



Northwest Educational Council for Student Success

A partnership committed to college and career readiness

NEW FRONTIERS: STRATEGIC PLAN 2018-2023

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2018-2023

VISION

A partnership committed to college and career readiness for all students.

MISSION

NECSS partnership members will develop programs, share talent and data, and leverage joint resources to ensure that every elementary, high school and college graduate will have the opportunity to be prepared for a global society, 21st century careers, and postsecondary readiness/success.

PURPOSE

- ❖ Pursue common goals for the purpose of increasing student success by leveraging resources.
- ❖ Foster and support a culture of inclusion so that every elementary, high school and community college student perceives him/herself as capable of postsecondary participation and success.
- ❖ Provide joint resources to support common professional development and curriculum development initiatives that support the vision of the Council.
- ❖ Provide a framework for offering coordinated, career and college readiness programs and services for elementary, high school and college students who reside within a member district.
- ❖ Develop data that will identify, monitor, and publish results on institutional effectiveness measures, key performance indicators, and metrics for NECSS strategic goals.
- ❖ Provide for the administration of programs and services conducted under the mentioned agreements in accordance with applicable provisions of the Illinois School Code, Illinois and Federal Law, the State Board of Education, the Illinois Community College Board, and the Illinois Board of Higher Education.

STRATEGIC DIRECTIONS

NECSS partners will demonstrate progress in these directions:

- ❖ Create a culture of innovation, accountability and transparency.
- ❖ Develop programs with educational partners that inspire postsecondary education and career readiness as a life goal.
- ❖ Increase completion and achievement of all students in our region with a focus on underperforming student groups.
- ❖ Engage in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.

CORE VALUES

- ❖ Innovation
- ❖ Acceleration
- ❖ Partnership
- ❖ College and Career Readiness
- ❖ College Access and Completion
- ❖ Clarity for Students' Postsecondary Journey
- ❖ Financial Savings via Acceleration and Remediation Reduction
- ❖ Increased College Access and Completion

SWOT ANALYSIS

The organization has made significant strides since the last SWOT Analysis (October 2016). Namely:

- ❖ Per the Northern Illinois Regional P-20 Network, our region has the highest percentage of high school students enrolled in coursework in a community college in the State of Illinois (55.3%), which includes the highest percentage of students enrolled in Advanced Placement (AP) coursework (44.6%) and the highest percentage of students enrolled in Dual-Credit coursework (22.2%).
- ❖ Won Best Practices Award from IL Lt. Governor Evelyn Sanguinetti for our collective impact work
- ❖ Implemented Middle College Pilot
- ❖ Created Transition Advisor Pilot
- ❖ Developed Initial NECSS Brochure
- ❖ Secured multiple grants jointly: High School Endorsements, 60 x 25, Dual Credit Enhancement Grant (ICCB), GLCCPP (Joyce Foundation), etc.
- ❖ Held Dual Credit Healthcare Summit
- ❖ Completed Data Dashboard
- ❖ Created organizational financial policies
- ❖ Held inaugural Data Conference

- ❖ Developed Special Populations Taskforce and Report
- ❖ Held inaugural Council Retreat
- ❖ Developed financial policies
- ❖ Hired new EFE Director
- ❖ Held conversations to improve Advisory Boards
- ❖ Developed Instructional Leaders Capacity
- ❖ Created Marketing/Communications Team
- ❖ Revised Intergovernmental Agreement (IGA)
- ❖ Held successful Special Joint Board meeting of the Boards of all four partner organizations
- ❖ Addressed longstanding concern regarding high school teachers' ability to teach Healthcare coursework via implementation of a CE class
- ❖ Began Math Transitions course development process
- ❖ Started talks with NIU regarding a Math cohort for high school teachers

NECSS 5 YEAR GOALS (2018-2023)

GOAL	TARGET DATE	INITIATIVE	TEAM LEAD	MEASUREMENT OF SUCCESS	RESOURCES NEEDED
Engage Elementary Partners	Fall 2018	Elementary/ Middle School Alignment	EFE Director	Plan in place for elementary partners aligned with high school and college goals; significant utilization of grant resources at elementary school level	Funds for meetings/meals provided by Grant
Provide opportunity for regional exploration of issues of socio-economic status (Special Pops)	Fall 2018	November 9, 2018 Suburbanization of Poverty Impact Day	NECSS VP/Board Chair with Professional Development Committee Chair	Event hosted with local non-profit organizations	Grant Funds/Local Funds/Partner Resources/Donations
Clarify Marketing Direction	Fall 2018	Messaging Plan Creation	NECSS VP/Board Chair with Marketing / Communications Team	Completion of Plan	N/A
Clarify regional Advisory Board roles and needs	Spring 2019	Finalize Advisory Board exploration; align with GLCCPP/Joyce Foundation Grant conversation	EFE Director with Career Committee and Council	Clearly delineated Advisory Board roles and written processes	N/A

GOAL	TARGET DATE	INITIATIVE	TEAM LEAD	MEASUREMENT OF SUCCESS	RESOURCES NEEDED
Explore transition from high school to college – support services	Spring 2019	HS-Harper Transitions Exploration	Student Services Team	Completion of Report to NECSS VP with recommendation (VP to provide charge in writing)	N/A
Explore NACEP Accreditation	Spring 2019	Event or conversation(s) to determine feasibility of NACEP Accreditation	Power of 15	Report findings to Council	TBD
Revitalize approach to annual grant development process	Spring 2019	Grant preparation document development	EFE with Career Committee	Completion of documents/new, more streamlined processes	N/A
Offer Endorsements which enable high school graduates to attain recognition in at least two areas by utilizing the CCPE web-based template and submitting to ISBE	Spring 2019	High School Endorsement Pilot Completion	Career Committee and GLCCPP Team	High School Endorsement Template completed according to schedule (see Plan-Appendix A)	Grant funds for meeting
Create ongoing connection between teachers at all levels	Spring 2019	Develop onboarding/ orientation program for dual credit teachers and ongoing opportunities for dual credit teachers to connect	EFE Director, Power of 15, and Professional Development Committee	Orientation program (perhaps online) in place as well as a plan for ongoing engagement	Funds for meetings/meals via local funds or grant resources
Examine efficacy of Middle College Pilot	Spring 2019	Middle College grades/data review – analysis	Power of 15 with Data Team	Report on Middle College to VP by June 2019	N/A
Develop a plan to establish Comprehensive Seamless Transition	Spring 2019	Seamless Transition Plan	Power of 15	Plan to ensure that transition is seamless between high school, Harper, and 4-year partners (including the role of the University Center at Harper)	Travel and meeting resources

GOAL	TARGET DATE	INITIATIVE	TEAM LEAD	MEASUREMENT OF SUCCESS	RESOURCES NEEDED
Build plan for Regional Workforce Capacity	Fall 2019	Develop Regional Workforce Engagement Plan	VP for Workforce Solutions with Council	Completion of Plan	Local resources for meeting expenses
Ensure that Dual Credit Plan is updated	Fall 2019	Update Dual Credit Plan	Power of 15	Updated Plan	N/A
Develop process for Onboarding and Sunsetting CIPs based on Data Analysis	Fall 2019	CIP Onboarding / Sunsetting process	Career Committee	Process in place – send to Council	N/A
Every student is on a Pathway	Fall 2020	GLCCPP Grant (leverage what we learn from Healthcare Pathway development)	GLCCPP Team/Career Committee	Completion of students assigned to pathways in all three districts	TBD
Develop Regional Guide for Special Needs Students' Transition to College	Fall 2020	Special Needs College Transition Guide Development	Student Services Committee with Professional Development Committee	Completion of Guide presented to NECSS VP	Printing Funds and personnel time
All students receive professional guidance for their selected pathways – 9-16/20	Spring 2021 (FY19 Pilot with Healthcare only)	Transition Advisor Program	Council	Scaling of Transition Advisor Pilot	Funding for Advisors or electronic solution
Align Funding with Mission, Planning, and Evaluation	Fall 2021	Review of funding needs	NECSS VP	Creation of new revenue/funding streams	Marketing dollars to create funder print collateral; Advancement Team
Share NECSS expertise <i>systematically</i> on State and National basis	Fall 2022	NECSS Annual Webinar or Conference	NECSS VP/Board Chair with Board and Marketing / Communications Team	Conference or webinar in place	TBD
Ensure that Special Pops students achieve on par with majority students	Spring 2023	Gaps analysis and program creation with districts	NECSS VP/Special Pops Coordinator	GPA and test scores	Funds for a Program Specialist; Travel to explore best practices

**APPENDIX A – HIGH SCHOOL ENDORSEMENT AREAS PLANNED BY DISTRICTS AS OF
7/31/18**

- D211 Endorsements
 - 1) Health Science
 - 2) Manufacturing/Engineering
 - 3) IT
 - 4) Human Services
 - 5) Business
 - 6) Multidisciplinary
- D214 Endorsements
 - 1) Health Science
 - 2) IT
 - 3) Manufacturing/Engineering
 - 4) Business
 - 5) Human Services
 - 6) Arts and Communication
 - 7) Multidisciplinary
- D220 Endorsements
 - 1) Health Science
 - 2) IT
 - 3) Business
 - 4) Human Services
 - 5) Manufacturing/Engineering

APPENDIX B – GLOSSARY OF TERMS

CCPE: College and Career Pathway Endorsements for High School Diplomas. Per Advance Illinois, “The PWR Act establishes a voluntary system for school districts to award college and career pathways endorsements on high school diplomas. The endorsements will demonstrate students’ readiness for college and careers and completion of instruction and professional learning experiences in a selected career interest area, and incentivize career exploration and development, particularly in high demand career fields. College and career pathway endorsements require an Individualized Learning Plan (ILP), career-focused instruction, career exploration activities, and 60 hours of internships or similar experiences. State agencies will coordinate with employers in prioritized areas for state economic development to identify minimum career competencies to incorporate into endorsement programs.”

GLCCPP: Great Lakes College and Career Pathways Partnership grant funded by the Joyce Foundation, ConnectEd in partnership with Jobs for the Future (JFF) and the Education Systems Center at Northern Illinois University . The partnership’s primary goal is to strengthen the capacity of communities to achieve self-sustaining systems of high quality College and Career Pathways that are “accessible to all students and that advance student outcomes that ensure lasting success in future education, career and life.” Our community is in the 2nd cycle of the grant and is focusing our efforts on Healthcare. The work proceeds through quarterly meetings peer learning, regional Community of Practice meetings with colleagues/other grantees from: Rockford, IL, Madison, WI, and Columbus, OH. We also receive technical assistance from ConnectEd, Education Systems and JFF.

PaCE Framework: Postsecondary and Career Expectations - Per Advance IL, “Often, students leave high school without a clear understanding of the skills needed to persist through college and gain meaningful employment. Students need exposure and experience to gain a better understanding of their career interests. School curriculum should allow students to craft an educational plan to meet their goals. Under the PWR Act, education agencies must adopt a framework that outlines what students should know about college and career each year from 8th to 12th grade.” The framework provides for expectations from grades 9-12 recommending an integration of career exploration/development, college exploration, preparation & selection, and financial literacy/financial aid.

PWR Act (110 ILCS 148/): Postsecondary and Workforce Readiness Act “The Postsecondary and Workforce Readiness Act (PWR), signed into law in 2016, takes a student based and competency based approach to helping students achieve college and career readiness.” Specific provisions can be found here – <http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3722&ChapterID=18>

The PWR Act contains four components:

1. Postsecondary and Career Expectations (PaCE)
2. College and Career Pathway Endorsements (CCPE)
3. Transitional Math Courses
4. Competency-Based Learning System

Special Pops: Special Populations as defined by Perkins IV:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including foster children
- Individuals preparing for nontraditional training and employment
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with other barriers to educational achievement, including individuals with limited English proficiency