

**NORTHWEST EDUCATIONAL COUNCIL FOR STUDENT SUCCESS
NECSS BOARD MEETING MINUTES**

Wednesday, November 16, 2016, 11:30 a.m.
Township High School D211
1750 S. Roselle Road, Superintendent's Conference Room
Palatine, IL 60067

Dr. Kenya F. Ayers, NECSS Board Chair

PRESENT: District 211: Dr. Daniel Cates, Dr. Lisa Small
District 214: Dr. David Schuler
District 220: Dr. Brian Harris, Dr. Linda Klobucher
District 512: Dr. Ken Ender, Dr. Judy Marwick, Michelé Smith
NECSS: Dr. Kenya Ayers, Gayle Banakis
GUEST: Faon Grandinetti, Manager, Outcomes Assessment, Harper College

1. Call to Order/Roll Call/Establishment of Quorum

- NECSS Board Chair, K. Ayers, called the NECSS Board meeting to order at 11:40 a.m.
- Upon roll call, representatives from D211, D214, D220, and D512 were present

2. Public Comments

- No public attendance or comments

3. Consent Agenda

- Motion by B. Harris, seconded by D. Cates, to approve the following Consent Agenda items:
 - a. Approval of Agenda for November 16, 2016 NECSS Board Meeting
 - b. Approval of Minutes of August 17, 2016 Public Budget Hearing
 - c. Approval of Minutes of August 17, 2016 NECSS Board Meeting
 - d. Approval of Financial Transactions for July-October 2016
- Upon roll call, the motion carried.

4. Informational Items

a. NECSS Vice President Report-K. Ayers



NECSS VP
Report-Nov 16, 2016

- Please refer to K. Ayers' report for detailed updates
 - i. Financials
 - NECSS accountant will join us for the March Board meeting to answer any questions presented.

- ii. Dual Credit Enhancement Grant
 - A \$10,000 ICCB Dual Credit Enhancement Grant was awarded to Harper College Health Careers. Dean Kimberly Chavis, NECSS EFE Director Gayle Banakis, and NECSS VP Kenya Ayers collaborated on the grant.
 - The grant supports a dual credit Healthcare Professions Pathway at Harper and offers pre-admission to qualified high school students.
 - K. Ender: Harper will be offering a pilot Onboarding Health Careers class in spring 2017.
 - D. Schuler: Some students are identifying a pathway choice by end of sophomore year. An onboarding experience or intro to college experience starting in junior year may be advantageous.
 - K. Ayers: Additional discussions will take place at Council meetings regarding Harper Start Smart options.

- iii. Special Populations Task Force Update
 - Task Force will address traditionally marginalized groups identified through the Every Student Succeeds Act (ESSA).
 - Speakers include:
 - 1) Dr. Linda Harklau - English Learners Expert
 - 2) Elizabeth Kneebone - Poverty Expert
 - 3) Dr. John Diamond - Race and Ethnicity Expert
 - 4) Dr. Paul Wehman - Disability Expert

- iv. Forward Momentum Meeting
 - Meeting held in October with Harper Academic Deans and high school District Directors of Teaching and Learning to connect and develop deeper understanding of shared professional goals.
 - Topics included: Current process for onboarding high school faculty and what this process might look like in the future.

- v. Strategic Planning
 - K. Ayers and Marcella Zipp (D214) reviewed D211, D214, D220, and Harper College strategic plans and/or goals.
 - In order to enhance NECSS opportunities, Council will develop a NECSS strategic five-year plan.

- b. Upcoming Event Dates-Board Meetings
 - March 15, 2017, Harper College
 - June 7, 2017, Township High School D214

5. Strategic-Discussion and Sharing

- a. Harper Promise Program Appeals-M. Smith / F. Grandinetti



Promise Appeals
Presentation-11-16-1

- M. Smith: The Harper Promise Program is a unique scholarship that must be earned. Expectation is students will do what is necessary to earn it.

- The Appeals Committee process involves two levels of appeals. First-level committee includes two representatives from each high school district (D211, D214, D220) as well as two representatives from Harper College.
- F. Grandinetti: In fall 2016, 146 appeals went through the Promise Program appeals process. Most appeals were related to attendance or community service.
 - Appeals approved – 19
 - Appeals denied – 127
- Appeals qualified as extraordinary circumstances were presented to the second-level committee (Harper College President and the three area Superintendents). For appeals to be approved, a unanimous vote is required by the second-level committee.
- Extraordinary circumstances are defined as significant events that were unforeseen or uncontrolled. Examples of extraordinary circumstances may include, but are not limited to:
 - Death in family
 - Accident
 - Long-term illness
 - Chronic illness
 - Completely out of family control
 - Community service if the student is unable to be in the community
- Deadline for freshmen Promise Program application submittal is December 15. Renewals are due by September 15.

Discussion on Harper Promise Community Service

Issues surrounding community service have surfaced at the NECSS Student Support Committee, the Harper Promise Committee, and the Harper Promise Appeals Committee. Topics include: Processes regarding student submission of documentation, transportation issues, and clarity on due dates.

- K. Ender: Inquired if there is any coordination among districts regarding a regional definition of what constitutes community service.
- J. Marwick: Harper does not decide what counts or does not count for community service. Harper accepts what the districts measure/submit for community service. If the NECSS Board would like to standardize what districts measure for community service, that may be problematic.
- G. Banakis: Student Support Committee discussions revealed schools measure community service differently. If NECSS Board requests a universal understanding of what constitutes community service for Harper Promise, consider that this definition may or may not be what your schools require for community service for graduation requirements.
- K. Ender: As Promise Program develops, parents may appeal the different community service requirements in each district. Recommends the development of a unified set of criteria to measure community service.
- D. Schuler: As NECSS committees are engaged in the Harper Promise Program, perhaps the development of a common standardized Harper reporting form would be beneficial.
- **ACTION ITEM:** J. Marwick will research the standardization of a Harper Promise Community Service Hours Reporting Form with Harper Promise committee.

b. NECSS/Harper Promise Program Relationship-K. Ayers /M. Smith

- K. Ayers: Inquiries arose regarding relationship between the Harper Promise Program and NECSS. Is Harper Promise a function of NECSS? A number of people feel they are doing Harper's work as opposed to something that is a joint collaboration function.
- M. Smith: Some high school counselors may think that Harper Promise is only a Harper program; however, we cannot do the work without the districts and Partnership.
- L. Klobucher: Questions have been asked at district level: Is Harper Promise Program our work or Harper work? Some people do not want to take ownership of the "Promise Umbrella." High schools need to emphasize that NECSS and Promise are "married." It's not extra work, it's what we do.
- D. Schuler: We are clear the Harper Promise Program is a Harper initiative with collaboration with high school districts and supported by NECSS.
- K. Ayers: Perhaps it may be beneficial if NECSS Board members communicate to people in your districts that the work for Promise is part of the overall work of NECSS.

c. Financial Update-G. Banakis

- NECSS has two sources of funding: FY17 CTEI allocation-\$999,291; Perkins allocation-\$673,628.
- To date, NECSS has not received any FY17 CTEI funds. Funds may start flowing in January 2017. Perkins is a reimbursable grant; these funds are flowing.
- Good news is we do have a reserve available. Reserve is approximately \$600,000. Our accountant recommends we maintain at least \$500,000 in reserves.

d. Marketing/Spending Authority-K. Ayers

- At Council meetings and subsequent Board meeting, K. Ayers shared an interest in facilitating marketing work on behalf of NECSS.
- There is a mismatch between potential needs and current funding available.
- Current NECSS funding is based on career funding, which is through CTEI and Perkins; however, we are a college and career ready organization whose mission and goals extend beyond the funding definitions of Perkins.
- The Board asked NECSS to develop preliminary spending priorities that fall outside the Perkins guidelines, and therefore, require a separate funding source.
- K. Ender: Harper has earmarked \$150,000 in an account as NECSS seed money. Let the minutes reflect that the \$150,000 in Harper account came out of Harper reserves.
- K. Ayers: At this time, NECSS does not have spending parameters. What can we do to support other initiatives, such as Special Populations, financially?
- **ACTION ITEM:** NECSS Board charged K. Ayers with outlining spending priorities and parameters for Board review.

e. NECSS Scorecard-K. Ayers



NECSS Scorecard
11-10-16.docx

- At last Board meeting, Board charged the Data Committee to track Scorecard data through an interactive dashboard, modify indicators on the Scorecard, and resubmit to Council for further review. A revised Scorecard has been submitted to Board.
- The Partnership will measure its progress toward meeting our mission by way of five metrics for each high school district. The five metrics are:
 - 1) College and Career Readiness (percentage of high school seniors who are college and career ready)
 - 2) Power of 15 (percentage of students earning at least 15 college credits while enrolled in high school)
 - 3) Postsecondary Matriculation (percentage of students who participate in postsecondary education or military)
 - 4) Postsecondary Credential Attainment (percentage of students who earn a postsecondary educational credential)
 - 5) Harper Promise (percentage of students who have committed to the Harper Promise scholarship and satisfy all eligibility criteria and continue to postsecondary education)
- Each of the five metrics are qualified by measures, clarified by indicators, and explained by definitions.
- Each measure will be disaggregated by the following demographic characteristics and will align with the Every Student Succeeds Act (ESSA):
 - 1) English Learners
 - 2) Gender
 - 3) Race/Ethnicity
 - 4) Low Income Status
 - 5) IEP Status/Disability Status
- The NECSS Board has determined that data should be collected going back to FY09. The Data Committee will denote where data is unavailable or incomplete and provide context to NECSS's leadership accordingly.
- K. Ayers: There are three areas of discussion in Scorecard for Metric #1 (College and Career Readiness) relating to definitions:
 - 1) Dual credit enrollment in high school
 - “Enrolled” or “Passing” a dual credit course?
 - 2) Score of 3 or higher on any AP exam
 - “Participated” or “Passed” AP course with a 3 or higher?
 - Participation in a course means student has met the AP standard. Not all students who take an AP course take the AP exam.
 - 3) At least a 2.8 unweighted GPA
 - 2.8 unweighted GPA or 3.0 unweighted GPA?

Discussion on Scorecard

- D. Schuler: Illinois State Board of Education (ISBE) is presenting a revised definition of what it means to be college and career ready. If ISBE approves that definition, that should be the metric and the measure indicators used on Scorecard.
- J. Marwick: What do you want college-ready measures to measure? If students are not ready to enroll in college-ready courses, then we may want to write this differently.

- D. Schuler: It is unfair to say we are graduating students who are college ready but then they cannot access college coursework. Purpose is to create researched definition of what is college ready.
- K. Ender: Policy would suggest that students who graduate high school are college ready. If they enroll at Harper, they are placed in credit-bearing English and Math courses.
- D. Schuler: What we are trying to do is create a research base that we can use to guide and refine after we have those four years of cohort data.
- J. Marwick: Voiced concern regarding **“at least a 2.8 unweighted GPA.”** Not aware of any college/university in Illinois that is using a 2.8 unweighted GPA. Harper requires a 3.0 GPA.
- D. Schuler: Teachers College at Columbia University uses a 2.8 GPA.
- K. Ender: A 2.8 GPA is acceptable, but students should be college ready in English **AND** Math. Students are not considered college ready if they are enrolled in remedial courses.
- D. Schuler: The definition of **“indicator”** should be correct. We want to graduate students that can access credit-bearing courses in Math and English. How do we demonstrate readiness to do that?
- J. Marwick: Dual credit **“enrollment”** should be changed to dual credit **“pass.”**
- D. Cates: Voiced concerned regarding **“score of 3 or higher on any AP exam.”** We are all deep in our efforts to get more students to take AP classes. Depending on student residency, some students do not have access to AP courses. Do not put schools against each other or teachers against each other. Add **“enrolled in a high school AP course.”**
- D. Schuler: Research shows that taking an AP experience does increase the likelihood of postsecondary success. Add an AP proficiency experience which would be identified with an A, B, or C and a score of 3 or higher.
- L. Small: There are students who are enrolled in an AP course but do not take the AP test but are college ready.
- K. Ender: If a student meets all multiple measures but is not English **AND** Math ready, then student is not college ready.
- B. Harris differed. If a student meets the criteria (passes a dual credit class, scores a 3 or higher on an AP exam, and has at least a 2.8 GPA) are you saying they are not college ready because they do not meet the English and Math indicators?
- J. Marwick: The students who do not meet the English and Math indicators are not college ready. To get an associates or baccalaureate degree, they need to be college ready in English **AND** Math or they will be placed in developmental courses.
- K. Ayers thanked Board members for their input. The following are revisions to Scorecard as recommended by Board. Revisions are shown in **RED**.

Metric #1: COLLEGE AND CAREER READINESS - ____ Percentage of high school seniors who are college and career ready

Criteria: Students must satisfy each supporting measure

Measures	Indicators	Definitions			
1. Graduate academically ready for postsecondary education (Student is asked to meet 3 3 out of 5 indicators including A or AND B)	A. Math College Ready B. English College Ready C. Dual Credit Enrollment D. AP Credit Score E. GPA		Construct	Score Format	Data Source
		A	ALEKS Score or ACT or SAT or MATH 080 exam or AP score (Harper Placement Criteria)	%	Infinite Campus/Banner
		B	Essay, GPA, SAT, ACT, ENG 100 (Harper Placement Criteria)	%	Infinite Campus/Banner
		C	Dual Credit Enrollment in High School Pass Dual Credit Courses in High School	%	Infinite Campus
		D	Enrolled in a High School AP Course	%	Infinite Campus
		E	Take an AP Exam	%	Infinite Campus
		F	Score of 3 or higher on any AP Exam	%	Infinite Campus
		G	At least a 2.8 Unweighted GPA	%	Infinite Campus

6. Action Items-K. Ayers.

- a. Approval of NECSS Scorecard
 - Motion by K. Ender, seconded by D. Schuler, to approve the NECSS Scorecard, **as amended.**
 - Ayes: D. Cates, K. Ender, D. Schuler
 - Nays: B. Harris
 - The motion carried with majority vote
- b. Approval of Two D214 Career Advisors (Ziomara Gil and Lavinia LoBue)
 - Motion by K. Ender, seconded by D. Schuler, to approve the two D214 Career Advisors
 - The motion carried.

7. Adjournment

- It was moved by K. Ender, seconded by B. Harris to adjourn.
- The motion carried. The meeting adjourned at 1:00 p.m.

8. Next Meeting-11:30 a.m.

Wednesday, March 15, 2017
 Harper College, Room W-201
 1200 W. Algonquin Road
 Palatine, IL 60067