Notes
February 10, 2015 | 10:30 a.m. – 1:30 p.m.
Barsema Alumni and Visitors Center

September 2015 Objectives: Next Steps

CEOs

• Find ways to engage state agencies directly in this work.
• Ask each community college district team to bring at least one business leader to September 9, 2015 CEO meeting.
• Maintain consistency and transparency as hallmarks of this group.
• Organize CEO meeting differently, so as to allow for more conversation about each report.
• Include community college co-chair of each work group in presentation of reports.
• Provide highlights/newsletters at least twice between meetings.

All Work Groups

• Add a community college representative as co-chair for each work group.
• Conduct webinars on specific topics, such as analysis and applications of the workforce data reports.
• Convene a joint meeting before June 30 of all work group participants to review activities, reduce overlap, and share findings.
• Take a team to Springfield to brief state agencies and seek their involvement in developing recommendations and action plans.

Articulation

Goal: Create seamless transitions across the education continuum from cradles to careers.

White House Commitment: Advise policy makers on simplifying transfer of credit procedures and reduce redundancy of courses required, so students can complete degrees and certificates.

Next Steps to Meet September Objectives

• Recommend use of competencies and/or student learning outcomes for making decisions on course articulation through the Illinois Articulation Initiative (IAI).
  o Complete and circulate a draft of a policy paper.
• Improve definition of guided pathways to degree completion and reduce redundancy of courses required.
  o Develop additional models of pathways that encompass high school, community college, and four year university programs, adding nursing and manufacturing.
  o Support the implementation of additional reverse transfer agreements for the six community colleges that are in progress and with additional colleges that have expressed interest.
• Engage NIU and community college faculty in CCSS and large scale assessment implementation meetings with middle school, high school, and community college faculty.
  o Hold meetings with faculty from across all three levels following the release of the results from the PARCC pilot tests to determine next steps in assessing validity.
  o Promote participation in the coaching and mentoring for CCSS workshop at NIU in June, 2015.
• Establish a formal relationship with the Illinois P-20 Council.
  o Present to the Illinois P-20 Council at its April 2015 meeting.
  o Engage in a dialogue with the P-20 Council about a role for the Regional P-20 Network in informing and implementing the work of the Council.

Additional Projects

• Support the work of the Illinois Regional Eportfolio Partnership (IREP), which will facilitate articulation; community college presidents will have an opportunity to join the project.
• Results of the NIU Transfer Student Surveys for Fall 2014 are in progress. Specific reports for community colleges will be distributed over the course of the next month. This data can be used to inform the work of the P-20 Network.

Student Support Services

Goal: Coordinate student support systems across institutions to ease transitions and increase success.

White House Commitments:

• Assess student support services to identify gaps and develop needed interventions.
• Develop a comprehensive menu of financial literacy activities for P-20 students and families.
• Embark on a regional peer mentoring initiative for 400 high-need, pre-college and freshmen students with 80 peer mentors.

Next Steps to Meet September Objectives

• Build a comprehensive, coordinated student support system that includes “soft skills” training, orientation courses such as UNIV 101, course advising, career planning, counseling and coaching, financial literacy, financial aid advising, impact of current choices on life, systems navigation, and mentoring.
  o Dive deep into the data collected through the needs assessments of community college and school district faculty to identify programming strengths that should be shared and programming gaps for the group to address. Share a summary of aggregated results with network institutions.
• Develop a plan with recommendations for addressing gaps or coordinating services in areas of need.

• Build a comprehensive menu of financial literacy activities for P-20 students and families.
  o Analyze and synthesize data collected through the financial education survey administered to both community colleges and school districts to identify most needed and most valued resources and programs. Share a summary of aggregated results with network institutions.
  o Plan and implement posting of an online database of these resources.
  o Develop a communications plan and promotional materials (print and electronic) that promote knowledge of personal finance, financial decision-making, and post-secondary financial aid as well as better connect resources and services with the students and families who would benefit from them the most.

• Organize a northern Illinois regional network of peer mentors who receive training and support to increase the success of students in high school and college.
  o Convene identified NIU, community college, and school district faculty and staff who support mentoring programs at their institutions for planning a regional conference in June or in the early fall of 2015.
  o Deliver a regional conference that offers sessions on different types of mentoring and sharing of successes and challenges in existing programs.
  o Launch a mentoring project with 80 peer mentors and 400 at-risk high school and post-secondary students in fall 2015.

Alignment of Standards for Advancing Student Opportunities

**Goal:** 100% of students graduate from high school with 12-15 college credits and/or a professional certificate.

**White House Commitments:**

• Conduct economic and workforce metadata analysis of workplace shortages and emerging career needs.
• Create new courses aligned with the Illinois Learning Standards through faculty-to-faculty dialogue, creating shared expectations and aligning course content and rigor.

**Next Steps to Meet September Objectives**

• Collect and analyze baseline data on the percentage of students in the northern Illinois region who graduated from high school with college credits and/or professional certification in May/June 2014 and the percentage of students registered for developmental courses.
  o Use results of state data collection to complete data gathering on the percentage of students who graduate with college credits and/or professional certification as well as the percentage of students registered for developmental courses.
  o Work with partners to develop recommendations for a system that tracks students’ acquisition of professional credentials and certifications.
• Analyze economic development and workforce data in order to identify current workplace shortages and emerging career areas across the northern Illinois region.
- Use predictive sources to create reports that indicate future workforce needs for the region.
- Deliver a webinar for P-20 Network participants to discuss analysis and use of the data reports on current and emerging workforce needs.
- Develop a model to pilot delivery of high quality, high school courses for dual credit, Advanced Placement, and developmental education across district boundaries.
  - Complete investigation of and finalize a model, create agreements, and plan pilot projects.
- Research and develop a model process for aligning high school and college curricula in the core competency courses of quantitative literacy and written and oral communications. Check with state education agencies to see whether they have plans for creating these courses; if so, seek to be included in the development process.
  - Finalize the model and identify teams composed of high school, community college, and NIU faculty who will launch development of dual credit courses that are aligned with Illinois Standards in quantitative literacy and written and oral communications.
  - Organize a third team to create a new developmental course aligned with standards that may be taught in the senior year of high school or at the community college level.

**Adult Learners**

*Goal:* Increase higher education enrollment of adult learners, who are essential to meeting the goal of increasing the proportion of adults in Illinois with high-quality degrees and professional credentials to 60% by 2025.

*White House Commitments:* Increase enrollment of adult learners in higher education across the region

**Next Steps to Meet September Objectives**

- Document best practices with prior learning assessments and career certifications for placement with recommendations for use at northern Illinois institutions.
  - Collaborate with the regional ePortfolio consortium to develop a consistent process for ePortfolios for adult learners that can be used across the region to communicate clearly with admissions counselors, academic advisors, departments, and institutions.
- Identify gaps in bachelor degree completion programs for adult learners with associate degrees, including AAS degrees, and/or professional certifications.
  - Complete catalogue of bachelor’s completion programs and identify programs needed to fill gaps related to workforce needs
  - Provide support for better understanding of the IAI articulation agreement.
- Share successful approaches for adult learners across network institutions, including flexible scheduling, alternative delivery modes, reduced time to degree completion, and solutions to out-of-district fee issues.
  - Provide recommendations on effective course scheduling options including block scheduling, evening or weekend offerings, accelerated models, cohort models, and an adult learner concierge or caseworker to provide one-on-one comprehensive advising in
a one-stop-shop manner, rather than requiring visits to many different offices and departments.
  o Disseminate documentation of best practices and useable materials for adult learners to all P-20 network institutions.

- Develop a model for better serving adult learners across the region through collaboration among network institutions.
  o Consider regional communications strategies for conveying the importance of a bachelor’s degree early on in the process, while being respectful of each student’s individual goals and pursuits.
  o Ensure that processes to serve adult learners are transparent and consistent across departments and institutions.

P-3 Initiative

Addressing the issues of poverty in early childhood will engage a broad, multi-disciplinary group of constituents, agencies, and organizations. All of the services that go into helping children be ready for kindergarten and on-track by 3rd grade need to be included in this work – economic support for families; health care; early intervention and special education; mental health services; child welfare; basic community services; adult education; and advocacy in the criminal justice systems.

Next Steps

- Starting in Rockford, gather information about existing programs in order to identify gaps and challenges.