

FY2017 LEADERSHIP GRANT OUTCOMES

DUAL CREDIT ENHANCEMENT GRANT

OBJECTIVES

Colleges were to encourage the creation and implementation of innovative strategies and practices through: planning and implementing new dual credit offerings in existing locations based upon student needs and with local partnerships; new dual credit offerings where it has never been conducted; or to develop instructional models that have not been implemented in the districts. They were to also engage secondary and postsecondary faculty in curriculum alignment and articulation activities related specifically to current and new dual credit offerings; support the recruitment efforts of qualified faculty to teach dual credit and qualified students to enroll in dual credit; provide professional development to dual credit faculty and administrators and assess the effectiveness of dual credit programs through the development of or investment in evaluation metrics and methods.

- Colleges received \$10,000 each and were funded through Federal Perkins Leadership (CTE) dollars.
- At least 60 new dual credit offerings were planned and implemented with over 70 local school district partners.

GRANT OUTCOMES

Black Hawk College- The Area Career Center (ACC) expanded dual credit offerings for the law enforcement, welding and patient care technology programs. The college also worked with the ACC to align curriculum between Engineering Technology and Manufacturing Technology. Additionally, two high school dual credit instructors who teach Business/Computer Technology courses were offered the opportunity to participate in a CTE Faculty Externship.

College of DuPage worked with two local high schools to create and implement college-level mathematics that will help satisfy degree requirements, especially those concentrated in the career and technical education programs. Meetings occurred with secondary partners to discuss the structure of the course and implementation. A Math bridge workshop was developed to address gaps but a course has not been developed that will meet both high schools' needs.

College of Lake County completed the online pilots, Earth Science 121 and Sociology 121 sections, for Waukegan High School. CLC hosted their first dual credit counselors' meeting with counselors from nine dual credit high schools in attendance. The meeting focused on student enrollment and follow up meetings will continue in FY18. Dual credit brochures were produced and disbursed throughout the community. CLC hopes to share the online models with other districts through the High School Alliance.

Frontier Community College created dual credit offerings at Fairfield, Flora, Grayville, Newton and Red Hill High Schools. All high schools in the Frontier district participated in dual credit programs in Executive Office Management.

Harold Washington College partnered with 6 Chicago Public Schools (CPS) and 5 new CPS schools that implemented dual credit in the areas of Criminal Justice, Composition, and Mathematics.

Heartland Community College implemented 5 new dual credit courses at Lincoln Technical Education Center. The College developed 16 new dual credit offerings for Academic Year 17-18.

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Orientation was completed for 20 new dual credit faculty and 33 completed a curriculum alignment/assessment workshop.

Illinois Central College–Roanoke-Benson High School and Pekin High School will offer Intro to Mechanical Computer Aided Design and welding beginning in academic year 2017-2018. The college also engaged Math and English faculty from Peoria Public Schools in curriculum alignment meetings. Each of the schools has/will pilot a different model for math. Upon completion, results will be analyzed to determine the most effective model for future use.

John Wood Community College introduced ZOOM, a cloud based video conference tool, and Nearpod, an interactive classroom technology, to area high schools. Three training sessions for district high schools were held. JWCC also held a dual credit summit for area high school instructors to work on curriculum and learning the management system of the college.

Joliet Junior College added new courses including Music, Criminal Justice and Introduction to Veterinary Medicine Technology. Additionally, the college developed a lending library for their Ag. Sciences program; the program is one of the few in the state. The college also implemented first time Parent/Student Open House Information Workshops that were held in December, February, and April.

Kaskaskia College partnered with two high schools to develop a dual credit course for Career Education Planning, syllabus were developed and approved to be offered for the 2017-2018 school year. The College hosted a faculty summer workshop in June. A dual credit administrators meeting was held in May. And a presentation for their full-time faculty teachership program participants was held on June 8, 2017.

Kishwaukee College increased their dual credit offerings in Horticulture, Agriculture, Diesel Power, Welding, and Office Systems. Significant changes were made to the billing and registration practices for dual credit courses offered in the high schools and taught by high school faculty. This will make the courses more accessible to all students and reduce barriers to college credit attainment.

Lake Land College's Career Academy will offer courses in Computer Technician beginning in academic year 2017, and various materials and supplies were purchased for the program. A dual credit curriculum alignment workshop for secondary and postsecondary faculty was held. The workshop centered on dual credit CTE courses being taught in the agriculture, allied health, business, and technology divisions. Topics discussed included: assessment of students, cohesion of the course syllabus, meeting course objectives, classroom needs, skill sets and knowledge base expectations, and standards by which all instructors in the program could follow.

Lincoln Trail College has re-designed the cold frame structure of the construction trades laboratory and corresponding implementation plans within the curriculum for a construction technology dual credit course at the Palestine and Robinson High Schools.. New courses started in the 2017-2018 school year.

McHenry County College participated in a data sharing agreement with two McHenry County high schools to assess the effectiveness of dual credit programs. The data received via this grant will be reviewed over a 3-5 year period to establish a track record on the effectiveness of dual credit programs.

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Olive Harvey College – A partnership was created between OHC and the OHC Middle College. It serves as an alternative high school for students who have encountered previous academic difficulties. Students from the Middle College have previously participated in dual enrollment initiatives, but never in dual credit programs. Olive Harvey plans to assign Early College Faculty coordinators to the 15 participating high schools in FY18 to provide professional development, program oversight, and mentorship.

Shawnee Community College created a state-of-the-art Certified Nursing Assistant (CNA) lab at the Shawnee Community College Anna Extension Center to be used by Five County Regional Vocational Center, all Union County High schools, and Shawnee Community College. Additionally, the college expanded the CNA dual credit program to two new high schools in our district- Dongola High School and Shawnee High School.

Southeastern Illinois College partnered with district high schools to serve as a resource to enhance students' college and career readiness aptitude as well as assist with their transition to postsecondary education. Business 134 (Personal Finance) was articulated with Pope County High School. Additionally, the SIC Media Services Department worked with the SIC business teacher to provide an online format in the course management system.

South Suburban College and Thornton Township High School District 205 staff engaged in articulation discussions related to the Navistar Diesel classes. The overall objective was to articulate several of SSC's business courses with two of the high school's year-long courses.

Triton College– An instructional model survey was created and disseminated to all partner high schools. The surveys were analyzed in relation to student outcomes in those courses and determined that “Differentiated Instruction/Classroom Management” was a specific instructional model that was working among faculty and they were most interested in learning more about. A workshop was held to introduce participants to the “Differentiated Instruction/Classroom Management” instructional model and began a dialogue about how to develop a framework for adapting the models for a variety of CTE dual credit courses.

William Rainey Harper College- Harper College held a successful Health Career Summit for Faculty, Counselors, and Administrators working on dual credit. At the summit, participants developed a plan for dual credit health cohorts at the high school level, which includes guided enrollment and signing ceremonies. Additionally, the college was able to develop a plan for delivering health courses via innovative technology.

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CAREER PATHWAYS ENHANCEMENT GRANT

OBJECTIVES

The purpose of this grant was to support the development and enhancement of career pathways. Through implementation of this grant, the necessary components of career pathways were addressed. Colleges were encouraged to develop and strengthen partnerships with student services, secondary representatives, community-based organizations, and industry leaders; engage in curriculum development, alignment, and evaluation so that pathways contain multiple entry and exit points and rigorous and integrated content; align concurring processes, systems, and initiatives with stakeholders; analyze and use data to identify outcome gaps and inform decisions; and explore and adopt strategies that accelerate the educational and career advancement of students.

- Colleges received \$5,000 each and were funded through Federal Perkins Leadership (CTE) dollars.
- Career pathways were identified and developed in at least 15 different program areas.

GRANT OUTCOMES

Black Hawk College – Business- Three career pathways were developed: Administrative Assisting, Business, and Accounting. The college revised curriculum in several Business courses, as well as added new courses. Additionally, the Business program advisory committee membership was reorganized to include members of the Area Career Center Director, QCCTE Consortium chair of the Business faculty committee, and staff from American Job Center. Input from these partners was instrumental in developing the three new pathways.

College of DuPage – Horticulture/ Sustainable Urban Agriculture- COD aligned existing curriculum with high school courses to develop a career pathway with dual credit options. COD established Horticulture, Landscape Contracting and Management, and Sustainable Urban Agriculture Career Pathways with five target high schools in our district: Neuqua Valley High School, Waubonsie Valley High School, Metea Valley High School, Naperville Central High School and Naperville North High School.

Frontier Community College – Health Professions- Frontier Community College partnered with the IECC Adult Education and Family Literacy Program to create a career pathway opportunity to provide contextualized teaching and learning approaches with Adult Education students interested in earning a Certified Nursing Assistant credential. Instructional supplies, geriatric simulators and patient lifts were purchased.

Harry S Truman College- Education- Truman developed two new pathways in Education: Bilingual Bicultural Education and English Language Learners Education. The college was able to work with the Illinois State Board of Education to align these certificates with the requirements for PEL holders so that these faculty members earn endorsements on their teaching licenses. Truman is the first community college in Illinois to offer this endorsement.

Illinois Central College – Networking- ICC networking faculty strengthened partnerships with ICC student services, secondary representatives (high school counselors and CTE teachers),

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community-based organizations (Goodwill), and industry leaders (Pekin Insurance, CEFCU). Through these partnerships, communication and collaboration was enhanced.

Kishwaukee College – Industrial Maintenance Tech- Faculty developed scope and sequence for an Industrial Maintenance Technician Certificate. The Career Pathway scope and sequence is complete. Programming was vetted at by the College's Electronics Advisory Committee. The Advisory Committee confirmed that the new Industrial Maintenance programming will meet the needs of area businesses. The proposed curriculum will be completed and submitted for final approval through the a multi-disciplinary advisory committee early in the fall 2017 semester in order to complete the additional processes in order to send it through for ICCB approval late in time for inclusion in the 2018-19 academic catalog.

Lake Land College – Agriculture, Food, and Natural Resources- LLC worked with CORPs partners to discuss, develop, and implement teaching and learning activities that assist students with higher level understanding of STEM principles, and the development of higher-level critical thinking skills, problem solving skills, and work ethics. The college plans to continue with implementation efforts throughout the 2017-2018 academic year.

McHenry County College – Business and Marketing- McHenry County College collaborated with two district high schools to share and analyze student data from high school through student higher educational goal attainments in order to inform decisions that will lead to program improvements that strengthen career pathways and partnerships, general education pathways, and lead to improved student success in career pathways. The college hired a consultant to assist both the high schools and college with the project.

Oakton Community College – Manufacturing- Connecting Night High School students to a career and postsecondary pathways and developing stronger partnerships through continuing education, student affairs (services) and academic credit programs and providing targeted advising, tutoring, and career counseling/testing programs was implemented. This pilot linked non-credit and credit programs in manufacturing, using career advisers and industry partners in classes to help students identify career options and transition into training.

Olney Central College – Manufacturing, Healthcare, Transportation, IT- This grant project developed an apprenticeship curriculum model that is adaptable across multiple CTE programs and career pathways. Upon completion of the program, apprentices receive certification through the Department of labor and an Associate in Applied Science from Olney Central College.

Prairie State College – Dental Hygiene- The College's existing Dental Hygiene AAS curriculum has a single prerequisite placement testing into college level English. Students who want to gain admission to this program have to complete several co- requisite courses for admission points to be competitive for entry. This paradigm leaves students taking general education and science courses without a legitimate entry point to the career pathway while they await admission. This lead the college to conduct a feasibility study that supported a need for a dental assisting program which allows students to have entry and exit points beyond the Dental Hygiene AAS. The advisory board supported the development of a dental assisting certificate that would include the expansion of practice that includes polishing and minor scaling to gum level.

Rend Lake College – Health Sciences, Certified Medical Assistant- RLC engaged in curriculum alignment and evaluation to create a documented career pathway for Health Sciences with an emphasis on Certified Medical Assistant. They developed and distributed materials that assist in

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career exploration at multiple levels including secondary students, adult learners and those already employed in the healthcare industry.

Rock Valley College - Manufacturing- The Career Pathways Enhancement Grant established articulation and curriculum alignment to provide a pathway from continuing to college credit credentials to better serve students and the needs of regional employers.

Shawnee Community College - Certified Nurse Assistant- Shawnee expanded their Certified Nursing Assistant program and articulated it into their Licensed Practical Nursing and Registered Nursing programs. The college partnered with the Anna Extension Center to open a new CNA lab site. The site can be used for all Union County CNA programs. Since the lab opened, the college gained an additional partner school for the CNA program.

Triton -Health Professions- Triton College focused on enhancing the health careers pathway from adult education through to an associate degree/certificate/transfer and leading to employment in the field. The college developed a 1 credit hour Career and Life Planning (CSG) course designed to assist in the transition from Adult Education to the Triton College Health Professions Bridge Program. Enrollment for the class was low and will be offered in FY2018 over the course of 7-8 weeks rather than the original timeframe of 5 weeks.

Wabash Valley College- Early Childhood Education- WVC has aligned ECE programs with the Gateways to Opportunity statewide professional development system, creates certificates allowing multiple entry and exit points, and developed online/hybrid class options so that students can enter and exit at more than one point.

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PATHWAYS TO RESULTS- PARTNERSHIP AND PLANNING (YEAR 1)

OBJECTIVES

The Pathways to Results (PTR) Year 1 project, Partnership and Planning for Student Success, aimed to assemble a meaningful plan for implementing an evidence-based improvement that addresses documented gaps in students' equitable outcomes. Participating colleges focused on developing an engaged stakeholder group and representative team inclusive of faculty, student affairs, and academic affairs leaders, in addition to secondary and industry partners; using student-level data (quantitative and qualitative) to identify outcomes gaps and create a targeted, evidence-driven vision for improving equity in the pathway; analyzing core processes (e.g., recruiting, advising, teaching, learning) and student support practices (e.g. first year experiences, college success courses, intrusive advising) that contribute to the identified issue; and proposing a potential improvement or improvements for implementation.

- Colleges received \$5,000 each and were funded through Federal Perkins Leadership (CTE) dollars.

GRANT OUTCOMES

Secondary to Postsecondary Transitions

Carl Sandburg College improved the transition for first generation, rural, economically disadvantaged students attending Hamilton High School and replicates the model created in other high schools within the district with similar challenges and circumstances. The student population in the focus region had a lack of employment participation after high school. Industries, such as manufacturing, that previously employed a large number of adults without postsecondary training, are now seeking replacement workers with postsecondary credentials. A plan to track the Basic Industrial & Manufacturing maintenance program was implemented with follow-up surveys.

McHenry County College - The College found that while bilingual students from low-income families are enrolled in high school Early Childhood Education classes, they often do not pursue higher education. Partnership opportunities were explored in order for potential ECE college students to be provided with a more seamless transition from high school to college.

Retention

Joliet Junior College focused on retention by developing and implementing a plan to establish an enrollment requirement that students majoring in transfer programs must complete: Counseling 085 (COUN 085) and Counseling 101 (COUN 101), both college prep courses. The college created both short term and long term goals. Short term goals include revising COUN 085 and COUN 101 instructor training materials during the 2017-18 academic year and creating an online version of COUN 101 to be able to accommodate more student preferences for this particular course offering. Long term goals include requiring this course for graduation and offering as many sections as

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necessary in order to accommodate students needing the course to meet the proposed JJC graduation requirement.

Program Review

Elgin Community College- In 2016, the Integrated Systems/Maintenance Technology (IST) program underwent the program review process. Upon completion, the college found that many of the same items that were identified for institutionalized continuous improvement processes from the last program review in 2011 were not realized. The college was able to discern an opportunity exists to strengthen the focused programs of study through more frequent program reviews. A proposal was made to change the frequency of program review from 5 years to 3. By doing so, the college hopes to be more effective in staying abreast of current trends and innovation, as well as identifying gaps in student success.

Illinois Eastern Community Colleges - Six of the eight medical office programs in the Health Informatics pathway were selected for this project because they were scheduled for program review for fiscal year 2017. Decision makers took disaggregated student level data in order to inform faculty about curriculum changes and other program improvements.

Parkland College - Enrollment in several of the certificates and degree programs has dropped considerably in the past 5 years. Parkland reviewed and assessed who the students were, their patterns for taking courses, and barriers to their success. Evaluations of how courses should be packaged and offered was a result.

Prairie State College - The admission process for the Dental Hygiene AAS program has been revised as data supported that the admission process was not equitable. Three additional points will be added to the DH applicants score with proof of in district residency and all applicants will take the HESI A2 placement test.

Rock Valley College - RVC has an internal program review process that asks each discipline or program to evaluate descriptions, curriculum, assessment, comparisons to peer institutions, policies and procedures, resources, as well as student demographic data, enrollment trends, student success indicators, and labor market data. Gaps were identified in consistency in multi-year plan as a result of the program review process.

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PATHWAYS TO RESULTS- IMPLEMENTATION COMMUNITIES (YEAR 2)

OBJECTIVES

Pathways to Results (PTR) Year 2, Implementation Communities, expanded and put into action the work of PTR Year One. This expansion occurred largely in revisiting and extending the Improvement and Evaluation process into an implementation year. Year Two required teams to revisit their initial problem description to ensure that solutions align with the problem a team is seeking to address. Teams engaged in coaching interactions, a focused design institute, and a networked community in which teams were able to discuss their progress and offer mentoring within in and between teams.

- Colleges received \$19,500 each and were funded through Federal Perkins Leadership (CTE) dollars.

GRANT OUTCOMES

Black Hawk College - To gain further understanding of the current issues with the Technical Math sequence, the team reviewed student data including the course taking behavior, math proficiencies, and demographics of non-traditional aged students in the program. To increase awareness of student support services, an orientation was held for the program at the beginning of the fall semester. A tutor was hired for Math 123, Technical Algebra & Trigonometry and supplemental instruction will be offered for the Math 223, Technical Calculus course. To determine student satisfaction a focus group was held at the end of the semester. Responses indicated that a more flexible tutoring schedule would be more beneficial. As a result, a flexible tutoring schedule was implemented and a textbook loan will be started for the Engineering Technology program. A curriculum map of technical math courses as currently taught was created; indicating where skills are introduced, reinforced, and mastered. In this way the college was able to determine where gaps occur in learning outcomes.

Elgin Community College has completed and implemented the majority of their strategies as directed by their PTR project. These strategies include: developing pathways based on program of study and placement status of students, defining and prioritize transfer pathways to enable timely completion, leveraging the Accelerated Learning Program (ALP) by allowing eligible students who enroll in ALP to co-enroll in one or two other general education courses with support. Elgin has also developed partnerships and articulation agreements with transfer institutions, created 12 new sample education plans to address a typical four semester plan of common courses accepted for transfer within specific majors that also aligns to all ECC graduation requirements. In the fall of 2017, four sections of General Student Development (GSD) 120: Exploring Careers and College Majors will be offered to undecided students free of charge. Upon completion of the course, students will declare a program of study as well as develop an educational plan with an advisor.

Kishwaukee College faculty developed a curriculum mapping process that looked at Electronics, Automated Engineering Technology, and Horticulture programs. Office Systems was also added to the project. The addition of Office Systems to the project allowed us to cover all the CTE programs that are served by technical math programs. The project also funded a Developmental Math Coordinator. This role was taken on by a math faculty member who helped lead the creation of the technical math pathways. As part of the coordination, the College also identified a STEM and

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Quantitative literacy pathway. Overall, in addition to the areas identified in the proposal, these two additional pathways will serve CTE students in STEM and Health careers.

Lincoln Land Community College discovered that the low completion rate in Criminal Justice program is due to developmental education barriers. Faculty traveled to other colleges to learn best practices and techniques. An English reading and writing co-requisite remediation model was developed that contextualized the Criminal Justice curriculum. Students were not especially successful in the course; however, the college plans to offer the course again utilizing a slightly different structure.

Shawnee Community College - The Nail Technology program is set to begin at the start of the fall 2017 term. Additionally, the college found that graduates of the Cosmetology program were not being placed into employment since they did not have the other desired credentials typically found in a salon which included Nail Technician and barbering. SCC plans to offer this certification and build it into the cosmetology pathway beginning in the fall 2017 semester.

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SPECIAL POPULATIONS SUPPORT GRANT

OBJECTIVES

The purpose of this competitive grant opportunity was to research and enact evidence-based strategies for enhancing services for individuals that meet the definition of special populations through the Carl D. Perkins Career & Technical Education Act of 2006. Activities of this grant focused on ensuring program accessibility to special populations students and assisting special populations students in overcoming barriers that may limit opportunities for success.

- Colleges received \$10,000 each and were funded through Federal Perkins Leadership (CTE) dollars.
- Colleges piloted and implemented a variety of academic and support strategies targeting the following special populations: single parents, displaced homemakers, students enrolling in a nontraditional field (gender), individuals with limited English language proficiency, students with disabilities, and economically disadvantaged individuals.

GRANT OUTCOMES

College of DuPage developed a skills-based Career Development course to be taught in the Accelerating Opportunities (AO) model to economically disadvantaged students interested in CTE. A result of the grant will be that a Student Success Counselor will send personal emails to students to increase participation and an increased number of students took advantage of strengths based coaching.

Elgin Community College is focusing on females and males preparing for nontraditional fields. Several years ago, the college retrofitted and branded a tractor/trailer (known as the “Green Machine”) from the TDL program to promote the Energy Management Program. ECC plans to make the Green Machine a mobile interactive career technical lab to drive to the middle schools, high schools, community centers, job fairs, and other venues for prospective students in District 509 to have a hands-on experience with the educational and career opportunities that are available to them at ECC.

Heartland Community College created and implemented a Stress Reduction Lab for CTE student use. CTE students accessed services through attending workshops, individual counseling, events, tutoring, and use of the stress reduction lab. The College also established an ongoing relationship with YouthBuild students who are interested in CTE careers.

McHenry County College provided executive functioning coaching to Digital Media students with disabilities. An Access and Disability Services coach also provided in-class and out-of-class support to participating students for improved management of the aspects of their disabilities that interfere with their abilities to successfully function in and meet the expectations of their coursework.

Moraine Valley Community College focused on students with disabilities. They designed a pilot program in which students with disabilities utilized new technologies to increase web accessibility. Participating students met with the CDS case manager to identify additional applications to increase overall learning objectives based on their individual preferences and needs. Students who participated in the program provided positive feedback about the experience and the technology with 84% passing with a “C” or better.

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Oakton Community College piloted a coaching program by hiring a part-time achievement coach in the Department of Nursing. The coach's role was to act as a liaison between the students and the Nursing faculty and other student support services. The goal was to improve the persistence of single parents and displaced homemakers in the nursing program. The coach also assisted students in setting personal goals and learning how to access Oakton's support services; set up cohorts of students with shared challenges as possible, provide assistance with test taking skills, time management, life-school-work balance issues, and overcoming other barriers.

Rend Lake College worked directly with faculty to provide nontraditional female students the opportunity to attend events (speakers, field trips, workshops or conferences) that highlight highly successful females in the industry. Additionally, RLC is piloted a Nontraditional Occupation club. Club events connected nontraditional students with peers and provided information on various support services.

Shawnee Community College focused on females and males preparing for nontraditional fields. The college held evening events, visited high schools, and created marketing materials to promote nontraditional Programs of Study. Among these events include the *Women in the Workforce Conference* that will target high school juniors and seniors that may be interested in CTE programs at the college and a *Males in Nursing* workshop. SCC achieved its goals of increasing nontraditional student enrollment and removing gender bias from all marketing materials.

Triton College created a "Males in Health Careers" coaching program for all male health careers students during the Fall 2016 and Spring 2017 semesters. The intervention was designed to address the challenges faced in the second semester by proactively engaging students and facilitating opportunities for them to develop the non-cognitive skills they will need to succeed, thereby leading to an increase in retention and completion.

Wabash Valley College (IECC) focused on individuals from economically disadvantaged families by way of hosting Employment Skills Enhancement Workshops. Instructors conducted mock interviews and provided real-time, meaningful feedback. Students were given unlimited access to career research and resume and cover letter building, as well as the tools to develop a professional portfolio. Additionally, WVC built a "Career Resource Library" in the Learning Skills Center. This small library provided with job search guides, books on different career choices, interviewing skills, the art of resume and cover letter building.