The Northern Illinois Regional P-20 Network implements large-scale strategies and tracking systems to help meet the 60/2025 goal through regional collaboration. More than 70 representatives from NIU, community colleges, high schools and seven state agencies participate in work groups that conduct joint research, establish baseline data, organize innovative pilot projects and faculty dialogues, and prepare policy papers on college and career readiness issues. The P-20 Network is based at Northern Illinois University.
Northern Illinois P-20 Network
PARTICIPATING INSTITUTIONS

**Postsecondary Institutions**
- Northern Illinois University
- College of DuPage
- College of Lake County
- Elgin Community College
- Harper College
- Illinois Valley Community College
- Kishwaukee College
- McHenry County College
- Rock Valley College
- Sauk Valley Community College
- University Center of Lake County
- Waubonsee Community College

**School Districts**
- Barrington School District 220
- DeKalb School District 428
- Elgin School District U-46
- Hinckley-Big Rock School District 429
- Huntley School District 158
- Kaneland School District 302
- Naperville School District 203
- River Bend School District
- Rochelle Township High School District 212
- Rock Falls Township High School District 301
- Rockford School District 205
- Seneca Township High School District 160
- Sterling Public Schools
- Township High School District 211
- Township High School District 214

**State Agencies**
- Illinois Board of Higher Education
- Illinois Community College Board
- Illinois State Board of Education
- Illinois Student Assistance Commission
- Illinois Department of Employment Services

**Education Organizations**
- 4-C
- Advance Illinois
- Illinois Business Roundtable
- Illinois P-20 Council
- Illinois Workforce Investment Board
- Northwest Educational Council for Student Success
STUDENT SUPPORT SERVICES - SUMMARY OF PROGRESS

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

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

**Work Group Members**
- Eric Weldy (NIU) Co-chair
- Paul Crawford (NIU)
- Amy Franklin (NIU)
- Dana Gautcher (NIU)
- Peggy Gundrum (ECC)
- Angela Hite-Carter (RPS 205)
- Melinda James (WCC)
- Sue Martin (COD)
- Nancy Partch (KC)
- Greg Robinson (ECC)
- Dustin Seeman (HSD 214)
- Flecia Thomas (MCC) Co-chair
- Danielle Welch (DeKalb 428)

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<tr>
<th>Objectives</th>
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</table>
| **Comprehensive Student Support** | **Completed** Assessment surveys were administered to community colleges and high schools to collect information on existing services and gaps in programming. Data were analyzed and themes identified to help guide future efforts. | **Recommendations** Strengthen data sharing and use across institutions
- Identify strategies for increased data sharing
- Investigate feasibility of a data-sharing meeting
- Develop a strategy to identify data sources and needs
- Use data to inform programs, processes |
| **P-20 Financial Education** | **Completed** Website with searchable online database will launch on September 9 with new resources being added on an ongoing basis. | **Next Step** After presentation on September 9, the Financial Literacy for Education Success website will be managed by Econ Illinois in partnership with a state agency as part of the Finance Learning Exchange. |

**September 2015** Present project plans to coordinate student services in areas of need.
<table>
<thead>
<tr>
<th>Regional Peer Mentoring</th>
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<tbody>
<tr>
<td><strong>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.</strong> <strong>September 2015</strong> Report on a regional conference on peer mentoring held in summer 2015 and next steps to expand and improve peer mentoring.</td>
</tr>
<tr>
<td><strong>Completed</strong> A Peer Mentoring Conference in June at NIU Naperville attracted 85 participants from 18 institutions. Some participants were interested in starting peer mentoring programs and others in fine-tuning large, successful programs. Student panels provided candid discussions of lessons learned in peer mentoring.</td>
</tr>
</tbody>
</table>
| **Recommendations** Establish a peer mentoring initiative  
- Create a clearinghouse/online resource center of best practice mentoring programs across the region  
- Commission meta-analysis research study on the efficacy of peer mentoring; use results to guide future initiatives  
- Identify training and support needs for peer mentors and program coordinators that can be fulfilled by the P-20 Network |
ALIGNMENT OF STANDARDS FOR ADVANCING STUDENT OPPORTUNITIES - SUMMARY OF PROGRESS

**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 new Illinois Learning Standards and postsecondary expectations through faculty-to-faculty dialogue, creating shared expectations and aligning course content and rigor.

**Work Group Members**
- Laurie Elish-Piper (NIU) Co-chair
- Marilyn Bellert (NIU)
- Emmanuel Awuah (COD)
- Jay Brickman (HBR 429)
- Jim Carlson (SHS 160)
- Joe Collins (COD)
- Kevin Fuss (KC)
- Danielle Hauser (HSD 211)
- Jennie Hueber (DeKalb 428)
- Adriane Hutchinson (MCC)
- Ed Klonoski (NIU)
- Mark Lanting (KC)
- Bill Marzano (WCC)
- Travis McGuire (HBR 429)
- Marie Robison (MCC)
- Libby Roeger (ECC)
- Julie Schaider (ECC) Co-chair
- Diana Sharp (MCC)
- Ross Truemper (Aurora)

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<tr>
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<tr>
<td><strong>High School Outcomes</strong></td>
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<tr>
<td>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.</td>
<td><strong>Completed</strong> An educational attainment chart based on Census Data is completed and posted at <a href="http://www.niu.edu/p20network">www.niu.edu/p20network</a>. <strong>Still in Progress</strong> Data gathering continues on the percentage of students in the P-20 Network high schools who graduated from high school with college credits and/or professional certification in May/June 2015 and the percentage of students enrolled in developmental courses.</td>
<td><strong>Recommendation</strong> Work with partners to develop a tracking system for high school students who graduate with college credit, graduate with professional certificates, or enroll in developmental courses.</td>
</tr>
</tbody>
</table>

**January 2015** Completed report provides a basis for further planning and tracking progress.
### Workforce Needs

Analyze economic development and workforce data in order to identify current workplace shortages and emerging career areas across the northern Illinois region.

**September 2015** Identification of new opportunities for accelerated coursework such as dual credit or certification programs as well as new degree programs and certifications.

**Completed** Reports on current workforce needs for the region and each community college district have been developed based on data from Burning Glass Technologies and are posted at [www.niu.edu/p20network](http://www.niu.edu/p20network) under the Resources tab.

**Completed** Reports on emerging jobs and fast growing jobs for the region and each community college district have been developed and are posted at [www.niu.edu/p20network](http://www.niu.edu/p20network) under the Resources tab.

**Recommendation** Convene a meeting of NIU, community colleges, and leading employers in each district to review jobs reports and discuss the implications.

### Dual Credit and Development of New Courses

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 and in developmental education courses.

**September 2015** Report on implementation of the alignment process and timeline for production of the courses to be delivered to high school and college students.

**Completed** A process for developing courses at the state level that can be adapted at the local level has been shared with IBHE. The proposal includes three geographically based teams creating developmental education courses in math and English language arts that can be taught during the senior year of high school. Once developed, these courses can be adapted to local needs by individual school districts in collaboration with their community college(s). Once tested, this process may be modified for the development of other courses with a focus on dual credit courses.

**Recommendations**
- Present proposal for course creation teams to state agencies and the HR 477 committee for scaling up developmental education in 12th grade
- Assess highest priority needs for dual credit courses and work with university departments to launch accelerated programs that will prepare high school teachers to meet state standards for teaching dual credit courses.
**ARTICULATION WORK GROUP - SUMMARY OF PROGRESS**

**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 faster.

**Work Group Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Anne Birberick</td>
<td>NIU</td>
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<tr>
<td>Tony Capalbo</td>
<td>MCC</td>
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<tr>
<td>Laurie Cubit</td>
<td>MCC</td>
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<tr>
<td>Judy Doyle</td>
<td>NIU</td>
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<tr>
<td>Jon Furr</td>
<td>NIU</td>
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<tr>
<td>Peggy Gundrum</td>
<td>ECC</td>
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<tr>
<td>Sedgwick Harris</td>
<td>KC</td>
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<tr>
<td>Vicki Jacobson</td>
<td>RPS 205</td>
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<tr>
<td>Melinda James</td>
<td>WCC Co-chair</td>
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<tr>
<td>Steve Kellner</td>
<td>HSD 214</td>
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<tr>
<td>Brandon Lagana</td>
<td>NIU</td>
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<tr>
<td>Travis McGuire</td>
<td>HBR 429</td>
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<td>Julie Melnyk</td>
<td>HBR 429</td>
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<td>Jerry Montag</td>
<td>NIU</td>
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<tr>
<td>Greg Robinson</td>
<td>ECC</td>
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<td>Robyn Schiffman</td>
<td>IVCC</td>
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<td>Tom Schrader</td>
<td>COD</td>
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<td>Jeff Strouss</td>
<td>HBR 429</td>
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<tr>
<td>Meryl Sussman</td>
<td>NIU</td>
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<tr>
<td>Vicky Tusken</td>
<td>DeKalb 428</td>
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<tr>
<td>Marty Voiles</td>
<td>SHS 160</td>
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*Indicates subgroup member

**Objectives**

**Articulation Decisions**

- Recommend use of competencies for making decisions on course articulation through the Illinois Articulation Initiative (IAI).
- **September 2015** Complete policy paper and action plan for consideration by state agencies.

**Guided Pathways**

- Improve definition of guided pathways to degree completion and reduce redundancy of courses required.
- **September 2015** Clarify pathways and increase bachelor's degree completion programs by an additional 10% and reverse transfer agreements by an additional 25%.

**Progress**

- **Still in Progress** The committee has begun the drafting process for a policy paper which will suggest alternative strategies for IAI panel decisions.

**Next Steps**

- **Recommendation** Share IAI recommendations with the work group, IBHE, and ICCB for feedback; report results in February 2016

- **Completed** Guided pathway models have been prepared for aviation and manufacturing from RPS 205 EMITT Academy to RVC to NIU; and nursing from U-46 to ECC to NIU.
- **Completed** Reverse transfer agreements have increased by more than 25%. In fall 2015, 99 students are in the reverse transfer degree pipeline and 27 students have earned degrees through these agreements.

**Recommendations**

- Create five additional pathways documents and circulate widely
- Continue development of reverse transfer agreements
**CCSS Implementation**

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<tr>
<td>Engage at least 20 more NIU faculty members and 30 more community college faculty in CCSS and large scale assessment implementation meetings with middle school, high school, and community college faculty.</td>
<td>Still in Progress</td>
<td>Faculty from NIU and community colleges are currently participating in national studies of whether PARCC items represent skills needed in post-secondary studies.</td>
</tr>
<tr>
<td><strong>September 2015</strong> Add 10 more NIU faculty and 15 more community college faculty to this work.</td>
<td>Completed</td>
<td>Mentoring for Teaching to the New Standards workshop, June 22-26, 50 participants from area schools and teacher education faculty from NIU and community colleges.</td>
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<td>Completed</td>
<td>Writing Across the Curriculum workshop and training in Illinois Learning Standards for writing, May 16 for 28 NIU faculty.</td>
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**Illinois P-20 Council**

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<th>Task</th>
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<tbody>
<tr>
<td>Establish a formal relationship with the Illinois P-20 Council.</td>
<td>Completed</td>
<td>The Regional P-20 Network made a presentation to the state P-20 Council in April.</td>
</tr>
<tr>
<td><strong>September 2015</strong> Participate in the P-20 Council's work as a regional partner.</td>
<td>Recommendation</td>
<td>Launch a dialogue with the Illinois P-20 Council about a role for this regional network.</td>
</tr>
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</table>
### ADULT LEARNERS - SUMMARY OF PROGRESS

**Goal**  Increase the proportion of adults learners with high-quality degrees and credentials as part of reaching the goal of 60% by 2025.

**White House Commitment**  Increase enrollment of adult learners in higher education across the region.

**Work Group Members**
- Meryl Sussman (NIU) Co-chair
- John Cowan (NIU)
- Peggy Heinrich (ECC)
- Joanne Kantner (KC) Co-chair
- Mark Mrozinski (Harper)
- Angela Nackovic (COD)
- Jane Smith (COD)
- Donna Stewart (COD)

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| **Bachelor Degree Completion**
Identify gaps in bachelor degree completion programs for adult learners with associate degrees, including AAS degrees, and/or professional certifications. | **Still in Progress** Work with the Articulation group to provide more seamless transitions from 2 to 4 year institutions through tools like tightly-aligned pathways. | **Recommendation** Combine Adult Learners and Articulation into a single committee in order to provide support for improving the IAI and the alignment of pathways. |
| **Prior Learning Assessments**
Document best practices at leading institutions across the country with prior learning assessments for possible implementation at northern Illinois institutions. | **Completed** A white paper on prior learning assessments is complete. Included is a recommendation to form the Illinois Prior Learning Assessment Alliance (IPLAA), which will coordinate the implementation of best practices in the process and policies of prior learning assessments for adults across the region and/or statewide. | **Recommendations**
- Launch the IPLAA
- Collaborate with the regional eportfolio partnership (IREP) to develop a consistent process for adult learners’ portfolios |
| **Best Practices for Adults**
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. | **Still in Progress** All respondents are employing special strategies to recruit adult learners, but there are wide variations across the region. The survey identified 13 severe barriers for adult learners; the top four were critical courses offered only during the day, courses only offered face to face, no allowance for prior learning, and generational tensions with younger students. | **Recommendation** Research and provide recommendations on effective course scheduling options for adult learners |
**Models for Adult Learner Support**

| Develop a model for better serving adult learners across the region through collaboration among network institutions. | **Completed** Wide agreement exists on the descriptions of adult learners – 24 years of age or older; veteran or actively serving member of the armed services; returning to school after four or more years; assuming multiple adult roles as parent, spouse/partner, employee and student. **Still in Progress** Information on successful recruitment and retention practices is being shared on a regional level. Current methods of recruitment include connections to employers and associations; chambers of commerce/workforce development groups; employment fairs; targeted mailings and newsletters; signage on campus; web-based approaches such as links to registrar, course catalog, adult learner programs. | **Recommendation** Create regional communications strategies for conveying the importance of a high quality degree or professional certification to adult learners, while being respectful of each student’s individual goals and pursuits |