instructional practices**
  - **Kindergarten Readiness** – High school and ECC faculty team established a definition of kindergarten readiness. Faculty engaged in various professional development activities related to this definition. In addition, the team aligned expectations for curriculum across the high school and college in accordance with industry recognized credentials (Gateways and CDA). In September, the team will engage local employers for feedback on these credentials as well as other opportunities for students to earn industry recognized credentials in this career field.
  - **The First Lecture:** The English/Language Arts Team hosted 450 11<sup>th</sup> graders from across district 509. Two college professors assigned readings and presented class sessions and assigned follow up writing assignments. Both the college-level class experience and the professors’ feedback on their writing gave students a real college experience by which to gauge their college readiness. Review of student writing revealed students writing strengths (clear sense of essay structure, good listening skills, ability to restate professors’ main ideas) and areas for growth (meaningful integration of sources, depth of meaning making, and mechanical accuracy).
  - **Instructional Practices:** The History Team focused this year’s conversations on building understanding of current instructional methods and priorities in social studies/history classrooms in large part by sharing best-practices from each members’ own classrooms. History professors from Northern Illinois University, ECC, and Elgin, Dundee Crown, Jacobs, and St. Charles North high schools shared their practices for encouraging and teaching critical inquiry, note taking, and source credibility.
  - **Visiting Professors:** The Science Team focused on developing strategies for addressing identified gaps in science knowledge/skills. In a survey of ECC science professors, at least 80% of respondents revealed concerns with students’ ability demonstrate Next Generation Science Standards (NGSS) skills in college classes. Entry-level student success in science courses at ECC also revealed low success rates in entry level biology classes for recent high school graduates. Building on the experience of the First Lecture, the ECC science professors visited AVID classes at Elgin High to discuss, syllabi, expected student behaviors, and workloads. The professors also



presented “mini-lessons.” Student responses to these pilot visits suggested that they eased students’ fears while increasing their awareness of the differences between high school and college.

- **Math Ambassadors:** ECC math students and faculty visited interested high school math classes for the second year. Through these visits, the ECC math students share the importance of developing math skills in college (avoiding developmental placements) as well as the reality of college course rigor and expectations.
- **CTE Alignment:** Grant funding from JPMorgan Chase has supported the work of high school and college faculty teams in the following areas this past academic year:
  - *Early Childhood Education* – This team is documenting alignment expectations for curriculum to meet Illinois Gateways credential and national Child Development Associate credential expectations with current high school and college curricula. These industry recognized credentials provide important milestones for high schools to document on student transcripts as part of the PWR Act expectations. In September, the team will engage local employers for feedback on these credentials, as well as other opportunities for students to earn industry recognized credentials in this career field.
  - *Coding* – ECC and the district high schools are collaboratively exploring the development of a new program/curricula in this fast-growing, high demand career area. In addition, faculty at both levels require professional development and training to implement this new program. The faculty team is currently gathering labor market data and refining areas on which to focus the curriculum. Through partnership with the Alignment Collaborative for Education, we are next identifying local employers to collaborate on development of the curriculum, as well as potential opportunities for students to earn industry recognized credentials in this career field at the high school and postsecondary levels.
  - *Accountancy* – This faculty team has identified curricular improvements needed to strengthen the alignment of the high school Accountancy I course. In addition, faculty have identified opportunities to enhance dual credit options for students interested in the accountancy profession, as the current CTE dual credit options focus only on readiness for bookkeeping. The enhanced dual credit pathway will not only provide options for students pursuing finance-related bachelor’s degrees but will also expand the pathway to a career cluster including “business, marketing, management, and finance.” This expanded focus is built upon 10 core courses that are taken across these programs. It outlines courses at the high school, followed by courses at the community college, and details four-year partnership opportunities. As next steps, we plan to engage local employers regarding industry recognized credential opportunities and will use this pathway redesign as a framework/model for building career pathways in other disciplines.