Northern Illinois Regional P-20 Network
Alignment of Standards for Advancing Student Opportunities

MEETING NOTES
January 23, 2015, 1 pm-3pm

Participants
Laurie Elish-Piper (NIU – convener), Marilyn Bellert (NIU), Lisa Matich (NIU), Travis McGuire (HBR), Kevin Fuss (Kishwaukee), Bill Marzano (WCC – phone), Debbie Pixton (NIU)

Notes

*Educational Attainment Data Report* by NIU’s Center for Governmental Studies uses US Census Bureau data. It is missing information about professional certificates and about people who are younger than 25 who meet these qualifications but should be included in our 60% by 2025 goal. Revisions will be made regarding order and labeling, but the information is interesting, different than what’s already available, and compelling.

*Workforce Needs Report* for each community college district are in the works. These reports are based on current workforce needs and do not include predictive measures that help identify future needs. A next step will be to generate similar reports based on predictive sources. For this set of reports, a methodology statement is needed, making clear that duplicate job postings are not included. Interest in the total number of jobs that were needed in both 2010 and 2014 was expressed by the group, as well as an interest in drilling down into the raw data.

We will be revisiting the *data collection on college credits and developmental placements* because our first attempts at gathering that information from the high schools did not result in a large enough pool of information to be significant. Plans are in the works for another data collection project to be conducted at the state level.

The development of a *model to pilot delivery of high quality, high school courses for dual credit, Advanced Placement, and developmental education across district boundaries* has taken a back seat to the launch of the next objective. Our hope is that the other model may be adaptable to this objective as well.

The Significant Discussions Template was presented as an adaptable *model process for aligning high school and college curricula in the core competency courses of quantitative literacy and written and oral communications and in developmental education*. Specific components seem particularly applicable, including the

- Significant Discussions Checklist
- Worksheet D: Identifying Goals
- Worksheet E: Gap Analysis Template and Worksheet
- Pacing Guide (page 110)
The impact of PARCC on this particular objective has yet to be determined because there continue to be significant unknowns, including the predictive validity of PARCC. Consideration will need to be given to the teams that are developed to work on this objective to ensure cross level collaboration and buy-in.

- How can we move forward from discussing a process to convening faculty teams to work on this? Are there existing teams working on dual credit courses or new developmental courses?
  - Operational issues for teams:
    - Project description to be used in recruiting teams
    - Recruitment process for team members at interested institutions
    - Appointment of facilitators for each team
    - Demonstrated need for the courses, so that faculty are willing to commit time
    - Budget that includes stipends
    - Schedule
  - Build on the work on developmental courses done by some institutions already.

Next Steps

- Share plans for the work group at February 10 leadership meeting. Get approval and go-ahead from CEOs.
- Restart data collection on college credits, professional certificates, developmental placements, and enrollment.
- Doodle poll to set new meeting, potentially at WCC, in early March.