Dual Credit Enhancement Grant

**OBJECTIVES**

The purpose of the grant was to support the development, enhanced delivery, and articulation of local dual credit programs and to expand student access to higher education while maintaining high academic standards. This fiscal year, colleges were limited to selecting **three** of the objectives provided.

**Section A**

* Plan and implement dual credit offerings in disciplines, locations, or high schools where dual credit has never been conducted in the applying district, based upon student needs and founded upon local partnerships.
* Plan and implement new dual credit offerings in existing locations based upon student needs and founded upon local partnerships.
* Develop, support and utilize innovative instructional models that have not been attempted in dual credit classrooms in the applying district.

**Section B**

* Support the recruitment efforts of qualified faculty to teach dual credit and qualified students to enroll in dual credit.
* Engage secondary and postsecondary faculty in curriculum alignment, articulation activities, and professional development related specifically to dual credit offerings.

**GRANT OUTCOMES**

**McHenry County College –** The college utilized the grant to create three new courses in conjunction with two participating high schools: CLM100 *Introduction to Professional Hospitality*; CLM105 *Sanitation and Safety*; and HRT103 *Introduction to Plant Science*. Alignment and professional development focused on approving all three courses, which included textbook customization for the plant science course. Additionally, blended learning options and online learning efforts were implemented for the first time with participating high schools. This is the first time science has been offered in a blended format at Huntley High School.

Course objectives for CDM110 Computer Literacy were updated, requiring high school instructors to complete additional training in order to continue teaching the class. Training on new content for HTML was introduced and evening training sessions were offered by MCC faculty to nine high school instructors in order for them to maintain the credentials and minimum qualifications to continue teaching this class.

**John Wood Community College –** The college planned, created, and implemented two new dual credit course offerings at two different area high schools; conducted a needs assessment as follow-up to determine creation of future course offerings; recruited instructional staff that led to the identification of potential new instructors to teach dual credit courses; and engaged in articulation and curriculum alignment sessions among secondary and post-secondary faculty with specialized dual credit professional development activities.

**Spoon River College -** Spoon River College utilized the dual credit enhancement grant to purchase equipment in order to introduce distance learning Dual Credit options to Lewistown Community High School students. Computer Applications for Business was created and designed for these students as a hybrid course with the course being taught at Spoon River College Canton Campus and received as a distance education class at Lewistown High School. Enrollment in the course consisted of five juniors and seniors. The dual credit grant has given opportunities for secondary and postsecondary faculty to collaborate in the development of future dual credit courses in the areas of computer information systems and allied health.

**Lewis and Clark Community College** – Lewis and Clark utilized the dual enhancement grant to convert the Early Childhood Education Major to a competency-based curriculum, engaging dual credit teachers and offering training to eligible high schools. The college also worked to offer two dual credit courses in local high schools and to promote an early college initiative through marketing for high school students. No new courses were developed with the grant but all current courses were reviewed for competency alignment to industry standards.

**Illinois Central College -** Illinois Central College utilized the dual credit enhancement grant to enhance the effectiveness of the dual-credit process by promoting curriculum alignment, articulation activities, and professional development related to dual-credit offerings. ICC utilized innovative instruction models to enable dual-credit classroom in its district. High-school teachers who taught dual-credit classes came to ICC to attend the respective or equivalent classes being taught by the College faculty. Another innovation utilized by the college allowed the high-school teachers access to its Blackboard site, designed for high-school teachers. The College also provided high-school teachers with its one-time Adjunct Faculty training. All high schools in the district offered dual credit prior to the grant but were able to add additional sections.

**Heartland Community College –** The college focused on developing, supporting and utilizing innovative instructional models that have not been attempted in dual credit classrooms previously within the district. The grant allowed Heartland to develop a model and process for high schools to purchase dual credit courses for their schools. Six partner schools had requested to participate. The college also supported recruitment efforts of qualified faculty to teach dual credit and qualified students to enroll in dual credit as well as faculty training.

**Frontier Community Colleg**e – Frontier Community College utilized the grant to develop, support and improve dual credit offerings for graphic arts and design. A professional development workshop was held for college faculty, high school counselors and administrators to aid with program design and implementation and eight new dual credit sections were created. This grant helped the college offer course opportunities for economically disadvantaged students who couldn’t afford textbooks, workbooks and instructional materials.

**Kishwaukee College-** The college established twelve new courses with new and continuing partners. With the addition of a Master's Degree prepared CRJ instructor for FY19, the college began conversations for enhancing and expanding dual credit opportunities to be implemented in FY20; Ground work has been established to expand Early Childhood Education opportunities that are aligned with the Gateways credentials for level 1, 2, and 3 in FY20; a Quantitative Literacy transitional math class was planned and will begin at Decatur High School (DHS) beginning in the 2019-20 school year as an on-going collaboration between Dekalb High School and the Kishwaukee College Math departments; the College signed an MOU with Rochelle Township HS to allow a similar arrangement for student placement in English courses; a faculty exchange program was created consisting of dual credit and College faculty from Horticulture, Criminal Justice, Nursing, Complimentary Health, and English.

**Rend Lake College –** The college utilized the grant to offer new dual credit offerings for students in one local high school. New distance learning equipment was ordered to be used at the high school. Students will log in to take the course from the high school location to overcome the barrier of lack of qualified instructors and rural location. This model of instruction can be used for other locations in the future who may not have resources to offer dual credit. Trigonometry, Art Appreciation, Math and Introduction to Sociology were offered for the first time.

**Elgin Community College -** Elgin Community College is focused on implementing dual credit offerings, based upon student need data, in disciplines, locations, and high schools where dual credit has never been conducted. Elgin Community College’s innovative practice was to begin teaching high school dual credit courses with a team teaching approach where both the college and high school teacher participate in the teaching of the dual credit courses. This approach will help strengthen relationships between both sets of faculty and allow for a better understanding of college curriculum and expectations for college level courses. Additionally, it will help to establish qualified high school teachers who would be able to teach college dual credit courses for Elgin Community College. Elgin Community College faculty and administrators also visited a college in southern Texas (South Texas College) that has a robust dual credit program. The primary aim of this exploration was to enhance faculty and administrator understanding of dual credit opportunities as there were concerns about dual credit quality and rigor. While gaining broad understanding of multiple methods for offering dual credit, the trip also sought to learn more about the Early College High School Model (ECHS). The ECHS model has been widely recognized as an effective model for increasing the success of at-risk students due to the intensive supports implemented through the 9-12 curricula and programming.

**Oakton Community College –** Oakton used the grant to improve and increase the number of dual credit courses at its high schools. A dual-credit specialist was hired to work directly with high school partners and to identify gaps in offerings, ensure alignment in programs of study, maintain records of faculty qualifications and enroll students. The college was able to increase overall student enrollment in dual credit courses after the grant by 31% (from 1481 to 2138 students).

**Shawnee Community College -** Shawnee Community College utilized the dual credit enhancement grant to increase the number of CTE specific dual credit courses offered at the college. Currently, Shawnee Community College offers fifty-four dual credit courses across 10 districts. 85% of these classes are in traditional academic areas with only two in CTE specific areas. With this grant, the intent was for Shawnee Community College to introduce a new dual credit automotive course pilot program at Massac County High School. However, the new course did not get developed, but instead, Shawnee Community College had the opportunity to work alongside two area high schools (Joppa High School & Vienna High School) to bring Auto Body 1 and Auto Body 2 to Joppa High School. Joppa, in turn, invited interested students from Vienna High School to take part in these classes at the Joppa location. This year the course served 26 students. Shawnee Community College and Joppa High School believe this number will continue to grow as more students find out about this new opportunity.

CAREER AND TECHNICAL EDUCATION IMPROVEMENT GRANT (CTEI)

**OBJECTIVES**

The purpose of this grant was to support the improvement and innovation of Career and Technical Education (CTE) programming throughout the Illinois community college system. The selected focus areas align with statewide need and national initiatives in CTE. Grant recipients will be able to choose from the three improvement project areas below. These project areas were general in nature to provide for local innovation and flexibility in implementation. Each objective adheres to Section 135 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

This grant was provided through Illinois Community College Board Perkins (Title I) Leadership funds. A maximum of $50,000 was available per recipient. **Grant Period: January 15, 2018 through June 30, 2019.**

Colleges selected from the three broad project areas below:

* Curriculum Development
* Support Services for CTE Students
* Work-based Learning

**GRANT OUTCOMES**

**Curriculum Development**

**John Wood Community College –** The college focused on improving its health science pathways to include a Certified Medical Assistant (CMA) certificate. This, in conjunction with area workforce partners, is designed to address the current shortage of health science professionals (e.g. RNs, LPNs, CMAs, CNAs, and Surgical Technologists).

**Oakton Community College –** Oakton’s improvement project focuses on curriculum development, support services for CTE students and work-based learning opportunities in the automotive technology program. The project will complete steps to obtain accreditation from the national Automotive Technician’s Education Foundation (NATEF), developed a partnership with Tesla, Inc. for students to work on electric automobiles and enhanced automotive lab equipment. Part of the project involves providing intensive student supports through achievement coaches.

**Lincoln Trail College –** Lincoln Trail focused on improving curriculum and providing work-based learning opportunities in the broadband telecom program. Internships were expanded and apprenticeship possibilities explored with local business and industry partners. Curriculum enhancement including training on the latest telephony equipment (Calix technology) will help students prepare for the job market.

**Waubonsee Community College –** Waubonsee’s improvement project focused on curriculum development and support services for CTE students by implementing competency-based education. The technology and engineering career cluster were targeted due to reported labor demand increases in manufacturing sector. The college based their project on the success of a prior learning assessment project. The overall goal was to increase the number of adult learners who are prepared for high-demand middle-skill jobs in the local area. Specific goals of the project included: developing a competency-based education framework; building partner relationships with industry and businesses and creating college and community awareness about the programs through orientation and shared information at conferences and workshops.

**Work Based-Learning**

**McHenry County College –** Focusing on an apprenticeship expansion program in the area of Manufacturing, the college will support the hire of an Apprenticeship Coordinator, who will oversee formally launching the program. The Apprenticeship Coordinator will be responsible for: 1) informing area companies, students and the larger community about the benefits of apprenticeship and how it works, 2) identifying companies that are interested in participating, 3) determining which jobs employers are having the most difficult time filling, 4) collaborating with employers to define the job requirements for identified positions, 5) working with employers and MCC faculty to modify MCC’s current CNC and Industrial Maintenance curricula to align with the apprenticeship model, 6) recruiting viable candidates to enroll in the apprenticeship program, 7) directing apprentices to academic and other support services, as needed, 8) monitoring apprenticeship performance, and 9) coordinating job placement upon completion of apprenticeship training.

**Black Hawk College -** The college hired a career navigator who collaborates with employers, workforce development professionals, CTE faculty, and college staff to create policies and procedures to structure the college’s CTE internship program. The goal of this project is to strengthen CTE programs by providing students with a high-quality internship experience. The program is structured to offer students the opportunity to complete meaningful work which is connected to learning outcomes. Students will be asked to give deliberate consideration to their experience, test preconceived ideas, challenge their own thinking, and make connections in different settings. Currently, an employability skills curriculum has been developed and events utilizing the curriculum are being planned for CTE students during the upcoming fall semester. In addition, new internship programs were created with 4 businesses, 52 new businesses registered to post employment and internship opportunities on College Central, 10 businesses with current internship programs have been contacted, and meetings were held with 35 area businesses to maintain ongoing relationships.

**Lake Land Community College -** Lake Land College is focusing on apprenticeships with local employers and determined to become the first downstate Illinois community college act as a sponsor of USDOL Registered Apprenticeship programs. LSC Communications as well as local banking establishments were among those who were first very interested in the apprenticeships opportunities. However, both establishments now have stated they do not have the time to wait for an employee to complete the apprenticeship, and instead are looking for very specific, short-term training skill sets. Lake Land College is now pursuing an opportunity to create apprenticeships with businesses from the Effingham, Illinois area. A meeting was held with local business representatives, including those from the automotive sector (sales, repair, and restoration) and agricultural machinery repair to ascertain what apprenticeship would best assist them in filling their skilled labor employment needs. Also included in this redirect, Lake Land College is working with the Illinois Department of Corrections (IDOC) and Illinois Correctional Industries (ICI) in efforts to create an apprenticeship program for incarcerated individuals, who would then be released from the correctional facility with a USDOL registered apprenticeship. Lake Land College is the largest provider of incarcerated individual educational programing in the State of Illinois.

**College of DuPage –** College of DuPage opted to implement a sustainable high touch advising approach for their CTE programs. Documentation was provided that intrusive advising is strongly linked to higher recruitment, retention and completion rates in CTE and transfer programs. Faculty in ten CTE programs will be trained to provide high touch advising with an emphasis on career choice, retention and completion of certificates and degrees. The advising process will occur over one year when data will be collected and analyzed.

**Student Services**

**Moraine Valley Community College –** Moraine Valley chose a Blue Island Supplemental Instruction Nursing Initiative for their improvement project. The initiative provides academic assistance to nursing students at the new education center location. A part-time CTE improvement specialist will develop a supplemental instruction program for students in that program who may have experienced challenges or barriers. Additional contact with students will occur to discuss key program concepts, contextualize course material and time management and study strategies for students.

**Harold Washington College** – The college focused on modifying and expanding its current apprenticeship programs in order to support seventy apprenticeship participants up from twenty in FY17. In order to realize this goal, emphasis is placed on employer relationships and work-based learning opportunity development; curriculum modifications; faculty development; student support services; and participant screening processes.

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**

**Completion - Black Hawk College -** Black Hawk College’s performance in 2P1 Credential, Certificate, or Degree Completion was below the state goal by 5.90%. As part of a Performance Improvement Plan (PIP) for 2P1 Credential, Certificate, or Degree Completion the college utilized the Pathways to Results process to further collect data to identify gaps in student outcomes by subpopulation and to determine possible policies or practices which may contribute to the low completion rate. Successful retention of minority students is a college-wide initiative for Black Hawk College and through the through the Pathways to Results process the college will be able to improve future outcomes for this special population.

**Adult Career Pathways - Illinois Central College** - Illinois Central College is committed to providing the optimum educational experience for their students. The emphasis of the PTR Year 1 grant specifically focused on Adults with a conscious eye on students from underrepresented populations. Analysis of ICC data showed a decline in adult enrollments, completions and return rates. The need to look more closely at Women and African American students specifically in the IT field was also identified. Illinois Central College concentrated on planning around local workforce employment needs for the region. The Greater Peoria Economic Development Council’s Talent Forecast reflected a critical shortage in the fields of healthcare, manufacturing, and information systems.

**Retention - Heartland Community College -** Student retention rates were improved through contemporary, evidence-based curricular design (e.g., Universal Design for Learning – UDL) based on the science of learning. College faculty honed their teaching expertise to better address students’ learning variability through the learning and application of UDL to their content areas. Additionally, piloting the strategic and intentional use of UDL as the basis for curricular design within Allied Health will allow the college to test the training and implementation needs for faculty campus-wide.

**Program Review - Sauk Valley -** Sauk Valley Community College focused on exploring the lack of males enrolled in the Radiologic Technology program, which is a local, state, and national issue. Additionally, the college looked to identify age groups, such as adult students, that may be underserved.

**Program Review - Harold Washington –** The college focused on implementing best practices related to providing transitional students the support they need to be successful in developmental and credit-level courses. Along with newly-developed curricula, additional academic, social, and/or motional supports are required to assist students toward success in developmental education courses, which is the overall objective of the FY18 PTR grant.

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 $15,000 each and were funded through Federal Perkins Leadership (CTE) dollars.

**GRANT OUTCOMES**

**Nontraditional Retention - Rend Lake College** - Rend Lake’s PTR project addressed identified gaps for part-time and nontraditional aged students to persist in programs. Lack of support for first year student experiences, counseling and advising services were not as available for these populations of students which was affecting retention and degree completion. The college extended tutoring, advisement referral service hours for part-time students. Additional marketing for part-time students was initiated for program and service awareness and traditional daytime events were held at different times so that evening students could attend. Professional development was also provided to faculty and staff to increase awareness of barriers that these students must overcome in order to persist. The grant project was very successful and gave the college accurate benchmarks of where part-time students are leaving the college, need supports and ways to aid with completion.

**Equity Gaps in CTE Programs - Rock Valley College –** Rock Valley used the PTR process to improve the advisory committee process by implementing a pilot model for the computer integrated systems, engineering, automotive and welding advisory committee groups. Professional development was offered entitled “The Academic Chair Academy” that helped to understand Perkins, advising, scheduling, assessment, program review, budgets and mentoring for Chairs. The process was designed to embed the PTR process into the culture of Rock Valley.

**Data Enhancement for Processes - Illinois Eastern Community Colleges –** Illinois Eastern used the PTR project to investigate and implement a process to extract and disaggregate student data for program review. Illinois Eastern has realized that it needs to improve its data collection processes and is working to create a dashboard where student outcome data, program review templates and supporting documents can be centralized and used by staff and faculty. An existing platform of Campus labs was to be expanded in the initial plan and utilized by all four campuses to create reliable and consistent reports. After cost and system reviews, the Insight system was selected and data dashboards were installed late in the year. Department meetings have occurred at the college to initiate a process of how to start collecting appropriate and relevant data. The college will begin using the data in the FY19 fiscal year.

**Dental Hygiene Program Access Improvement - Prairie State College –** The college focused on the development of curriculum and accreditation for a Dental Assisting (DA) certificate that would be a stackable credential towards the Dental Hygiene (DH) A.A.S. degree, creating a new pathway supported by work-based learning initiatives. Secondly, the grant supported recruitment efforts of underrepresented ethnic and racial groups as related to DH program.

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**

**Completion - College of DuPage –** The College of DuPage focused on improving credential, certificate and degree obtainment for individuals with disabilities. A counseling graduate was hired to provide academic coaching to students with disabilities enrolled in CTE programs and managed by the Center for Access and Accommodations. The intern provided dedicated support for at-risk students with the goal of helping them learn skills to succeed in courses and persist to completion. At the end of the grant, 100% of students found that the coaching supports were helpful and would use the supports again.

**Completion - Joliet Junior College -** Joliet Junior College utilized the grant funds to focus on improving retention rates of economically disadvantaged students through Improved Supplemental Instruction. This was specifically for the EMT-B program in order to increase certification completion. Efforts towards this goal was successful. The average overall retention without Supplemental Instruction was 56% while the retention rate of student attending Supplemental Instruction was 70%. To further efforts and based on feedback, Joliet Junior College will be developing online materials that will be able to reach more students as they expand and scale up the project, including having supplemental online materials for each EMT Chapters.

**Completion - Heartland Community College –** The college addressed providing special targeted academic and personal supports including: Specialized tutoring in technology, engineering and Allied Health by obtaining the specific staff and materials unique to these disciplines; Success Coaching; IndiYidual and group counseling and psychoeducational workshops for anxiety, stress and depression and other life issues; Guest speakers in CTE fields as role models; and Specialized marketing to non-traditional students in Allied Health, Technology and Engineering.

**Completion - McHenry County College –** The college focused on accomplishing the following measurable outcomes:

* At least 80% of students who receive executive function coaching will report they have learned new techniques to improve their academic success
* At least 80% of faculty members who participate in professional development trainings will report they have learned new classroom management or curriculum design techniques

The course success rate for students with disabilities who received executive functioning tutoring increased to 75% (from the current level of 65.2% for students with disabilities who did not receive executive functioning tutoring), leading to increased credential, certificate, or degree attainment.

**Technical Skill Attainment - Kishwaukee College** achieved the following: 1) CTE faculty compared their own approaches to online course development and delivery with principles of Universal Design for Learning (UDL); 2) CTE faculty developed and/or revised their online course content according to UDL principles ; 3) CTE faculty created at least one authentic or problem-based learning activity that adheres to UDL principles; and 4) the College has begun building a cadre of UDL and tech experts as a train-the-trainer model for future sustainability.

Going forward, the college plans to scale its efforts by increasing usage of Quality Matters (QM) to which it subscribed for the first time using grant funds, incorporating aspects of the QM peer review process into its mentorship and support for new online instructors and to increase QM use globally on campus as a fiscal year 2019 goal.

**Retention - Morton College -** Morton College utilized the grants funds for the purpose of increasing diversity in the nursing workforce and the retention in the nursing program to allow access for Latino students to enroll in an accredited nursing school. Latinos make up 17% of the Illinois population, but less than 2% of registered nurses are Latino. Morton College, a Hispanic Serving Institution with an 85% Latino population, has sought to address this disparity by incorporating measures to increase the retention rate of its nursing program, and thereby increase the number of Latino nurses in the Illinois workforce. Morton College implemented an Academic Success Policy as well as certifying two faculty/staff members as Academic Life Coaches. With these changes, Morton College saw retention improved to 90% among first semester students who received coaching services. In addition, nursing student retention among second semester students improved from 77% last year to 87% this year with the addition of a serenity room. Students participating in a survey at the end of the academic year agreed that resources are available in the nursing program to meet their needs. Morton College does have plans for continuing these efforts. This coming academic year will mark the rollout of the Compassionate All-Inclusive Retention Effort (C.A.R.E) program. This program will include the aforementioned coaching, tutoring and serenity room access, but will also expand to include a mandatory summer boot camp and mandatory study skill seminars for first semester students.

**Technical Skill Attainment - Shawnee Community College -** Shawnee Community College selected single parents and displaced homemakers as the target population for FY 2018. Single parenting has been identified as one of the most significant risk factor when it comes to a student’s completion of technical skill attainment by the Shawnee Community College’s Retention Board. Shawnee Community College used information developed by ICSPS, University of Hawaii Kapi’olani’s SPDH program, and Denise Bissonnette to hold sessions incorporating retention and support strategies. Scheduling was difficult and was a barrier with this project. Meetings could only take place on Wednesdays from 12-1 due to the rigorous ADN and PN schedules. The intended outcomes for this project was for 85% of the single parents and displaced homemakers that were active in the program to obtain their technical skills, complete the program, or return to school the following semester. It was found, 100% of these students completed their current program and/or will be continuing on in the fall. In addition, 93% of the students that attended once came back again. To expand efforts, Shawnee Community College wants to open up the classes to a larger group. The feedback received was positive and the students indicated the information they received in these sessions were helpful.

**Nontraditional Students - Illinois Valley Community College –** Illinois Valley used the special populations grant to improve nontraditional participation and completion in the manufacturing cluster. An early intervention program “YOU at College” was customized to meet the needs of the Illinois Valley student. The platform was designed to provide information, resources and support in academics, careers, personal well-being, mental health, relationships and outreach. The project was used to promote the platform including training for staff and the monitoring of results. In-services workshops and information sessions were provided. The college successfully implemented the platform but several years of comparative data will be required to show longitudinal usage rates.

**Nontraditional Students – (IECC) Frontier Community Colleges –** Frontier College focused on nontraditional participation in automotive technology, construction, electrical technology, health informatics and nursing. The grant was used to improve low enrollment percentages by creating education materials and videos for middle school students, parents, teachers and counselors. Interactive workshops were held with guest speakers to show the benefits, biases and barriers for nontraditional students. The Center for Illinois Specialized Support assisted the college with workshops and strategy development. The college was able to connect with four middle schools, sent staff to NAPE training which focused on micro-messaging and inequities and created an information video on non-traditional careers that can be used yearly when working with potential students.

**Nontraditional Students – (JWCC) John Wood Community College –** The college expected to see an increase in both inquiries and enrollment by non-traditional career students. Outcomes were measured by using past inqui ry numbers as a base line for tra cking metrics and key performance indicators. JWCC expected to see a n outcome of increased inquiries but the results for the enrollment metrics took longer to collect than anticipated due to a long enrollment lag. However, both metrics will be measured to determine if the new strategies produce improved results when available.

**Nontraditional Students - Rend Lake College –** The college focused on improving nontraditional student participation. The college has used research information from the National Alliance for Partnership and Equity to identify strategies for improvement. Career fairs were held for secondary students to share information about the benefits of nontraditional careers. Professional development events were also held for counselors, advisors and administration on the benefits of nontraditional careers, ways to overcome stereotypes and how to involve parents in in-service events. This project disseminated information on a larger scale than the college had ever done in the past. The college found that the deeper dive into how to market programs and information to students better helped them understand the population better and change existing practices and training programs that had been previously conducted.