Building a P-20 Continuum:

NIU’s Regional Commitment

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What Does P-20 Mean?

At NIU, the P-20 initiatives represent a campus-wide responsibility focused on three things:

- Raising student achievement
- Improving the quality of educators
- Creating smooth transitions across all levels from pre-school to graduate school
What Does P-20 Mean at NIU?

- Joint leadership by the P-20 Task Force made up of 5 Deans, Provost’s Office, and Outreach
- Improved educator preparation and development
- $15 million in new external funding
- National, state, and regional leadership

NIU
Pre-school to Graduate School
Partners for Lifelong Learning
Why Build a P-20 Continuum?

1. NIU’s distinguished history in preparation of educators
2. High priority issue for public and policy-makers: become part of the solution
3. Appropriate role for an engaged regional university
4. Necessary role in this financial climate
P-20 and Engagement

Capabilities and expertise NIU brings to a chronic problem:

- Teacher preparation, professional development, and school improvement planning
- Research
- Off-campus programming and facilities
- Communications, graphics, web development
- Strategic planning and project management
- Grant-writing
P-20 Initiatives and the Engagement Agenda

- Interactive Illinois Report Card
- Illinois Honor Roll
- Illinois Council on Economic Education
- Math-Science Surveys
- Critical Choices
- School Partnerships
- Community College Partnerships
Interactive Illinois Report Card

- Interactive report card data for 4000 schools
- Dynamic, easy to use, colorful graphics
- Student data on secured servers for 1000 schools for improvement at the individual student level
- Statewide training for schools in “school improvement status”
IIRC’s Disaggregations

![Chart showing disaggregations for DE KALB COMMUNITY SCH DIST 428, Grade 11 PSAE Mathematics Performance by AYP Subgroups.](chart.png)

<table>
<thead>
<tr>
<th>Percent students at each level</th>
<th>M+E</th>
<th>E</th>
<th>M</th>
<th>B</th>
<th>W</th>
<th>All</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Native Am.</th>
<th>LE²</th>
<th>IE²</th>
<th>Low Inc.</th>
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<tbody>
<tr>
<td>Below Standard</td>
<td>60</td>
<td>8</td>
<td>52</td>
<td>34</td>
<td>7</td>
<td>65</td>
<td>63</td>
<td>60</td>
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<td>44</td>
<td>11</td>
<td>21</td>
<td>46</td>
<td>33</td>
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<tr>
<td>Above Standard</td>
<td>60</td>
<td>5</td>
<td>56</td>
<td>32</td>
<td>3</td>
<td>63</td>
<td>58</td>
<td>46</td>
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<td>44</td>
<td>11</td>
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<td>46</td>
<td>33</td>
</tr>
<tr>
<td>Above Standard, Above Standard</td>
<td>55</td>
<td>12</td>
<td>43</td>
<td>34</td>
<td>10</td>
<td>55</td>
<td>44</td>
<td>61</td>
<td>55</td>
<td>44</td>
<td>61</td>
<td>14</td>
<td>18</td>
<td>30</td>
</tr>
</tbody>
</table>

| Number of students tested     | 273 | 332 | 281 | 213 | 251 | 228 | 20   | 20   | 18   | 14   | 27   | 18   | 8    | 5    | 13    | 3    | 3    | 4    | 0    | 0    | 2    | 23   | 26   |

Interactive Illinois Report Card
2004 Illinois Honor Roll identifies 289 schools in every part of Illinois that offer models for research and sharing success.

- 85 High poverty, high performing schools
- 150 Academic Improvement
- 64 Academic Excellence
Economics Education

- Integrates first-rate economic education programs across the K-12 curriculum
- Connects state learning standards to real world problems in economics and personal finance
- Delivers training to 2500 teachers per year
- Distributes classroom simulations such as the stock market game
- Operated International Global and Finance High Schools
Surprising findings from NIU’s survey of 2500 math and science teachers across Illinois:

- What do math and science teachers need to know?
  *Content not pedagogy*

- Who needs content knowledge the most?
  *Teachers in their first five years*

- What are the greatest instructional needs?
  *Use of technology and teaching reading in the disciplines*
Illinois Survey of Critical Technologies

Online sampling of Illinois math and science teachers to determine knowledge of 25 “critical technologies” for the 21st century such as

- biomechanics
- genomics
- graph theory
- nanotechnology
P-20 School Partnerships

**Project REAL**

$5 million, 5-year TQE project

Partners:
- Rockford School District
- Rock Valley College
- NIU – 5 colleges and NIU Outreach
- Community and corporate organizations

**Wright Elementary School**

Partners: NIU and DeKalb Public Schools
Community College Partnerships

- NIU enrolls more transfer students than any other university in the Midwest.
- Purpose: Increased access to the baccalaureate for place-bound students.
- Delivery: Onsite and online programs
- Coordination: Improve students preparation and transitions
- Status: RVC-NIU now operating and five more developing
What factors are critical for a successful partnership between Outreach and Academic Affairs?
Continuing Ed and Outreach at NIU

- **1930-1972**: Decentralization
- **1973-1987**: Centralization
- **1987**: Decentralization
- **1988-2002**: Increased economic and community development
- **1992-2001**: Three regional centers opened
- **2002**: Reorganization for better engagement
P-20 in the Provost’s Office

- Leadership for **P-20 Task Force**
- Regional engagement, a university-wide mission
- NIU cannot succeed unless the whole continuum succeeds.
- Oversight of **certification programs** jointly governed by four colleges
- NCATE and follow-up assessment
P-20 in the Provost’s Office

- Gear-Up and Upward Bound
- Prairie State Achievement Exam research on student preparedness
- Leadership for Math-Science Initiatives
- Middle School Task Force
- Staffing to attend and report on state boards, commissions, projects
The Outreach-Academic Affairs Partnership

What makes it work?

- Incentives - presidential charge and big grants
- Commitment and communications
- Outreach as a bridge to the region
- Collegial relationship
- Shared staff and active collaboration
- Joint response to challenges
Successful External Partnerships: What Makes Them Work?

- Focus on improving performance, programs, and services
- Mutual benefits
- Respectful and collegial relationships
- Agreement on roles and responsibilities
- Attention to nurturing and maintaining the partnership
- Data collection and analysis
- Shared resources
RVC-NIU PARTNERSHIP

Success By Degrees
RVC-NIU Partnership

- Launched by two presidents in January 2002
- Seven NIU bachelor’s degree programs delivered to non-traditional students on campus at RVC in Rockford
- FY 02 - 15 courses, 158 enrollments
- FY 03 - 35 courses, 600 enrollments
- FY 04 - 44 courses, 675 enrollments
- Full-time, daytime BSBA and online GIS certificate added in Fall 04
Institutional Challenges

- Resources for additional expenses
- Competing demands from other cost centers.
- Resistance on campus
- Articulation agreements assume transfers
- Competition from other institutions
Partnership Challenges

- Lack of curriculum alignment, despite IAI
- Need to integrate student support services
- Marketing
- Facilities
- More than a landlord-tenant relationship
- Allocation of HECA funds
Faculty and staff from both institutions served on articulation teams for each program.

Upgrading of curriculum and better alignment resulted at both RVC and NIU.

Meeting pre-requisites continues to be a problem, especially in mathematics.
Marketing – What Works?

- Website – www.rvc.niu.edu
- Informational CD with live links
- Newspaper advertising
- Direct mail
- Brochures
- Information sessions
- Partnership database
- Less effective – radio, TV, and buses
Ongoing Challenges

- Funding
- Identifying and tracking students
- Sustaining enrollment
- Increasing staff investment and connections
- Needs assessment and evaluation
Benefits

- Increased enrollments
- Improvement of curriculum
- Credit for serving community needs
- Shared resources
- Grants, other external funding and initiatives
The Future for RVC-NIU

- Additional degree programs based on community demand and internal resources
- Increased regional collaboration to improve readiness for post-secondary study.
- New focus on economic development
Project REAL

Goal:
- Raise student achievement in four schools from 49% to 75% of students passing state tests

Objectives:
- Improving teacher preparation at NIU and RVC
- Increasing quality of teaching
- Training better school leadership
- Building the pipeline for new educators
Project REAL and RVC

Rock Valley College’s Roles

- AAT degrees in math, science, special ed to help meet critical needs
- Participation on leadership teams
- Placement for clinical observations
- Curriculum development with teachers
- Professional development, including Spanish for teachers
- Future educators clubs in two schools
Project REAL and NIU Outreach

- Participation in leadership teams
- Website
- Internal project communications
- External communications
- Online instructional modules
- IIRRC training
- Illinois Honor Roll principals as mentors
Wright Elementary School

- New K-5 school of choice opened Fall 2004
- Reflects district-wide demographics
- Four innovative characteristics
  - Full-day kindergarten
  - Integration of fine arts across the curriculum
  - Integration of technology across curriculum
  - “Triarchic” model of customizing instructional modes to individual needs
  - Extended day programming
Goals for **Wright School**

- 100% of students will meet state standards in seven subject areas
- 100% of students will meet national standards for use of technology in learning
- Successes at Wright will be disseminated across all schools in the district.
Wright Partnership Development

- Recognition of mutual benefit
- One full year of planning; weekly meetings
- Strong partnership agreement
- Use of national PDS standards and rubrics
- Attention to internal communications
- Joint management of public relations
- Joint governance through Wright Partnership Council
Benefits of Wright Partnership to the School District

- Overwhelming public support (150 applications for 46 spots next year)
- Foundation for long-term relationship with mutual benefits
- Synergies and collaboration
- Sharing of resources – staff time, hardware and software, supplies and equipment
Impact of Wright Partnership
On the University

- Exemplary national model of a professional development school
- Beneficial changes in teacher education in three colleges
- Broader perspective on school and community issues
- Positive response by public and educators
- Heavy demands on resources
Challenges for the Wright School Partnership

- Envy in other schools
- Replacing the principal
- Expanding innovations across more subjects and grades
- Resources to expand success across the district (grants, referendum, etc.)
- Training for new school board members
Impact of NIU’s P-20 Initiatives

- Well-known on campus and in community
  - Presidential reception
  - Increase in multi-college grant proposals
  - Increase in P-20 grant awards
  - Frequent publicity

- Enhanced collegiality

- Increasing faculty involvement in multi-disciplinary P-20 projects
Impact of NIU’s P-20 Initiatives

- Enhanced position in policy development
- Requests for more professional development school partnerships
- Requests for participation in state and national policy initiatives
Measuring Impact

Independent external evaluations, reports, and action:

- RVC-NIU
- Project REAL
- Wright Elementary School

Up next:
- Metrics for the impact of P-20 initiatives
Building a New, Shared Vision Across Institutions

How long does it take? 3-5 years.

First Year:
- Developing trust and operational mechanisms

Second Year:
- Strengthening relationships and commitment to vision, mission, goals
Building a New, Shared Vision

Third Year:
- Sustaining collegiality
- Re-invigorating as needed
- Choosing initiatives

Fourth and Fifth Years:
- Stay tuned.
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