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

April 15, 2015, 1:00 – 3:00 p.m.
Northern Illinois University, Altgeld Hall, Room 203
Call in Number – 815.753.0021

Notes

Attendees
Marilyn Bellert (NIU), Jim Carlson (SHS), Laurie Elish-Piper (NIU, co-chair), Kevin Fuss (Kish), Danielle Hauser (D211 – phone), Adriane Hutchinson (MCC – phone), Ed Klonoski (NIU), Lisa Matich (NIU – phone), Travis McGuire (HBR 429), Julie Schaid (ECC, co-chair – phone), Diana Sharp (MCC – phone)

Notes

Review course development teams Phase 1 proposal
The team agreed with the plan outlined for phase one. School district representatives indicated that during the school year, stipend money could be used to cover sub fees. If the work required summer work that exceeded the $250 stipend, at least one district indicated that it could cover the remaining cost for any of its participating teachers. Community colleges did not comment on sharing in the cost of stipends for participants.

Concerns were raised about determining the dates of the work, in order to identify qualified and interested faculty who are available during those times.
Teams must include at least one community college and a partner high school with NIU as another team member to ensure alignment across the continuum. Multiple teams of partners could participate on the same course development team.

Faculty advisors/facilitators from institutions that have already engaged in this type of work also need to be identified to serve as leaders for these four teams.

A survey will be distributed to work group members for the identification of interest and faculty who can participate on the teams.

Collecting and analyzing baseline data about Northern Illinois students
It sounds as though the state might already have this data. We are trying to determine the appropriate question(s) to ask in order to get it for our use.

A comprehensive state-wide system for tracking students who earn professional certificates or licenses does not currently exist. State agencies are looking at ways to develop such a system.

Review proposal – identifying emerging workforce needs
The team reviewed the proposal developed by NIU’s Center for Governmental Studies (CGS) for a multi-pronged approached to gathering and analyzing information about emerging workforce needs. Everyone was in agreement that the plan can potentially combine local data with regional and national data for useful and meaningful results. Survey questions to be used with local employers will be distributed as soon as possible.
**Development of a model to pilot the delivery of courses across district boundaries**

This project has been on hold while the group focuses on the four course development teams previously mentioned. The work group supports continuing to hold off on working on this project to focus on other initiatives and learn what we can from those projects in order to incorporate any findings into our process when addressing this problem.

**Next Steps**

- A quick survey will be sent this afternoon or tomorrow regarding participation on the course development teams to work group members.
- CGS will move forward with the collection and analysis of national and regional data regarding emerging workforce needs and the development of a survey to localize that data by community college district.
- A Doodle poll will be sent out to find a date in May for the next meeting.

**Meeting materials**

Documents related to this topic are posted online at [www.niu.edu/p20network](http://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 (dpixton@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.
  - 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.
  - 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.