Northern Illinois Regional P-20 Network
Alignment of Standards Work Group

March 3, 2015, 9 – 11:00 a.m.
Northern Illinois University, Altgeld Hall, Room 225

Attendees
Laurie Elish-Piper (NIU – chair), Emmanuel Awubah (COD – phone), Marilyn Bellert (NIU), Kristin Brynteson (NIU), Jim Carlton (SHS), Tony Capalbo (MCC – phone), Jim Carlton (SHS), Joe Collins (COD – phone), Adriane Hutchinson (MCC – phone), Bill Marzaro (WCC), Lisa Matich (NIU), Travis McGuire (HBR), Debbie Pixton (NIU), Julie Schaid (ECC), Diana Sharp (MCC – phone), Libby Roeger (ECC), Ross Truemper (Aurora)

Notes
Review of February 10 P-20 Network Leadership Meeting
• Progress of this work group was favorably received with lots of enthusiasm around the workforce data reports and the plan for generating predictive data, as well as the educational attainment report.
• Directions for our group
  o Direction to have a community college co-chair for each of the work groups to spread out the responsibility and the work group; that process is under way.
  o Different process for presenting reports and providing feedback for the September CEO meeting.
  o Work more actively with the state agencies on the various initiatives; we’ll be taking a group of people from the four work groups to present and work with state agency staff in Springfield.
  o Salary data added to workforce reports – send group new reports.
• Vision 2020 – Where does the P-20 Network fit with that initiative?

New Workforce Data Reports are underway
• New reports will include salary data.
• A second round of reports will be created using predictive data sources. The community college district footprints will be used as geographic boundaries to create consistency from the first round to the second round of information.
• Community colleges are asked to send the name of the person at their institution who works with workforce data to Debbie (dpixton@niu.edu) so that it can be passed along to the researcher at NIU’s Center for Governmental Studies.

Educational Attainment Reports
• About half of the institutions involved in the P-20 Network are also involved in a state level grant process that will be collecting new data that will fill in the gaps about the professional certifications earned by students, completing this data.
• We expect to have new reports by May 1.

Early College Credit Information
• We hope to have new data from ISBE and ICCB.
We are hoping to have new data by April 1, but expect to have it by May 1. Fluctuations in this data will need to be compared to changes in policy, such as the crackdown on the requirement for a master’s degree in the discipline by ICCB. One of our activities moving forward may be the development of an accelerated master’s program for high school educators that is discipline specific, but that utilizes a sequence of courses that is most applicable for educators and that incorporates additional coursework focused on pedagogy. MCC’s extensive dual credit program can be a source for best practices in the process for development and implementation.

Complete investigation of and finalize a model, create agreements, and plan pilot projects.
- Two or three teams focused on the development of these courses
- One team focused on creating a dual credit course aligned to the new Illinois Learning Standards
- A separate team focused on a dual credit course with a developmental education component. This course could be more similar to the Accelerated Learning Program (ALP) model where students in enrolled in the highest level developmental education course are concurrently enrolled in English 101. Preliminary data for this type of model at ECC are strong.
- A document outlining what the expectations for the teams will be created by Marilyn and circulated to the group for feedback and to be used as a guide for selecting individuals from member institutions to participate on the teams.

Next Steps
- Send out notes and call to team formation descriptions; provide feedback to the group so that we aren’t duplicating anything that’s already being done.
- Work group members talk with colleagues and send in names of individuals who will work on these teams. Need a cross section of every group – faculty, administrative, and IRR staff.
- Send name and contact info for person involved in the workforce data to Debbie (dpipton@niu.edu).
- Think about who would benefit from a webinar about the workforce data reports; how are you using it; what additional data do you need?
- Next meeting – week of April 13

Meeting materials
Documents related to this topic are posted online at www.niu.edu/p20network. Click on the Resources tab and then on the Alignment of Standards Work Group under Meetings and Materials. Feel free to send links to other documents that you recommend for this group to Debbie Pixton (dpipton@niu.edu).

Always in Mind

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.
  o Use predictive sources to create reports that indicate future workforce needs for the region.
  o 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.
  o 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.
  o 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.
  o 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.