

College & Career Readiness

Through the Alliance for College Readiness, the College collaborated with our four school districts to address the following priority areas in the 2018-2019 academic year. A brief summary of the accomplishments in each areas follows.

- a. **Develop 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 established teams comprised of secondary and postsecondary faculty and administrators. Teams will meet summer and fall 2019 with foci on curriculum alignment, strategic dual credit option identification, and exploration of best practice models for grade 9-16 pathways. The pathway teams include: Welding, Healthcare Sciences, Cybersecurity, Business and Financial Services, Precision Manufacturing, and Early Childhood Education.
- b. **Implement 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 developed three high school math courses for implementation fall 2019: STEM, Quantitative Literacy and Statistics, and Technical Math. The STEM course has been approved by the State. The curriculum for the other two courses will be submitted for State review in October. English Language Arts faculty (high school and college) are coordinating a faculty exchange to align fourth year English courses with ENG101 Composition I course expectations in preparation for development of a Transitional Communications course. 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. **Explore and enhance the use of high-quality instructional practices at the high school and college levels.** High school and college faculty identified opportunities to leverage existing professional development options as well as plan cross-sector collaboration. Discussions of specific topics will continue in 2019-2020 to foster a better understanding of assessment and instructional practices used at the secondary and postsecondary levels.
- d. **Expand dual credit opportunities.** ECC has contributed to the development of a statewide Model Partnership Agreement, which should be released later this year. ECC memoranda of understanding have been signed by each school district as well as with The Einstein Academy and Cambridge Lakes. The number of dual credit students enrolled in fall 2019 has increased notably over fall 2018 with the implementation of the in-high school dual credit program at three of the four school districts. The College has established numerous policies and procedures to support the implementation of this model as well as to ensure that the implementation meets the College's standards for quality and rigor. See additional updates below.

- e. **Align ECC placement requirements with statewide placement framework.** The College has modified 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 the coming 2019-2020 academic year, the Alliance for College Readiness' Leadership Team has identified the following priority areas:

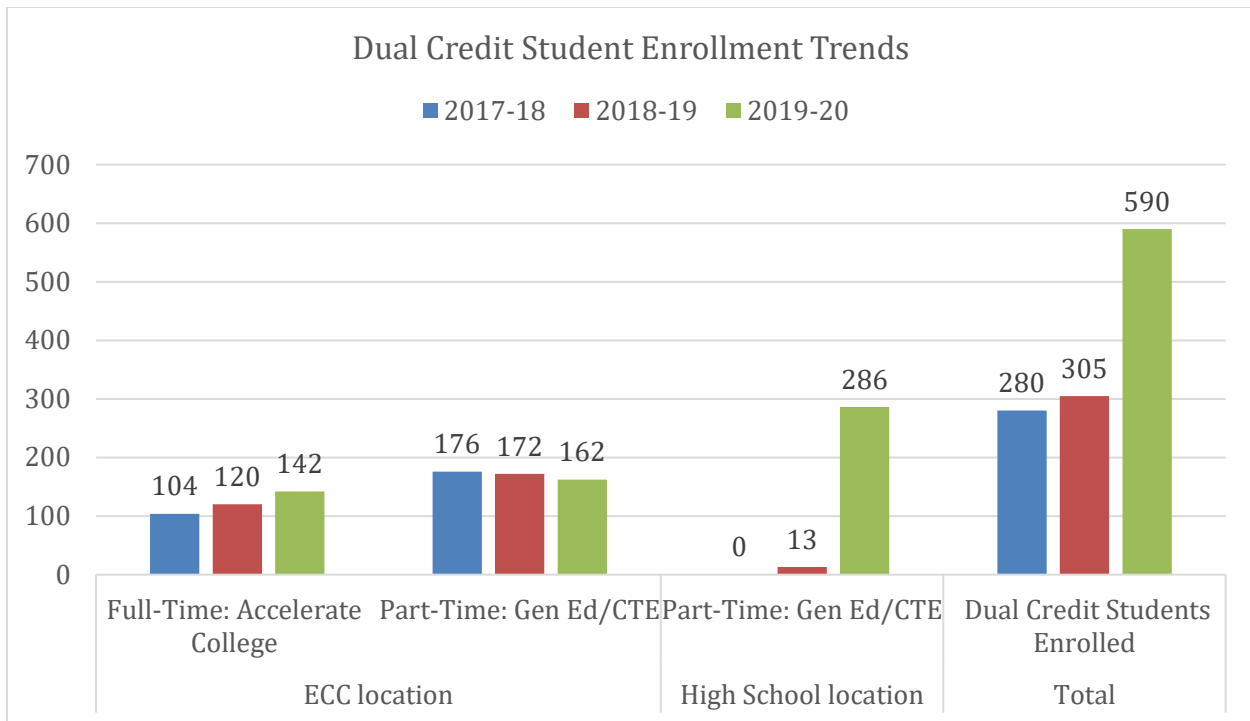
1. Ensure **student readiness improvements** increase student access and student success (i.e., placement method changes and transitional math courses).
2. Continue to expand **dual credit** options for regional students (on-campus and in-high school) as well as strengthen communication about program options.
3. Define/strengthen **pathways** for regional students and identify new opportunities for pathway collaboration.
4. Establish a series of regional **professional development opportunities** to strengthen college and career readiness-related knowledge.
5. Foster a **community of practice** between college and secondary instructors to share classroom practices.

Early College Credit Partnerships

High school students will enroll in the following dual credit programs in the 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.

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 93% increase.



**Enrollments as of 7/31/19*

ECC and its district partners are currently identifying dual credit program/course options for academic year 2020-2021. These options will be included in district course books that will be released to students/families in October 2019:

- **D300** – Expansion of in-high school dual credit offerings
- **D301** – Expansion of in-high school dual credit offerings and exploring allowing students to participate in the full-time dual credit program
- **D303** – Expansion of in-high school dual credit offerings
- **U-46** – Development of in-high school dual credit offerings and expansion to allow students to enroll in the two-year full-time dual credit program
- **The Einstein Academy** – Development of full-time dual credit program
- **The Northern Kane Education Corporation/Cambridge Lakes** – Expansion of full-time and part-time dual credit programs at ECC.

College Transition Programs

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.

Talent Search

This year the program served 521 middle and high school aged students from School Districts U-46 and 300. In summer 2019, 73 students participated in the summer program. We had 63 students attend the NIU summer college tour.

The grant has been funded to continue in 2019-2020. The College Transitions and Secondary Partnerships division is hiring an Assistant Dean of College Readiness who will provide support and leadership for this grant, among other responsibilities.

The Transition Academy program for 2019-2020 will commence in October 2019. Student enrollment in the program is anticipated to increase over 2018-2019. Program faculty and community mentors are currently being identified.

Upward Bound

This year the program served 140 high school aged students from School Districts U-46 and 300. In summer 2019, Almost 80 students participated in the summer program. 54 students also completed college tours visiting colleges in Philadelphia and New York. The two Upward Bound grants will continue to receive funding in 2019-2020.

Student Support Services

This year 526 ECC students were supported by two grants: Student Support Services and Student Support Services – English as a Second Language. In summer 2019, approximately 40 students have completed college tours in the Chicagoland area and Wisconsin. The two Student Support Services grants will continue to receive funding in 2019-2020.

*Report submitted by Dr. Mary Perkins, Dean, College Transitions & Secondary Partnerships
July 31, 2019*