



### Alliance Collaborations

A brief summary of progress made toward the 2021-2022 Alliance for College and Career Student Success (ACCSS) priority areas is outlined below. 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). In addition, the ACCSS Coordinating Council has identified the priority areas of focus for the partnership in the 2022-2023 school year. These are also outlined below.

### College-Career Pathways

During the 2021-2022 academic year, there were two priorities related to pathway development. The first focused on providing differentiated support for district-level college-career pathway planning related to five regional pathway maps that were developed in 2020-2021 in alignment with the ISBE College and Career Pathway Endorsement requirements: (1) Information Technology, (2) Business-Financial Services, (3) Education, (4) Health Sciences & Technology, and (5) Manufacturing & Engineering Technology (see the Alliance website at [www.elgin.edu/alliance](http://www.elgin.edu/alliance)). By the close of the 2021-2022 school year, each District identified areas of initial focus for creating district-level college-career pathway maps. The college provided individual support to each district to assist with the identification of foundational or strategic college courses for a given pathway.

The second area of focus for the 2021-2022 academic year was the expansion of dual credit options to support the development of district college-career pathways. As part of our work with secondary partners, the college has provided extensive support to each district in exploring dual credit course options for their students which align to the regional college and career pathway maps that include foundational or strategic college courses common across multiple promising credentials. The primary area of expansion has been in providing dual credit courses at the high school building location, rather than having students attend classes at ECC. ECC's academic deans review all requests for in-high school dual credit including ensuring that high school instructors meet the same qualifications as college faculty.

The development of college and career pathways and the expansion of dual credit course options will continue to be an area of focus in the 2022-2023 academic year. In addition, the pathways team will focus on addressing recent Illinois legislation (HB3296) requiring Districts to offer College and Career Pathway Endorsements in at least one endorsement area beginning with the high school graduating class of 2027. The district must apply to ISBE to offer one additional endorsement by 2029 and a third by 2031. This ACCSS committee will also seek to strengthen regional coordination with industry and community partners in support of pathway development.

### Student Transitions, Interventions, & Support

The areas of focus for this portion of the ACCSS partnership in the 2021-2022 academic year included (a) implementing counselor professional development to expand knowledge of post-secondary pathway options and access to student support resources; (b) expanding regional college and career readiness opportunities for D509 students and families; and (c) strengthening TRIO program support for program-eligible secondary students.

In April 2021, a cohort of 18 professionals who work with youth in the D509 communities completed a seven-week College and Career Advising professional development training. In the 2022-2023 academic

year, this committee will explore additional methods to further counselor knowledge and resources to support students' college and career decision making and planning. In addition, the student transitions and intervention team continued to offer college-career readiness workshops for high school students. The 2021-2022 workshop series provided an expanded resource for D509 students and families addressing a wide range of topics including financial aid, college planning, entrance exam preparation, and others. The topics and schedule of sessions for the 2022-2023 school year has been developed in collaboration with our secondary partners and based on feedback from prior participants. Finally, the college implemented refined supports for students participating in the TRiO Talent Search program as the grant launched the first year of its five-year programming. Postsecondary Success Coaches have been assigned to each grant-supported high school in our region – Elgin, Larkin, Streamwood, and Dundee-Crown. Moreover, our secondary partners collaborated with the college to prepare grant applications for the 2022-2027 Upward Bound awards. To date, the college has confirmed that two of the three proposed grants will be funded. We anticipate notification on the third award, which was a new/first-time proposal, later this summer. These grant programs provide essential focused support for first generation and low-income students within D509 to aide them in successful completion of high school and transition to college.

In the 2022-2023 academic year, this ACCSS committee will partner to develop regional options for middle school student career exploration during summer 2023.

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

The Alliance partnership implemented three high school Transitional Math courses in 2019-2020. In school year 2020-2021, 1054 students completed these courses across the four school districts. The college has partnered with each district to provide support and professional development to Transitional Math instructors and to monitor course outcomes. The examination of student success data has identified several areas to strengthen student advising at the high school to ensure selection of the most useful Transitional Math course as well as for sharing and refining instructional practices. Review of Transitional Math student course taking at ECC has also led to refinement of ECC advising processes to address Transitional Math students' unique placement.

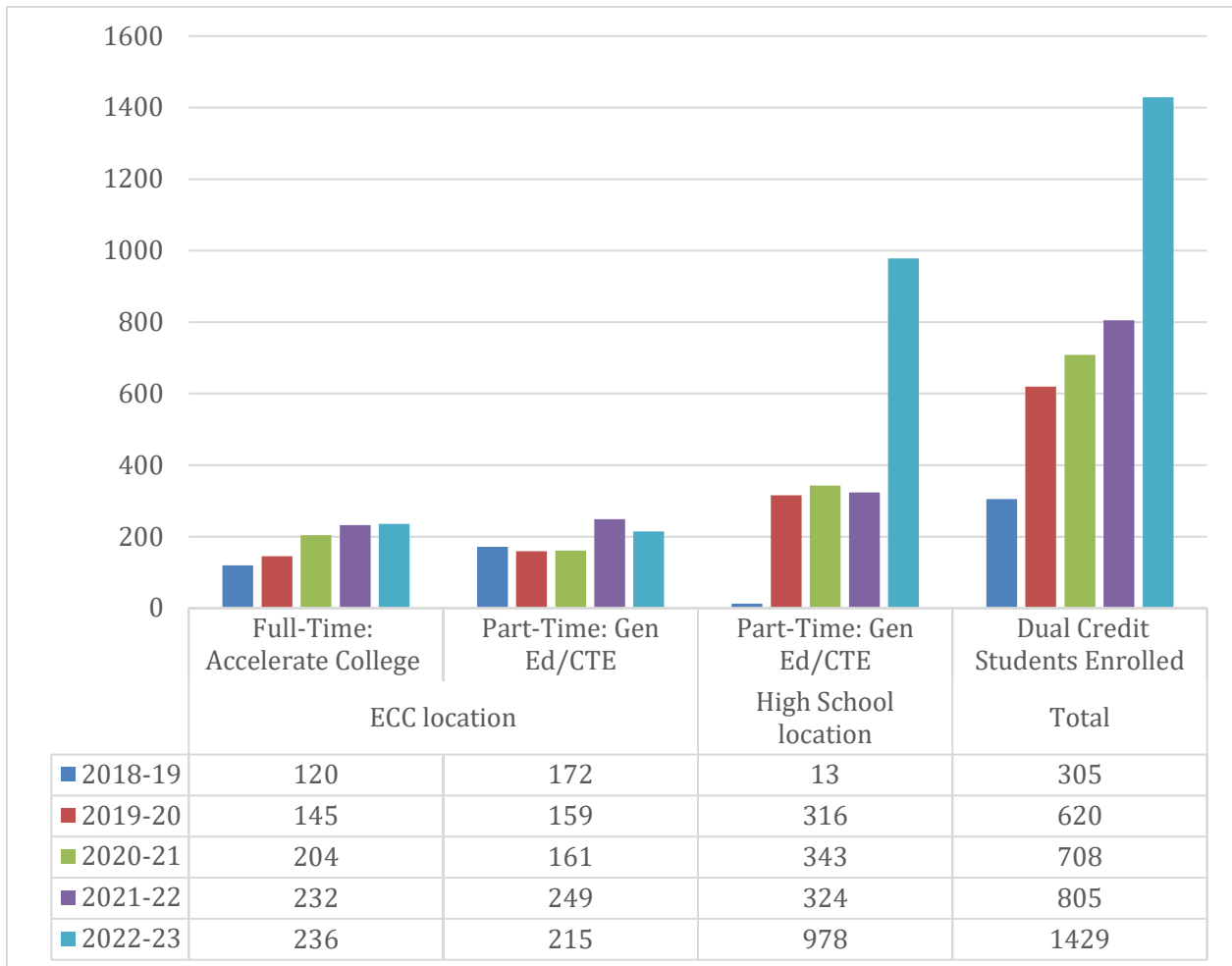
The ACCSS Coordinating Council has identified the development of a D509 Transitional English Language Arts course and regional agreement to be an area of focus for the 2022-2023 academic year. A team will begin working in fall 2022 to begin course design which will align with the State of Illinois' *Transitional English Language Arts (ELA) Competencies and Policies* guidance. The goal will be for districts to implement this course by the 2024-2025 academic year.

In the upcoming 2022-2023 academic year, (36) qualified high school instructors are teaching dual credit courses for high school students (up from 21 in 2021-2022) in a total of (12) academic disciplines (up from 6 in 2021-2022). These instructors will be supported by (13) ECC faculty who are working as Dual Credit Liaisons (up from 7 in 2020-2021). Liaisons are also responsible for reviewing course materials and conducting site visits to ensure courses delivered at the high school location, by qualified high school instructors, reflect the quality and rigor of classes taught on the college campus.

### **Dual Credit Partnerships**

Dual credit program enrollment continues to grow. At the present time, enrollments show a 78% increase over academic year (AY) 2021-2022. It is expected the figures reported in the graph below will continue to increase through August as registration for students taking college classes at their high schools is finalized.

Figure 1: Dual Credit Student Enrollment Trends



\*Enrollments as of 7/25/2022

To prepare for the upcoming 2022-2023 school year, secondary partners have also submitted in-high school dual credit requests for the 2023-2024 school year. These courses are included in each district's course scheduling materials which are released in the fall semester to students and their families. While student registration for in-high school courses will not be finalized until next April 2023, it is anticipated based on the number of courses requested that the in-high school program will again experience significant growth. This growth includes more students enrolled, more instructors who require training and support, and more ECC Dual Credit Faculty Liaisons.

- 2022-2023 academic year
  - 36 qualified high school instructors teaching dual credit courses at the high school location
  - 21 ECC college courses will be provided via in-high school dual credit
  - 13 ECC Dual Credit Faculty Liaisons will support the high school instructors
- 2023-2024 academic year

- 69 high school instructors approved to teach dual credit courses at the high school location
- 60 ECC college courses requested for in-high school dual credit
- Anticipate over 25 ECC Dual Credit Faculty Liaisons will be required to support high school instructors

The 2022-2023 school year marks the fifth year of ECC's "in-high school dual credit program". This program was designed to not only meet the legislative requirements of the Illinois Dual Credit Quality Act, Higher Learning Commission's Dual Credit Guidelines, and Illinois Community College Board's requirements, but to also meet the National Concurrent Enrollment Partnership (NACEP) Standards (<https://www.nacep.org/accreditation/standards/>). The NACEP standards have been essential to ensuring the policies and procedures implemented for the in-high school program are consistent with the quality and rigor of college courses offered on campus. To provide further assurance of our commitment to the quality and rigor of course delivery, ECC applied for NACEP concurrent enrollment program (i.e., in-high school model) accreditation in May 2022. The organization will complete its review of our application with a decision expected in spring 2023.

Finally, the college is presently working with its secondary partners to draft a renewal of the D509 Dual Credit Memorandum of Understanding. The current agreement expires in 2022. The renewal agreement will differ from previous agreements in that it was drafted to closely follow the Dual Credit Model Partnership Agreement published by the State of Illinois in 2019. We anticipate finalization of the agreements with the following existing dual credit partners in fall 2022: Districts 300, 301, 303, and U-46, Cambridge Lakes, and the Einstein Academy. The Dual Credit Team has also been working with the Illinois Department of Juvenile Justice regarding implementation of a new partnership.

### **College Transition Programs**

In support of our secondary partners, the College Transitions department has enhanced its series of college and career readiness events and resources available to D509 families and students. Details about these events are noted in the ACCSS section of this report above.

Federal TRIO grant-funded 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**

The TRIO Talent Search program is designed to identify qualified youth with potential for education at the postsecondary level and encourage them to complete secondary school and undertake postsecondary education. Elgin Community College's program provides support services for 500 students from low-income and/or first-generation households who attend the following schools:

- a. D300 Dundee-Crown High School as well as seventh and eighth graders attending Carpentersville Middle School
- b. U-46 Elgin High School, Ellis Middle School, and Larsen Middle School
- c. U-46 Larkin High School, Abbott Middle School, and Kimball Middle School
- d. U-46 Streamwood High School, Canton Middle School, and Tefft Middle School

The services provided by the Talent Search team are summarized below:

- Individualized support for
  - Goal setting and tracking
  - Career interest assessments and exploration
  - College planning, preparation, and support
  - Reviewing and completing financial aid opportunities
  - Academic progress checks and providing access to academic support
- Small and large-group workshops on various college-career readiness topics including financial literacy and post-secondary pathways
- Summer college and career readiness preparation activities

### **Upward Bound**

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. The two grant programs support 134 high school-aged students from low-income and/or first-generation households from identified high schools within School Districts U-46 (Elgin, Larkin, Streamwood) and 300 (Dundee-Crown).

The following support services continue to be provided to the program students:

- Monitoring student performance to ensure participants are connected with necessary academic and personal advising support
- Tutoring support provided after school at Dundee-Crown, Elgin, Larkin, and Streamwood High Schools as well as supplemental on-demand virtual tutoring support
- Saturday Academy workshops focused on academic skills, financial aid and scholarships, and other relevant workshops to support student's transition/readiness for college
- Summer academic program designed to strengthen core academic skills
- Summer trip to visit multiple colleges and universities

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