

Alliance Collaborations

A brief summary of progress made toward the 2021-2022 Alliance for College and Career Student Success (ACSS) priority areas is provided below. Each of the priorities aligns with the four college and career readiness components outlined within the 2016 Illinois Postsecondary & Workforce Readiness Act (PWR Public Act 99-0674) as well as the Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act (also known as the Perkins V Plan).

College-Career Pathways

The ACCSS College-Career Pathways Committee has continued to meet quarterly. In February 2022, Community Unit School District 300 reported on progress toward implementing college-career pathways that align with the regional maps developed by the Alliance. Initial focused pathways the district is aligning to the ISBE College and Career Pathway Endorsement framework include manufacturing, welding, education, automotive, and business (for more information see <https://www.isbe.net/pathwayendorsements>). Districts 301, 303, and U-46 are also developing their secondary pathways in order to seek ISBE College and Career Pathway Endorsement. The May 2022 committee meeting will focus on shared resources and lessons learned related to implementation of work-based learning experiences in secondary curriculum.

In addition, ECC and its secondary partners have been working closely together to update their respective Perkins V Comprehensive Local Assessment Needs. This needs assessment is intended to provide the college and its secondary partners with a framework to strengthen career-technical education programs. These CLNA discussions identified the following:

- D509 has established regional college-career pathway maps that detail course sequences from high school through first semester of college and also identify high-value dual credit courses within each pathway.
- School districts plan to continue expanding the number of in-high school dual credit offerings taught by qualified high school instructors.
- There is potential for regional collaborations to expand career exploration opportunities in varied fields for D509 students and families.
- At the high school and college-level, there are opportunities to implement work-based learning experiences and team-based challenges within CTE coursework to allow students to learn more about different fields/careers.
- High school counselors provide key information to students and families regarding pathway options. The region has potential to create professional development opportunities to expand counselor and staff awareness.
- Our school district partners have expressed a keen interest in working with the College to establish processes to convene regional advisory boards that would leverage the engagement of industry partners and strengthen CTE programs.

Student Transitions, Interventions, & Support

The 2021-2022 the college-career readiness workshop series will conclude in May. The ECC College Transitions Team is currently developing the workshop topics for the 2022-2023 school year in collaboration with our secondary partners. In addition, a cohort of 18 professionals who work with youth in the D509 communities will be completing the College and Career Advising Credential on April 29. In the 2022-2023 school year, this committee will explore additional methods to further counselor knowledge and resources to support students' college and career decision making and planning.

Instructional Design & Support

In the 2021-2022 school year, each of the four school districts has delivered at least one of the three Transitional Math courses: College Algebra, Quantitative Literacy, and Technical Math. The courses were co-developed by the College and its partners to enhance students' math skills during their fourth year of high school in preparation for college-level math courses. Students who complete the high school course with C or better can directly enroll in ECC college-level math courses. The team is focused this year on supporting high schools to increase student success in these courses and improving advising at high school and college. Collaboration sessions with current Transitional Math instructors and training for new instructors will be held in June 2022.

The ACCSS Instructional Design and Support Committee also coordinates the training and support for qualified high school instructors teaching dual credit course at their high school site. In the upcoming 2022-2023 school year, (35) qualified high school instructors will be teaching dual credit courses in a total of (28) college courses (compared to 21 instructors for 14 college courses in 2021-2022). These high school instructors will be supported by one of (15) Dual Credit Liaisons who are ECC faculty who teach these college courses (compared to 7 Liaisons in 2021-2022). Liaisons are responsible for providing course training, maintaining an ongoing relationship/support for their high school counterparts, and conducting site visits and other methods to ensure courses delivered at the high school location reflect the quality and rigor of classes taught on the college campus. New and returning dual credit instructors will engage in training and annual professional development in June 2022.

Dual Credit Partnerships

Our staff continues to support students currently enrolled in both full- and part-time dual credit programs in spring 2022. In May, (74) full-time Accelerate College students will earn their Associate degree prior to their high school graduation (*an increase from only 15 completing degrees in spring 2021*). These students will be honored during ECC's graduation ceremony on Saturday, May 21, 2022.

In addition, we are working diligently with our high school partners to recruit and enroll a new cohort of dual credit students for the upcoming 2022-2023 school year. Students have been meeting with high school counselors to review the following options available for the upcoming school year:

- (1) Full-time Accelerate College program at the ECC campus. Students enroll in a minimum of twelve 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 seven 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 instructors via the in-high school dual credit program model will be delivered in each of the four school districts: 300, 301, 303, and U46.

The 2022-2023 school year marks the fifth year of providing dual credit courses to students at the high school sites. Elgin Community College refers to this as our “in-high school dual credit program”. ECC’s division of College Transitions and Secondary Partnerships utilized the legislative requirements of the Illinois Dual Credit Quality Act and the National Concurrent Enrollment Partnership (NACEP) Standards (<https://www.nacep.org/accreditation/standards/>) to guide the development of the in-high school program’s design in order to ensure the same college course delivered in the high school as is offered on campus and that the College provides sufficient academic and program oversight to ensure course integrity. To provide further assurance of our commitment to the quality and rigor of course delivery, ECC is applying for NACEP concurrent enrollment program (i.e., in-high school model) accreditation by June 1, 2022.

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 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.

TRiO Talent Search

The TRIO Talent Search program is funded by the U.S. Department of Education. These programs are 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 School Districts U-46 (Elgin, Larkin, Streamwood high schools and select feeder middle schools) and 300 (Dundee-Crown and one feeder middle school).

As the school year concludes, our Talent Search team is coordinating a variety of summer program activities. These include career exploration courses, various college and career-oriented workshops, and a Back to School Rally.

TRiO Upward Bound

The two Upward Bound 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 2021-2022 school year is the fifth and final year of the current five-year award. The applications to renew these awards, and seek a third award, were submitted to the U.S. Department of Education in January 2022.

As the school year concludes, our Upward Bound team is coordinating a five-week summer program focused on enriching participants reading, writing, and math skills while also providing opportunities to prepare for college and careers. In addition, the program will provide a one-week college tour visiting four-year institutions in Minnesota. While traveling, participants will also engage in varied educational and cultural activities designed to expand their socio-emotional skills and academic readiness for college.

Reorganization Update

As of March 2022, the division of College Transitions and Secondary Partnerships has completed the processes and tasks associated with reorganizing the five federal TRiO grant programs. The reorganization was implemented to address critical audit findings as well as to ensure that the grant programs were organized in a manner that promoted key collaborations within and outside the College. The changes implemented include the following:

- Upward Bound
 - Restructured the Upward Bound programs under the leadership of the Assistant Dean of College Transitions (position reports to the Dean of College Transitions & Secondary Partnerships) to ensure coordination of all TRiO grant programs serving secondary students as well as strengthen collaboration across grant programs and with secondary partners:
 - Upward Bound 1 supports 74 participants
 - Upward Bound 2 supports 60 participants
 - Talent Search supports 500 participants
 - Hired a Director of TRiO Upward Bound – Mr. Cory Lemay began Feb 2022 – with fiscal management, grant planning, and service implementation responsibilities for the Upward Bound grants. This position reports to the Assistant Dean of College Transitions.
 - The Assistant Dean of College Transitions and the Talent Search staff have relocated their offices from Building F to Building K in order to be located in the same suite as the Upward Bound team.
- Student Support Services
 - Restructured Student Support Services and Student Support Services-ESL grant programs and personnel to the Student Support Services division under the leadership of the Dean of Students to integrate with academic advising and improve student identification for case management support
 - Student Support Services supports 362 participants
 - Student Support Services- ESL supports 144 participants
 - Hired a Director of TRiO Student Support Services – Dr. Samantha Friar began Sept 2021 – with fiscal management, grant planning, and service implementation responsibilities for the Student Support Services and Student Support Services-ESL grants. This position reports to the Dean of Students.
- Fiscal management procedures have been written to ensure grant management that aligns with Department of Education and institutional practices. Key administrative and support staff have completed fiscal management training.
- Monthly grant management meetings are now held with the Managing Director of Accounting and Grant Compliance, grant program director, and grant program’s administrative assistant. During these meetings, recent expenditures are reviewed as well as plans for spending the grant resources are discussed.

*Report submitted by Dr. Mary Perkins, Dean, College Transitions & Secondary Partnerships
April 29, 2022*