A Regional Approach to System Building

Illinois Learning Specialists and Developmental Educators Annual Conference

April 8, 2016
Regional Collaboration to Raise Educational Attainment

• The Illinois P-20 Council’s goal is to increase the proportion of adults in Illinois with high-quality degrees and credentials to 60% by the year 2025.

• The Northern Illinois Regional P-20 Network collaborates to increase college and career success for our students through regional action toward the 60/2025 goal.
## Participating Institutions

<table>
<thead>
<tr>
<th>Community Colleges</th>
<th>School Districts</th>
</tr>
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<tbody>
<tr>
<td>College of DuPage</td>
<td>Naperville 203</td>
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<tr>
<td>College of Lake County</td>
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<tr>
<td>Elgin Community College</td>
<td>Elgin U-46</td>
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<tr>
<td>Harper College</td>
<td>Arlington Heights HS 214, Barrington HS 220, Palatine HS 211</td>
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<tr>
<td>Highland Community College</td>
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<tr>
<td>Illinois Valley Community College</td>
<td>Seneca Township HS 160</td>
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<tr>
<td>Kishwaukee College</td>
<td>DeKalb 428, Rochelle HS 212, Sycamore 427</td>
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<tr>
<td>McHenry County College</td>
<td>Huntley 158</td>
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<tr>
<td>Rock Valley College</td>
<td>Rockford 205</td>
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<tr>
<td>Sauk Valley Community College</td>
<td>River Bend 2, Rock Falls 301, Sterling 5</td>
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<tr>
<td>Waubonsee Community College</td>
<td>Hinckley-Big Rock 429, Kaneland 302</td>
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## Education Agencies and Organizations

- IL Board of Higher Education
- IL Community College Board
- IL State Board of Education
- Advance Illinois
- Early Childhood Action
- IL Business Roundtable
- IL P-20 Council
- IL Workforce Investment Board
- Northern Illinois University
- Northwest Educational Council for Student Success
- University Center of Lake County 4 C (B-3rd)
Process Strengths

• Champions
• Two CEO meetings per year
• Regular meetings for each of the four work groups with 60 participants from 20 institutions
• Leaders from NIU and community colleges co-chair each working group
• Coordinated facilitation and support for all groups by the backbone organization, NIU’s P-20 Center
• Research to drive decisions has been a hallmark and first step for each group’s action agenda
• Coordinated print and electronic communications
Northern Illinois Regional P-20 CEOs
Monitor and Direct Five Work Groups

- Alignment of Standards
- Articulation & Adult Learners
- Student Support Services
- Birth-3rd Grade
- Workforce Development
Benefits of a Regional Network

• System-level approaches across all levels
• Convening and facilitating
• Sharing best practices and inspiration for change
• Increased involvement in state policy development
• Professional think tanks
• Training
• Research: 14 surveys, 2 policy papers, 4 lit reviews, 3 research reports, more in process
• Resources
Benefits: Morale

“Every meeting I go to is full of bad news. What we are doing here is really positive. What a relief!”

- High school superintendent, CEOs meeting, Regional P-20 Network, 2015

“The collaborative approach you are using is absolutely right. I feel very hopeful about your work.”

- Tony Smith, Illinois State Superintendent, CEOs meeting, 2016
Challenges

- Need for long-term, dedicated support
- Delivering results on time
- Sustaining involvement
- Geography
- Diversity of member institutions
- Change fatigue
- Coordination with local and state-level activity; avoiding duplicating or complicating other efforts
- Disruptive information and innovations
- Resources
Alignment of Standards Work Group

Laurie Elish-Piper, NIU and Julie Schaid, Elgin Community College

Goal: Align high school and higher education curriculum and credit programs, so that 100% of students graduate high school with 9-12 college credits and/or a professional certificate

- Compile baseline data on educational achievement across the region
- Increase opportunities to take dual credit courses
- Reduce numbers of students enrolled in developmental courses at the college level
- Identify metrics for measuring progress toward goal
Standards Alignment Activities

• Baseline data shows 44% of residents in the region hold post-secondary degrees or certificates, but numbers range from 25% to 56% in the CC districts.

• Detailed jobs reports for the region and each CC district provide a platform for a new student career success initiatives.

• Efforts to increase opportunities for early college credit and address developmental ed needs at the high school level are based on surprising research data and participation in state initiatives.
Developmental Education
Research Findings

• About 2/3 of students in developmental math earn a grade qualifying them for a credit course
• An average of 63% of students in developmental writing qualify to take a credit-bearing course
• About ¾ of students in developmental reading qualify to take a credit-bearing course
• The definition of “college-ready” varies widely in the determination of developmental placement
Developmental Education Support Services

• A few colleges support developmental education courses for seniors in high school and are seeing big decreases in students needing remediation

• Targeted supports for developmental students are increasing at colleges throughout the state

• Less than 1/3 of colleges share developmental placement or success information with feeder high schools
Articulation Work Group
Anne Birberick, NIU and
Melinda James, Waubonsee Community College

Goal: Create seamless transitions from cradle to careers

• Increase faculty engagement in implementation of new Illinois Learning Standards and the PARCC
• Recommend increasing use of learning outcomes or competencies in articulation decisions
• Develop a regional consortium to advance credit through prior learning assessments
• Expand opportunities by increasing the # of degree completion programs and of reverse transfer agreements
Articulation Activities

• Degree completion program in business launched with 6 colleges
• Reverse transfer agreements with 12 colleges
• Recommendations for improving the IAI articulation process by emphasizing competencies or learning outcomes in decisions
• Participation in HR 477 committees that developed legislative recommendations on competencies
Pipeline: Career Pathways

Task: Using Emerging Jobs reports, create model career pathways documents showing courses across three levels. Completed for the following:

• Aviation technology
• Applied manufacturing
• General healthcare
• Mechanical engineering
• Nursing
• Transportation logistics
Workforce Development Team

Goal: Coordinate workforce development activities with local, state, and national initiatives

• Inventory existing training and tools for using workforce data, analyze for gaps, and develop strategies for helping educators use available data to improve alignment with workforce needs.

• Continue development and testing of student-centered career pathways documents tied to regional needs.

• Crosswalk metrics, benchmarks, and reporting requirements in order to strengthen connections between educational performance and workforce outcomes.
Adult Learners Work Group
Meryl Sussman, NIU and Joanne Kantner, Kishwaukee College

Goal: Increase higher education enrollment of adult and non-traditional learners

• Identify gaps in bachelor degree completion programs; establish at least 3 new programs
• Document best practices in use of prior learning assessments
• Share successful approaches to recruiting and retaining adult learners
• Develop a model for better serving adult learners through regional collaboration
Adult Learners Activities

Meeting the 60x2025 goal requires increasing the enrollment of adult learners.

Goal: Increase of 30,000 students across the region

• Surveys identified top ten barriers for adult learners
• Issue: implementing new programs can take years
• NIU and five community colleges just launched a 2+2 business degree; more are in process
• Prior Learning Assessment Alliance being organized
Student Support Services Work Group
Eric Weldy, NIU and
Flecia Thomas, McHenry County College

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

• Build a comprehensive region-wide system of support services, including early intervention
• Generate a P-20 menu of financial literacy activities for students and families
• Pilot a regional peer mentoring initiative for 400 high-need students and 80 trained peer mentors
Student Support Services
Activities

• Surveyed existing services to identify gaps and developed an action plan

• Created http://www.niu.edu/financialliteracy/

• Mentors: 1,205; Mentees: 6,132. Held conference with 21 institutions; ongoing research on efficacy of peer mentoring and developing a support network

• Data on FAFSA completion at 162 high schools across the region. Will develop plans to increase workshops and completions
Birth to Third Grade (B-3rd) Work Group

• Goal: Collaborate with ongoing local and state efforts to improve preparation of young children for success in school, family, and community life

• Inventory programs and services in the region

• Facilitate networking opportunities for providers across funding streams

• Conduct research to identify gaps and ways to address unmet needs

Paris, 20 November 1869

The number of men present at any given time is represented by the width of the grey line; one mm. indicates ten thousand men. Figures are also written besides the lines. Grey designates men moving into Russia; black, for those leaving. Sources for the data are the works of Messrs. Thiers, Segur, Fesensac, Chambray and the unpublished diary of Jacob, who became an Army Pharmacist on 28 October. In order to visualize the army’s losses more clearly, I have drawn this as if the units under Prince Jerome and Marshal Davoust (temporarily separated from the main body to go to Minsk and Mikhlow, which then joined up with the main army again), had stayed with the army throughout.

Figure 58. Minard’s map of Napoleon’s Russian campaign.
This graphic has been translated from French to English and modified to most effectively display the temperature data.
Roles of Universities in Regional Networks

Goal: Increase educational attainment and student career success through collaborative action

- Convene and facilitate system-level activities
- Conduct research and evaluations to track progress and inform programs and policies
- Develop a data infrastructure and deliver training
- Create and pilot action models
- Communicate to build understanding, partnerships, and cross-sector collaboration
- Mobilize funding and connections to resources
For More Information –

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www.niu.edu/p20network