



Illinois P-20 Council Meeting

Wednesday, July 25, 2012
10:00 am – 4:00 pm

Harper College
1200 West Algonquin Road, Palatine, IL
Performing Arts Theatre

Dial-in 888-494-4032 Access Code 4218176480#

Agenda

- I. Welcome and Introductions – Chairman Miguel del Valle & President Kenneth Ender (10:00am)
- II. Review and Approval of April 2012 Meeting Minutes – Chairman Miguel del Valle (10:10am)
- III. Strategies for Increasing Degree Production (10:15am)
 - a. Overview of Key Initiatives at Harper College – President Kenneth Ender (10:15am)
 - b. Measuring Progress towards the P-20 Goal – Elaine Johnson, ICCB & George Reid, IBHE (10:40am)
 - c. Questions & Discussion (11:05am)
- IV. Committee Updates (11:15am)
 - a. Data, Assessment, & Accountability – Max McGee
 - b. Family, Youth, & Community Engagement – Deb Strauss
 - c. Finance & Governance – Ray Hancock & Laurel Prussing
 - d. School, College, & Career Readiness – John Rico
 - e. Teacher & Leader Effectiveness – Erika Hunt
- V. Lunch Break (12:00pm)
- VI. Longitudinal Data System (LDS) Updates (12:30pm)
 - a. Early Childhood Data Initiatives (12:30pm)
 - i. Kindergarten Individual Development Survey (KIDS) – Cindy Zumwalt, ISBE (12:30pm)
 - ii. Unified Early Childhood Data System – Elliot Regenstein, Early Learning Council (12:45pm)
 - b. Student Information System (SIS) Updates – Mike McKindles, ISBE (1:00pm)
 - c. Workforce Data Update – Jason Tyszko, DCEO (1:30pm)

- i. Workforce Data Quality Initiative (1:30pm)
 - ii. Pathways Initiative (1:45pm)
- VII. Education Agency Budget and Legislative Updates (2:00pm)
 - a. IBHE – George Reid (2:00pm)
 - b. ICCB – Elaine Johnson (2:15pm)
 - c. ISBE – Robert Wolfe (2:30pm)
- VIII. IL Student Assistance Commission (ISAC) Update – Eric Zarnikow (2:45pm)
 - a. Overview of MAP Task Force
 - b. College Illinois Update
 - c. Legislative & Budget Update
- IX. Other Business (3:45pm)
- X. Adjourn (4:00pm)

Illinois P-20 Council

Wednesday, April 25, 2012
10:00 AM - 4:00 PM

James R. Thompson Center, 100 W. Randolph, Room 2-025, Chicago
State Capitol Building, 2nd and Monroe, Room 205, Springfield

Call-in Line 888-494-4032 Participant Access Code 4218176480

Minutes

Chicago Participants: Perry Buckley, Lizanne DeStefano, Erika Hunt, Brenda Klostermann, Gerry McLaughlin (for Fr. Dennis Holtschneider), Dea Meyer, Sharon Thomas Parrott, John Rico, Kathy Ryg, Julie Smith, Robin Steans, Deb Straus, Jason Tyszko, Miguel del Valle

Springfield Participants: Karen Hunter Anderson, Larry Frank (for Audrey Soglin), Ray Hancock, Elaine Johnson, Mike Johnson, Gary Niehaus, Geoff Obrzut, George Reid, Eric Zarnikow

Phone Participants: Ron Bullock, Deb Kasperski, Sen. Kimberley Lightford, Cynthia Plouche, Paul Sarvela (for Glen Poshard)

I. Welcome & Introductions

Chairman del Valle welcomed everyone to the quarterly P-20 Council meeting and asked for introductions in Chicago, Springfield, and on the phone.

II. Equality of College Preparation and Access Presentation: Tricia Renner - The College Board

Tricia provided an overview of AP testing and courses including scoring and credit system, course offerings, and predictive value of high achievement in AP courses for college success. She described new initiatives at AP including redesigned AP science courses, additional course offerings in foreign languages, and additional professional development for faculty teaching. She emphasized AP's efforts to develop programs at schools as opposed to simply offer courses. She also shared additional resources available online.

Tricia responded to questions for the Council. College Board standards played an influential role in the development of the Common Core. AP does not currently offer engineering and technology courses because these courses are not typically first year courses. However, they do offer courses needed to pursue these fields such as chemistry and calculus. AP recognizes the need for a variety of high quality opportunities that serve students needs in preparation for college and the workforce including career and technical education (CTE) and dual credit programs. AP professional development is not a requirement to

offer AP courses but must go through an audit process including review of syllabus and course materials. Audit process begins in March. School must be approved by January to be certified for course offering. AP courses are also available online in Illinois.

Tricia discussed key highlights of recent reports on AP. Students who earn a 3 or higher are more likely to be successful in college based on several indicators. Students who are successful in AP courses and on AP tests (defined by a 3 or higher on a 5 point scale) tend to have higher college GPA's and rates of degree completion. Additionally, students who take STEM related AP courses tend to pursue STEM degrees at higher rates. Students exempted from introductory coursework tend to do as well or better in subsequent courses as compared to those who took native course sequences. For example, these students tend to have higher college GPA's. Those who are successful on AP tests are exempted from introductory coursework and tend to do as well if not better than those who took native course sequence at the institution. Students who were successful in AP have better academic and employment outcomes in addition to reducing achievement gaps. She also described existing achievement gaps and the impact of AP coursework on reducing them.

She finished with overview of AP for Illinois. On average, approximately 30% of students take an AP course in high school in Illinois, a rate which continues to grow each year. This rate is growing and Maryland, New York, and Virginia are among the states with the highest rates of students taking AP courses. Their rates are around 40%. The rate of success on AP testing (earning a 3 or higher) is around 15% versus the national average which is 18%, making Illinois 15th. Maryland has the highest percentage which is 28 percent. Keys to Maryland's success include staff dedicated to technical assistance for local schools building AP Programs, universal PSAT testing, and investing school development dollars in professional development for faculty. Lastly, AP enrollment and success is considered a statewide college and career readiness (CCR) metric. Dual credit and other types of opportunities were incorporated into the multiple measures index by ISBE into the Elementary and Secondary Education Act application.

The numbers of minority students taking AP exams in IL has increased significantly but pass rates for these students continue to be below average. Based on the rates of minority and low income students taking the test each year, AP testing presents a viable strategy for helping to reduce achievement gaps. Moreover, data also shows that students exposed to a rigorous coursework such as that offered by AP tend to experience enhanced achievement regardless of whether they earned AP credit as a result of the class and subsequent exam. Both dual credit and AP provide significant opportunities for students, especially for underrepresented students.

Federal government offers program to states for subsidizing test fee for low income students. The goal is to have the students in AP courses reflect the demographics of the students in the school.

College and Career Success for All Act, for which Chairman del Valle was an advocate, has enabled Illinois to assist schools with at least 40% low income students to better prepare students for college by building robust AP programs. Forty to fifty schools across the state participate and have seen significant gains for underserved students. Unfortunately, funding for this program was zeroed out at the time of the meeting. ISBE continues to advocate for the funding and AP recommends the initiative as a model for other states.

Lastly, there is less access to AP courses in the southern and more rural parts of the state which tend to have limited staffing capacity. However, these schools also tend to offer alternative college prep programs such as dual credit and CTE.

III. Update on Teacher and Principal Certification Requirements: Darren Reisberg – IL State Board of Education

Work continues on the roll out of the Performance Evaluation and Reform Act (PERA) and SB7, will be hearing more on training program for evaluators from Erika, Alicia, and Rem. There is a short time frame for training to occur. Consortium for Educational Change will be designing the training.

Basic Skills Test (currently Test of Academic Proficiency) is undergoing a panel review, followed by a public meeting on May 10 and ultimately a recommendation to ISBE regarding cut scores. Sub area scores will now be recorded so that those who retest can focus on sections where improvement was needed. May 17 and 18th will be a meeting of the Board for formal action.

A change in law in 2010 allowed for NFP's to apply for approval of ed prep programs outside of edu institutions for example those presented by the new teacher project which were ultimately approved by the State Board. They apply to the Educator Preparation and Licensure Board.

Education certification system was changed with passage of SB1799 which consolidates certificates into one certificate with multiple endorsements. The primary license will be the Professional Educator License which requires passage of Basic Skills Assessment, passage of a content assessment, completion of an educator prep program, and completion of various pedagogy and methodology coursework. Grade span configuration will be considered as well. The Elementary and Middle School Advisory Group and the Early Childhood Advisory Group have been meeting to inform ISBE's discussion on the grade span configuration. Given that this is such a P-20 issue, Erika Hunt's committee will likely assist the State Board by forming a group to build on the work of the Board and advisory groups have done up to this point. Erika has been involved with the advisory groups who have been involved.

IV. Teacher and Principal Evaluation Training Activities: Rem Fairlamb – Teachscape, Alicia Haller – Consortium for Educational Change, and Erika Hunt – IL State University

Consortium for educational Change is coordinating the professional development around the evaluations in partnership with Teachscape which is developing the web interface, Center for Education Policy at IL State University is assisting with the technical assistance, Danielson Group is helping to align training with high quality teaching standards and DuPage Regional Office of Education is supporting the communications around training. Over nine thousand individuals throughout the state will have to be trained certified in addition. Much of the training is online for cost effectiveness. There will also be a train the trainer program to ensure sustainability. Because of the timeline for implementation of evaluations, trainings really need to be taking place over the summer.

Alicia provided an overview of evaluator expectations in addition to presenting on the framework for the training from development to implementation to assessment and enhancement. She also

provided a summary of the modules to be included in the training including the remediation process for areas where additional support is needed. Each module has an assessment which all evaluators must be successful in passing in order to be certified. All trainees must be pre-qualified. Preference is given to those who will be conducting evaluations during first year.

Content is interactive with questions and scenarios built into the content. State requirements, research based best practices, and PEAC recommendations will all be incorporated into the training, however only state requirements will be assessed. This will be indicated by icons associated with tips visible throughout the training.

Training also aims to develop specific competencies ISBE would like evaluators to be able to demonstrate including observe instruction confidently across subject areas, use of constructive feedback, awareness of bias, ability to communicate with individual being evaluated, and demonstrate inter-rater reliability.

The presenters entertained questions on the training including inquires about cost of training, availability of refreshers for evaluators, and roll out compared to other states. External funding is being solicited. Evaluators are required to be certified once per licensure cycle. Illinois is ahead of many states in terms of educator evaluations with the exception of Iowa. Ohio is in the process of updating their principal evaluator training. Illinois is unique because of the statutory requirement attached to evaluation roll out which forces an aggressive training timeline. Given the consequence of the evaluation, ISBE and those developing the training are very sensitive to the importance of robust training. The training team is confident that they will be able to reach at least the nine thousand evaluators needed for PERA implementation. The trainings are being piloted and validated.

Teachscape's representative, Rem Fairlamb, then presented on the software development process including the company's approach to providing educational tools, protocol for recording observations, and a sample module. Training includes sample videos of lessons which evaluators can score and compare with master scoring for practice scoring. Sample lessons include a variety of grades and subject areas. He emphasized the importance of reliability, validity, and fair observance and evaluation.

V. Discussion of the Impact of New Certification and Evaluation Requirements on Higher Education and the Field: Vicki Chou – University of Illinois at Chicago

Vicki shared her perspective as a dean of education with over a decade of experience. She provided a presentation describing the complexities associated with operating a college of education within the context of various federal, state, and institutional initiatives including changes to the Basic Skills Test, implementation of the Performance Evaluation Reform Act, redesign of the licensure system, preparation for the Common Core, etc.

She expressed the difficulty in trying to progress these efforts with limited staffing and resource capacity at both the institution level as well as the State Board which supports institutions in executing these initiatives. She also described the challenges of meeting reporting requirements. She suggested streamlining reporting requirements to minimize data collection and sharing burden while allowing for data to inform practice and policy. Also, she urged thoughtful consideration of infrastructure to support roll out of initiatives as well as associated timeline which require changes to educator preparation programs which are thinly staffed and

resourced, limiting their ability to respond as quickly as necessary. Moreover, she is cautious about pursuing efforts which stem from mixed research bases. Lastly, she noted that deans and other administrators are reluctant to move forward on initiatives are not seen as being supported consistently by research.

VI. LUNCH BREAK

VII. Update on ESEA Flexibility Waiver with Fact Sheet and Timeline: Darren Reisberg – IL State Board of Education

Illinois is in the process of applying for a waiver from the Elementary and Secondary Education Act also known as No Child Left Behind. ISBE is in negotiations with the federal Dept. of Education (ED) regarding specifics of the submitted application which center around teacher and principal evaluations. Specifically, ED is concerned that the decision not to use IL Standard Achievement Test (ISAT) as a tool for assessing student growth (not originally designed for measuring student growth) and a belief that the timeline for implementation is not aggressive enough. ISBE intended to maintain the timeline for evaluations as codified. Moreover, ISBE anticipates adoption of the PARCC assessments which will accompany the Common Core and are more aligned to a student growth model. He also noted that some other states in the waiver process have not been able to pass legislation requiring student growth as a part of teacher evaluations so in many ways Illinois is leading this effort and helping to pave the way.

Darren also provided an update on the Race to the Top One hundred and forty school districts submitted letter of intent. Thirty-seven were selected to receive a total of \$21.4M to move forward on specific obligations laid out by ISBE based on the Race to the Top application. These districts represent a variety of geographic regions in the state.

VIII. Legislative Update: Julie Smith – Office of the Governor

Julie provided an update on the budget and major legislative initiatives, both educational and otherwise including Medicaid and pension reform. The appropriation chairs began with numbers to work with which were significantly below the Governor's budget recommendations representing potential reductions in a variety of areas including education. However, both chambers have indicated that much of the budget depend on plans for Medicaid and the pension systems. Revenue generating initiatives include a cigarette tax which comes with a federal match which could result in a total of approximately \$700M. Moreover, alleviating the backlog of unpaid bills remains a priority for the Governor. Currently, the first 6 months of each fiscal year go to support unpaid liabilities. In FY13, the pension liability will be up to \$6B. There are general obligation bonds which will support capitol initiatives however bond raters have indicated that they will lower Illinois' rating if significant changes are not made to move towards balancing the budget.

It was noted that \$150M was lost in general state aid (GSA) in addition to the foundation level being left at \$6119/student which represents a greater shortfall of roughly \$250M. State universities have lost around \$100M over the past 2 budgeting cycles.

Perry objected to discussion of pensions at the meeting. Kathy encouraged strategic investment around allocation of funds.

IX. Lumina Report: “A Stronger Nation through Higher Education”: George Reid - IL Board of Higher Education

George provided an overview of the newest report from the Lumina Foundation which set the goal which the P-20 Council formally adopted as its own, increasing the proportion of adults with a high quality postsecondary credentials and degrees to 60% by 2025. The report outlines key strategies for reaching the goal which focus on driving completion. If we do not significantly increase degree/credential production, Illinois will be deficient workers who are qualified for the modern job market. Postsecondary education is key to both individual economic prosperity as well as that of the state and the nation because today’s jobs require advanced skills. There are huge gains to be made with improving completion rates for low income, minority, and adult students.

Karen encouraged looking at local P-20 Councils for best practices in identifying skills gaps and thinking creatively about coordinating the education and workforce sectors to address local labor market needs.

X. P-20 Postsecondary and Workforce Readiness (PWR) Working Group: Ben Boer – Advance Illinois and John Rico – Rico Enterprises

Robin shared an update on the work of the PWR Working Group which has been meeting to address gap between students’ secondary experience and expectations at the postsecondary level. The group is a joint work group of the Data, Assessment, and Accountability Committee and the School, College, and Career Readiness (CCR) Committee. The group has assembled to further define college and career readiness on a statewide level to better prepare students to succeed after high school. The steering committee begins meeting in May.

Chairman del Valle inquired about the work of this group and how it builds on existing definitions used by state agencies. Robin offered that they will be focusing on the experience of students which constitute CCR along an education to workforce continuum. State agency staff will be included in working group meetings.

Gary recommended a shift away from the Carnegie unit in order to better use classroom time to better meet students needs. Ron offered examples of work the Manufacturers Association has been involved in to support the development of in demand skills. He expressed his enthusiasm for the Pathways Initiative and STEM Learning Exchanges.

Robin concluded with a preview of a report on strategies for improving achievement at lowest performing schools. The State is in receipt of a \$158M federal grant intended to be spent over 4-5 year period which will provide targeted investment in these schools. These are commonly known as the School Improvement Grants. Schools who will be receiving this funding are spread across the state and are in both rural and urban areas. However, all have high rates of poverty. The report highlighted strategies for enhancing school outcomes for example improving ACT scores and reducing truancy rates. She noted that part of ISBE’s RTT application includes the creation of a School Support Center which would assist schools and districts address chronic challenges. She urged ISBE to monitor results and best practices from successful schools. It was recommended that the Council submit a letter to ISBE requesting reporting on successful strategies and models at the end of the grant period.

XI. ACT College Benchmark Report: Eric Lichtenberger – IL Education Research Council (IERC)

Data focuses on Illinois high school class of 2003. The data only includes students in public schools in Illinois. Information was gathered from ACT and the student profile which accompanies it, the IL report card, and IBHE among other sources. He began by describing IERC's methodology and definitions.

He highlighted key findings from the data. Nearly 1/3 of students met at 3 of 4 ACT benchmarks. Lower benchmarks (lower ACT score thresholds) were associated with higher rates of meeting benchmarks. The lowest benchmark was in English and the highest benchmark was in science. Students were least likely to meet the science benchmark.

Higher proportion of male students met all benchmarks and higher proportion of males missed all benchmarks but more females met 3 of the 4 benchmarks with the exception being science. Higher the income level for the student's family, the more likely a student was to meet all benchmarks. African American and Latino students were significantly less likely than Caucasian and Asian students to meet all benchmarks and were also much more likely to miss all benchmarks as compared to their Caucasian and Asian counterparts. A disproportionate number of non-Asian minority students were low income students indicating an inequitable distribution of poverty.

Higher rate of meeting benchmarks was correlated with postsecondary enrollment immediately following high school. Higher rates of meeting benchmarks were more likely to attend selective institutions. Students meeting all benchmarks had higher rates of out of state postsecondary attendance. Also, students who missed all benchmarks had high rates of out of state enrollment. Students meeting 2 or fewer benchmarks tended to enroll in community colleges at higher rates. For students who met at least 3 of the 4 benchmarks, those who missed benchmarks in English or math were much less likely to enroll in a 4 year institution. African American students maintained higher rates of initial enrollment at 4 year institutions as compared to similarly ready Caucasian students.

Within 7 years of initial enrollment, those who met more benchmarks had higher rates of earning a bachelor's degree. Non-Asian minority students had lower rates of college completion regardless level of college readiness. Wealthier students meeting 2 benchmarks were more likely to complete degrees than low income students meeting all of the benchmarks. Wealthy students also tended to enroll at higher rates at selective institutions. Asian students completed degrees at higher rates than similarly prepared Caucasian students. Caucasian students missing all benchmarks had higher rates of completion than minority students who met 1 or 2 benchmarks suggesting that something more than college readiness is at play. This is believed to be at least in part a result concentration of poverty.

Least prepared students who enrolled at most selective institutions tended to have higher degree completion than more prepared students who enrolled at less selective institutions. Enrolling at more selective institutions tends to reduce the racial achievement gaps. Males rates of degree completion tend be lower than females despite having higher rates of meeting all benchmarks. Missing the math benchmark was predictive of failing to persist into the 3rd year of college. Meeting 3 or more benchmarks was connected to higher rates of degree completion particularly for high income students and those enrolling at more selective institutions.

IERC hopes to integrate private high school data in the future as well as planning to track students who enroll outside of the state and determine whether or not they return to Illinois for employment.

Chairman del Valle noted that students meeting fewer benchmarks were more likely to enroll at for-profit institutions. Those who met math only also tended to enroll at for-profit institutions such as DeVry which are

more geared towards technical programs. Jason suggested that IERC also track industry recognized certifications although this can be more difficult data to obtain.

XII. Longitudinal Data System (LDS) Governance: George Reid – IL Board of Higher Education

In 2010, legislation was passed to establish a longitudinal data system but it did not speak to governance. Legislation requires system to be built by next spring so some crucial decisions need to be made in the meantime. The DAA Committee has been assisting data owners in convening meetings to discuss issues related to data governance. The group will meet again in May. They are in the process of identifying stakeholders to participate in an LDS steering committee. The group hopes to pursue legislation codifying an LDS governance structure at the appropriate time. Group has also been looking into other states approaches to data governance in addition to coordinating with the Data Quality Campaign. The Council will be kept up to date on discussions moving forward.

XIII. Committee Updates and Other Announcements

Committees shared updates on progress toward P-20 recommendations including key projects.

Data, Assessment, and Accountability Committee – DAA is helping to facilitate conversations around governance of the LDS in addition to playing an active role in the PWR Working Group.

Family, Youth, and Community Engagement Committee – FYCE are in the process of drafting a proposal for training modules for parents and community members on the newly redesigned School Report Card. They continue to engage stakeholders for input on this effort. At this time, a funding source has not been identified to support implementation.

Finance and Governance Committee – The Committee continues to meet and to identify primary challenges facing education in the way of finance and governance. They are also in conversations with the Chicago Community Trust regarding a planning grant for additional research.

School, College, and Career Readiness Committee – The focus of SCCR has been the PWR Work Group, a joint effort with the DAA Committee aimed at enhancing CCR.

Teacher and Leader Effectiveness Committee – TLE played an integral role in leading discussions around SB1799, which institutes the process for streamlining the teacher licensure system.

P-20 was awarded a World Education Symposium mini-grant worth \$10,000. A portion of this money will go to sponsoring speakers at this year's IERC Conference.

Jim Connors provided an update on the legislative institute jointly sponsored by Advance Illinois, P-20 Council, and the Education Caucus. The institute featured Charlotte Danielson as a speaker on the importance of quality training for evaluations and a sound evaluation framework. The follow up session in Oak Park was also well attended. Video of speakers will be shared online.

The next P-20 Council meeting is scheduled for July 25th.

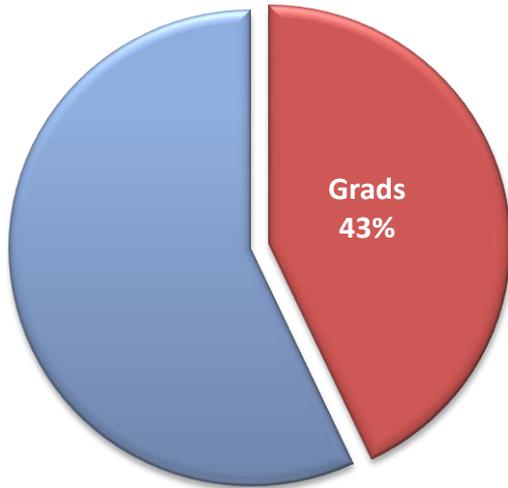
XIV. Adjourn

Measuring Progress Towards the P-20 Goal

***P-20 Council
July 25, 2012***

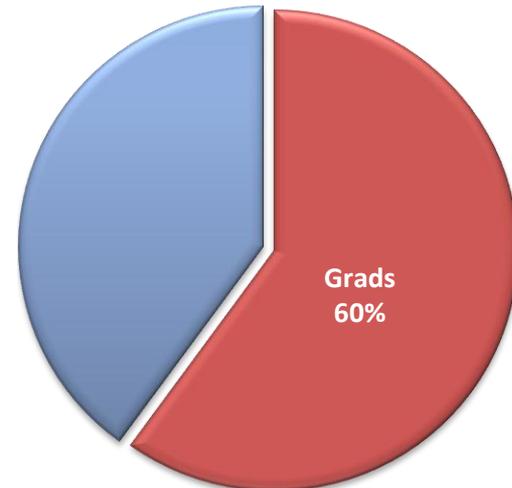
Dr. George W. Reid

Complete College America (CCA)



Current Status: 43% of Illinois adults are college graduates

GOAL: 60% of Illinois adults are college graduates

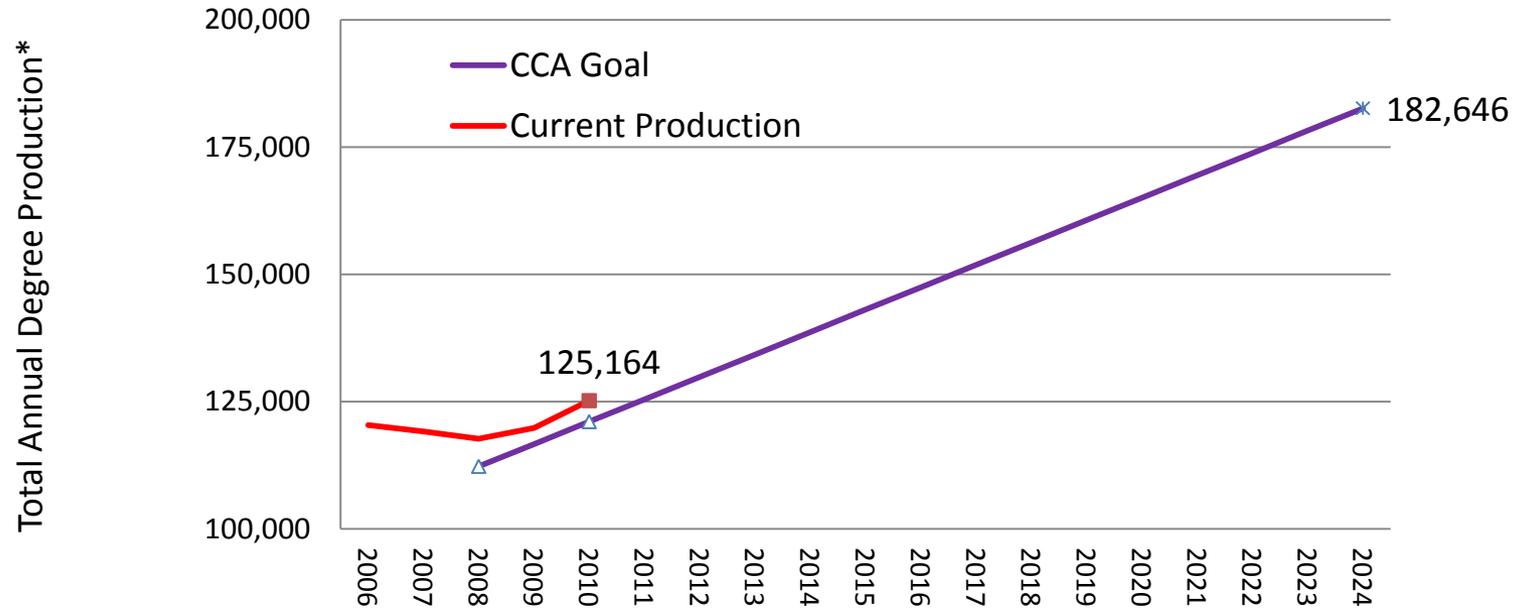


Illinois Public Agenda

Goal 1: Increase educational attainment to match best-performing U.S. states and world countries

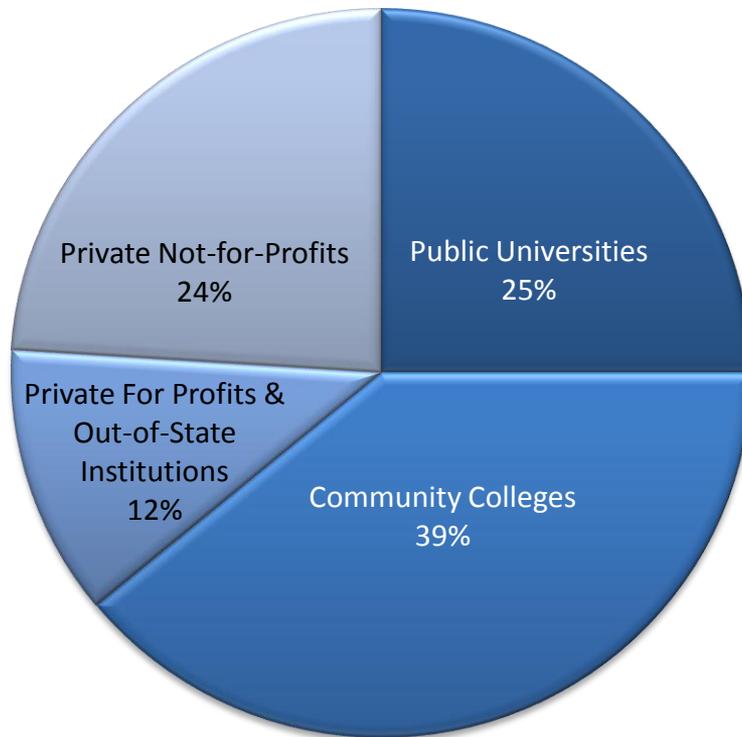
- 60% of all Illinois adults (age 25-64) with a college degree or certificate by 2025
- Attaining the Complete College America goal would ensure that the U.S. would again be first in the world in proportion of young adults with a college degree – the goal President Obama set for the country

Requires > 4,000 Additional Graduates per Year (or 46% increase from 2010 to 2025)



* Includes certificates of 1 year or greater, associates degrees, & baccalaureate degrees

Graduates by Higher Education Sectors



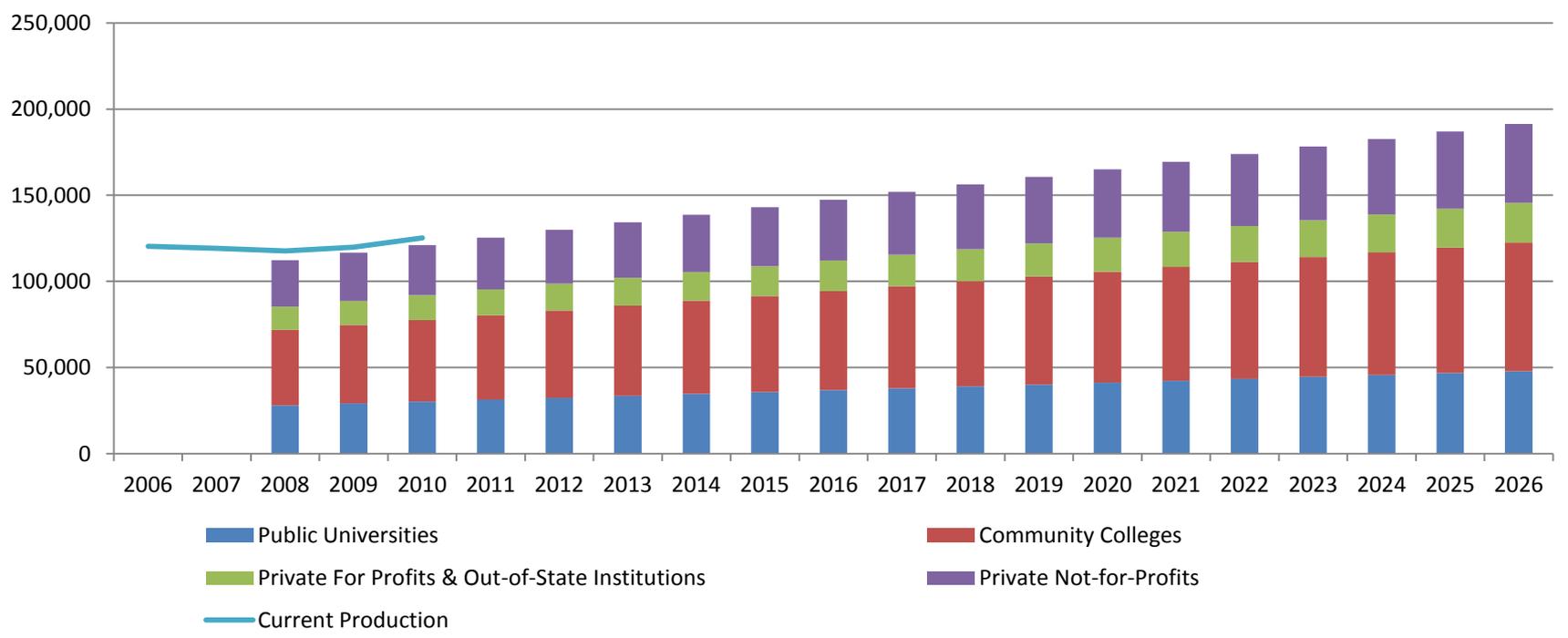
The number of postsecondary certificates and degrees awarded each year in Illinois can be divided by higher education sector

This pie chart represents the current contribution of each of the four sectors

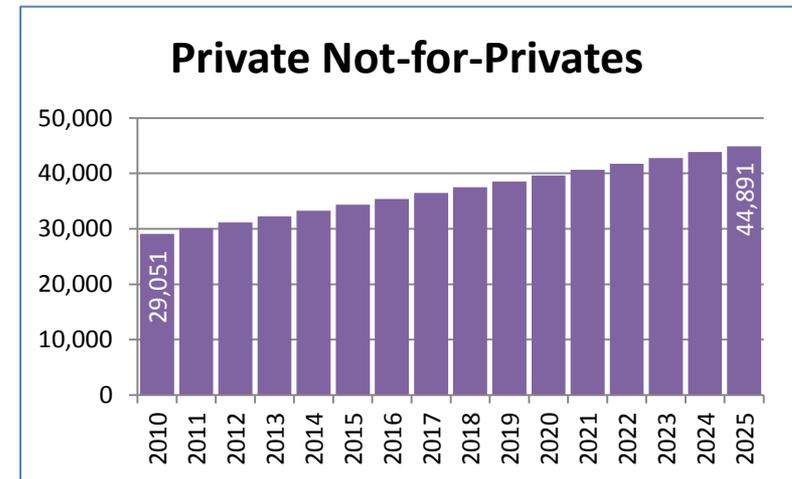
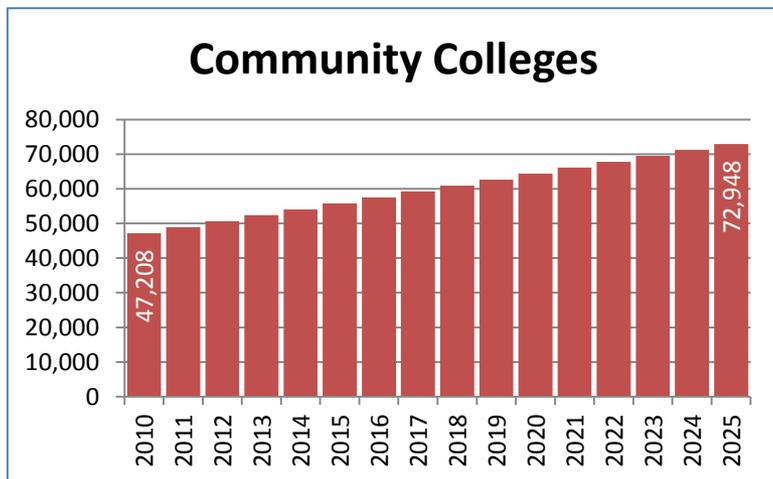
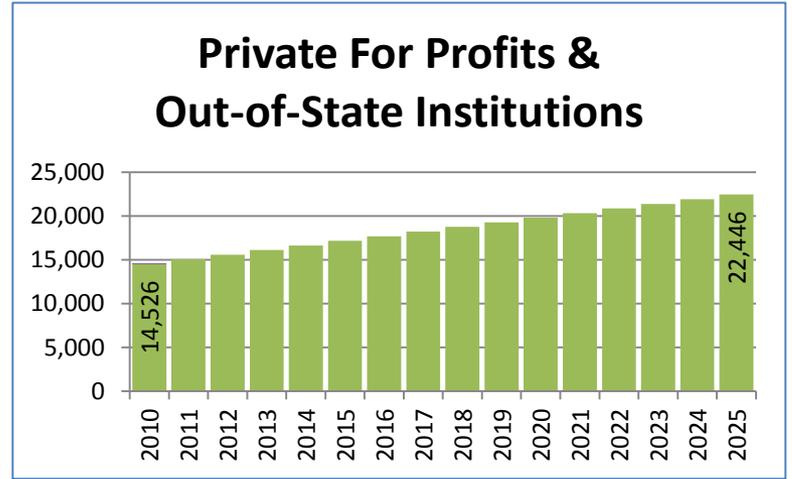
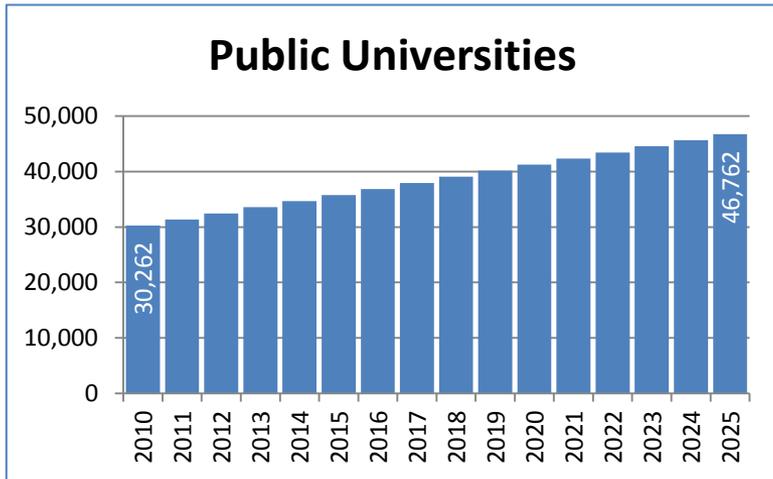
Community Colleges have the largest percentage of total postsecondary graduates (39%)

Projected Graduates by Sector, 2025

This chart shows the increase needed by each of the four sectors to meet the goal of 60 x 25 using the current percentages of graduates by sector.



Projected Graduates





Sub-committee on Data, Accountability, and Assessment of the P-20 Council

Update for July 25th 2012 P-20 meeting

Updates

- ▶ LDS Governance Planning
- ▶ Climate Survey
- ▶ Report Card Steering Committee
- ▶ Post-secondary and Workforce Readiness Working Group

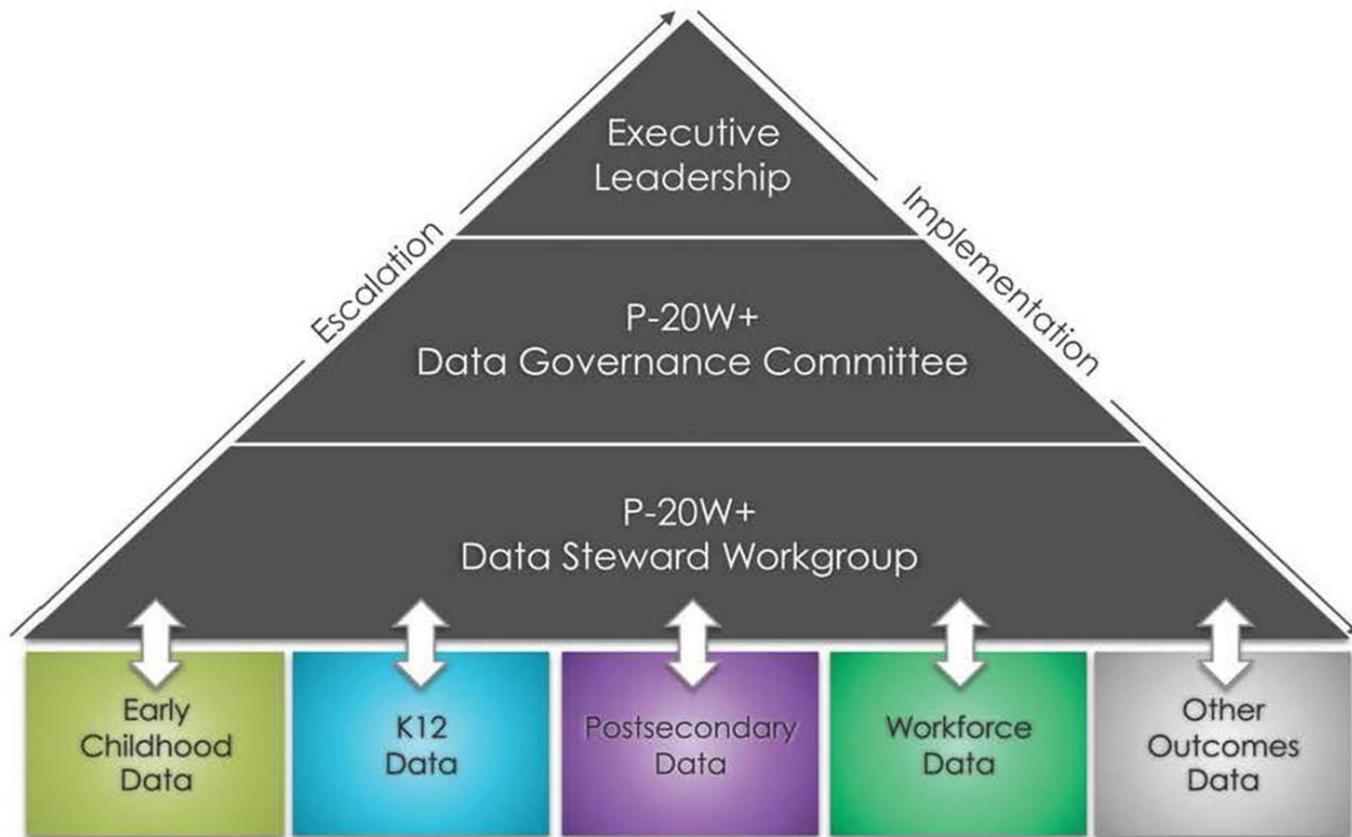
Updates

- ▶ **LDS Governance Planning**
- ▶ **Climate Survey**
- ▶ **Report Card Steering Committee**
- ▶ **Post-secondary and Workforce Readiness Working Group**

Objective of LDS Governance Planning

- ▶ Develop charges that LDS Governance will promote
- ▶ Develop a Governing structure and participation that best enables the charges to be executed
- ▶ Develop recommendations for sub-committees, processes and staff support that allow the Governing body to be effective

Establishing the RIGHT Structure with the RIGHT People



Source: NCES, [*P20W Data Governance: Tips from the States*](#)

Illinois Structure

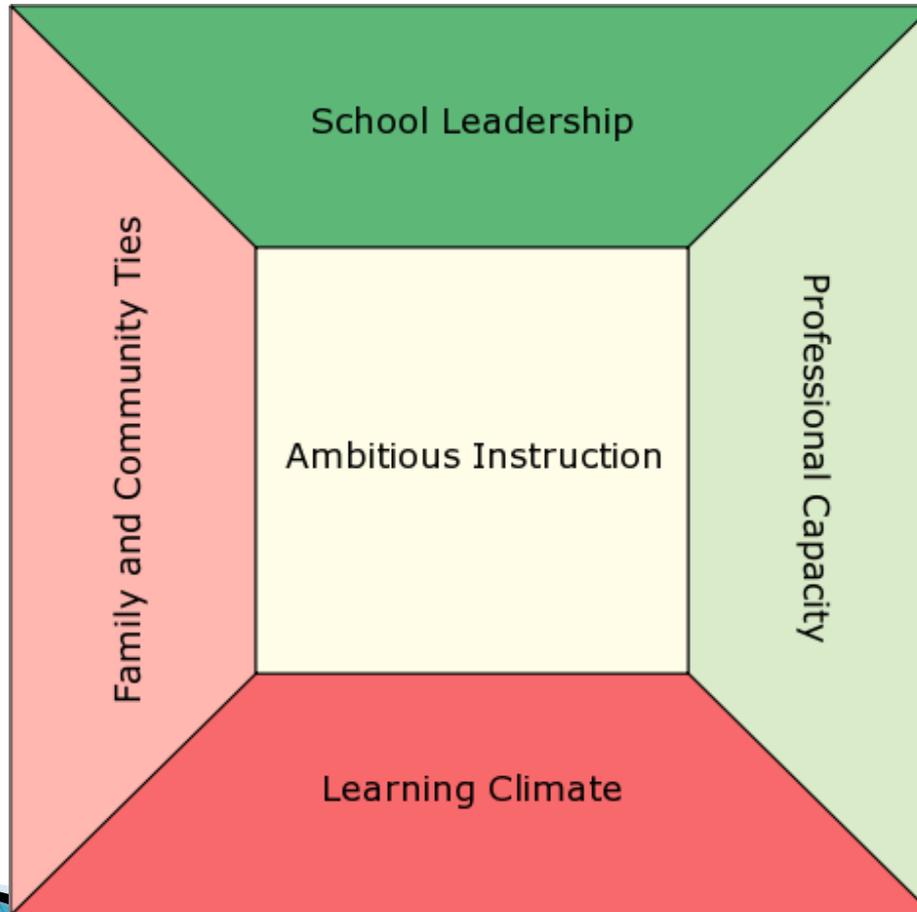
- Drawing from other state examples, Illinois might consider a leadership structure for data governance that draws upon the following agencies and areas of expertise
- The agencies will be represented by their chief executives or an appropriate representative.
- Other appointees should be fluent in the use of data in the area they represent and be able to support the charges proposed.
- This board should clearly be focused on the charges which differentiate its work from other committees.
- The council may be chaired by a representative from the Governor's Office.
- Additional representation will likely occur in sub-committees.

Governor Appointed	Agencies
<ul style="list-style-type: none">• Chair• ICEPR• P20• Early Childhood• 4 year institutions• Community Colleges• Teachers• District Administration• Public/Advocacy (with data system experience)• Workforce	<ul style="list-style-type: none">• ISBE• IBHE• ICCB• ISAC• DCEO• IDES• DHS

Updates

- ▶ LDS Governance Planning
- ▶ **Climate Survey**
- ▶ Report Card Steering Committee
- ▶ Post-secondary and Workforce Readiness Working Group

UChicago 5 Essentials for School Success: Research-Based System for Targeting School Improvement



Legend

Far Above
Average



Above
Average



Average



Below
Average

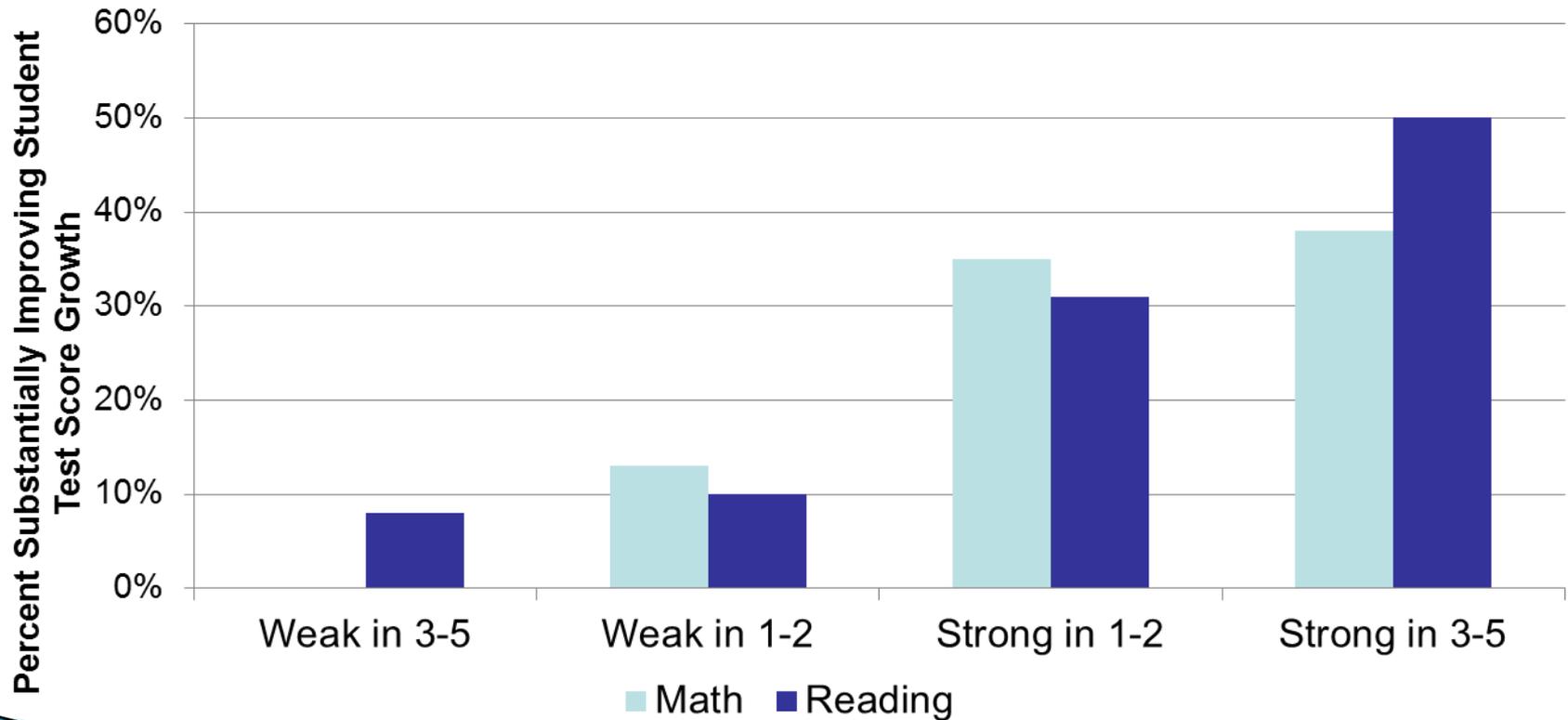


Far Below
Average



5 Essentials: Predicts Improvement in Student Learning

Schools Strong in the 5 Essentials Are 10 Times More Likely to Improve Substantially



Updates

- ▶ LDS Governance Planning
- ▶ Climate Survey
- ▶ **Report Card Steering Committee**
- ▶ Post-secondary and Workforce Readiness Working Group

Updates

- ▶ LDS Governance Planning
- ▶ Climate Survey
- ▶ Report Card Steering Committee
- ▶ **Post-secondary and Workforce Readiness Working Group**

Working Group mission

The mission of the P–20 Postsecondary and Workforce Readiness Working Group is to increase students' opportunities for success in college and careers by developing indicators and recommending policies to support and align transitions across the P–20 spectrum and with other stakeholders.

Proposed working model

Core content skills

- Core academics tied to the Illinois Learning Standards
- Technical knowledge & skills specific to career pathways *and/or*
- Technical knowledge & skills specific to in-depth academic pursuits
- Civics
- Communication

Thinking skills

- Critical and applied thinking
- Learning techniques
- Research & scientific method
- Formulating & stating problems
- Data analysis & interpretation

Employability & interpersonal skills

- Collaboration
- Ownership of learning & results
- Self-management
- Cultural competency
- Comfort with technology
- Civic awareness & engagement

College & career knowledge & navigation

- Understanding of postsecondary system & how to access
- How to transition to workplace
- Financial literacy and its application to college & career navigation

Transition Points

Following are transition points and example questions to examine and consider as we develop benchmarks:

1. Middle School and High School Placement
 - How do we differentiate based on ability without tracking?
2. High School Pathway Selection
 - How do we ensure cohesive student programs of study?
3. High School Graduation
 - What knowledge should a student have at graduation?
4. Higher Ed Entrance/Higher Ed Program Entrance
 - How to differentiate developmental courses (i.e. remedial course taking) vs. program entry?
5. School to Career
 - What is a career?



July 25, 2012

Early Childhood Data Initiatives Kindergarten Individual Development Survey (KIDS)

Cindy Zumwalt

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Presentation Overview

- ▶ **Planning**
 - Kindergarten Readiness Stakeholder Committee
 - KIDS Report
- ▶ **Developing**
 - KIDS Advisory Committee
 - KIDS RFSP
- ▶ **Building**
 - Data
 - Training & TA
 - DRDP–SR ➡ Illinois KIDS





Kindergarten Readiness Stakeholder Committee

- ▶ Convened by State Superintendent Christopher Koch in March 2010
- ▶ Over 50 Committee Members
- ▶ Charge – Examine feasibility of adopting a uniform, statewide kindergarten readiness process
- ▶ Goals of process
 - Identify gaps in school readiness
 - Provide information to drive more effective classroom instruction
 - Support state and local data-driven decision-making on professional development and resource allocation



***A New Beginning:
The Illinois Kindergarten
Individual Development Survey***

http://www.isbe.net/earlychi/pdf/kindergarten_survey.pdf

**A report to the Illinois State Board of Education from
the Kindergarten Readiness Assessment Stakeholder Committee
April 2011**



Kindergarten Individual Development Survey (KIDS) Goals

- ▶ Promote the success of every child
- ▶ Guide professional development
- ▶ Support alignment of early childhood and elementary school systems
- ▶ Document the important role that early childhood programs play in preparing children for elementary school
- ▶ Enable the state to respond to identified needs

KIDS Process

What it is

- ▶ Observation-based, three times during kindergarten
- ▶ Within context of typically occurring activities in the classroom
- ▶ Across multiple developmental domains

What it is NOT

- ▶ ***Not*** a one-time “readiness” snapshot of children as they enter kindergarten
- ▶ ***Not*** a test
- ▶ ***Not*** an assessment that teachers have to stop for 2 weeks to administer

Kindergarten Individual Development Survey (KIDS) Advisory Committee

- ▶ Convened in October 2011
- ▶ Committee's Role
 - Advise on the selection and development of instrument
 - Support implementation: professional development, research, communications
 - Advise on evaluation of implementation



RFSP for Development and Administration of KIDS

Scope of Work

- ▶ Selection and Adaptation of a Survey Instrument
- ▶ Training and Support for individuals administering the instrument
- ▶ Ongoing Professional Development
- ▶ Administration of the KIDS Process
- ▶ Coordination with the KIDS Advisory Committee
- ▶ Cooperation with a Research-Based Study of KIDS Implementation and Ongoing Improvement



KIDS Contract

- ▶ WestEd Center for Child and Family Studies (CCFS)



- ▶ Berkley Evaluation and Assessment Research Center, Graduate School of Education, University of California Berkeley (BEAR Center)

DRDP-SR[©]

Desired Results for Children and Families –
School Readiness

<http://www.wested.org/desiredresults/training/>

Guiding Principles for the DRDP–SR Assessment

- Assessment should provide a **general orientation** to facilitating development and learning in key domains at each stage and age.
- Assessment should focus on **qualitative differences** in development in key developmental domains.
- Assessment should focus on the child's current level of development (**Positive Orientation**) rather than on what the child has not yet or only partially mastered.
- Assessment should help teachers track the **developmental progress** of individual children.

Guiding Principles for the DRDP–SR Assessment *(continued)*

- Assessment should be inclusive of children with disabilities or other special needs (**universal design**).
- Assessment should be inclusive of children’s cultural and linguistic experiences (**cultural competence**).
- Assessment for curriculum planning should be conducted by **familiar teachers**.
- Assessment should consist of observing **naturally occurring behavior** rather than setting up situations to observe and record specific behavior.
- The observation and documentation process should **support classroom activities** rather than interfere with daily interactions, routines, and activities.

Key Features of the DRDP–SR Assessment

- Individual child assessment
- An observation–based assessment tool, *not* a test
- Completed by each child’s teacher
- Based on developmental research and theory
- Includes developmental sequences of behaviors along a continuum
- Span the development trajectories of children in kindergarten

What does the DRDP–SR[©] assess?

Children's development in **key domains of school readiness**

- ▣ English Language Development (ELD)
- ▣ Self & Social Development (SSD)
- ▣ Self-regulation (REG)
- ▣ Language and Literacy Development (LLD)
- ▣ Mathematical Development (MATH)
- ▣ *Physical Development (PD) – in process*

What is the Purpose of the DRDP–SR[©]?

For teachers the DRDP–SR[©] :

- Provides a **valid and reliable method** for observing, documenting, and reflecting on the learning, development, and progress of all children in their classes
- **Integrates information** from other required assessments with observation and documentation to create a developmental profile of each child
- **Informs instructional practice** using a strengths-based approach, building from what children know and can do

What is the Purpose of the DRDP-SR[©]?

- **To link preschool, kindergarten, early elementary.** Through the use of a developmental continuum, practitioners build a common language regarding children's development
- **To support school-family partnerships.** Teachers can share results with families and build toward a common understanding of each child's strengths and the path to continued development
- **To provide schools and districts data for program improvement**

DRDP–SR[©] Measure

Developmental Domain: SSD — Self and social development

School Readiness

Measure 5: Identity of self in relation to others

Definition: Child shows increasing awareness of self as distinct from and also related to others



1. Mark the developmental level the child has mastered.

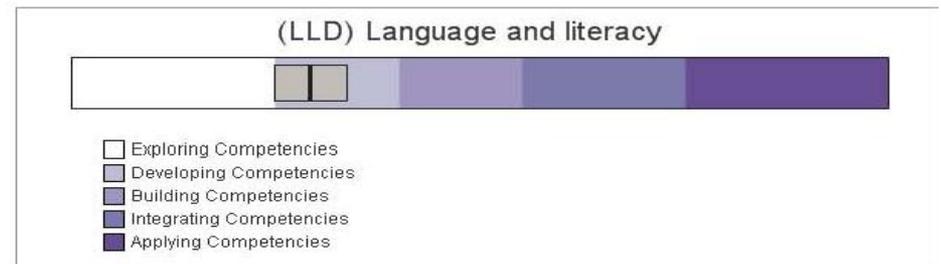
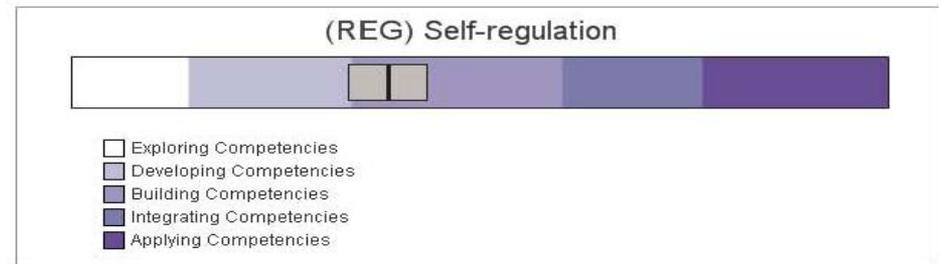
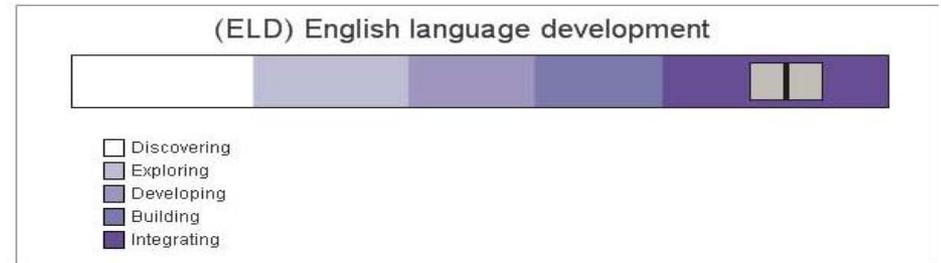
Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
Expresses simple ideas about self and connection to people and things	Describes self or others based on obvious physical characteristics	Describes own preferences and feelings; identifies the feelings and desires of others	Compares own preferences, feelings, and physical characteristics to those of others	Describes and compares self and others using personality characteristics
<p>Examples</p> <ul style="list-style-type: none"> ▶ Uses family roles, such as "Brother," "Baby sister," "Mommy," or "Daddy" in pretend play. ▶ Says, "I'm cooking like mommy!" while playing in the kitchen area. ▶ Gestures at photograph of her family and identifies the people, "Didi. Bhaiya. Me." (older sister, older brother, and me in Hindi). 	<ul style="list-style-type: none"> ▶ Communicates, "My hair is red!" while drawing a picture of himself. ▶ Communicates, "I'm big!" while reaching for the faucet to wash her hands. ▶ Communicates, "I am four," or shows four fingers to indicate age. ▶ Scribbles and then communicates that it is a picture of self or another person. ▶ Communicates, "My baby is so, so little," when describing newborn sibling. 	<ul style="list-style-type: none"> ▶ Communicates, "I like to jump high," while jumping side-by-side with a peer during outdoor play. ▶ Communicates to teacher, "Teacher, I'm mad," after another child took a toy with which she was playing. ▶ Communicates to teacher, "Sally's scared," (Sally was startled and started crying after another child said, "Boo!" to her.) ▶ Seeks to do things by self, sometimes by refusing adult assistance. 	<ul style="list-style-type: none"> ▶ Communicates, "My hair is red, but she has brown hair." ▶ Communicates, "I like to eat peanut butter. My mommy likes cheese." ▶ Noticing a friend's shoes communicates, "We both have sandals on today!" ▶ Communicates, "I got in the water but my sister didn't. I like the water. She likes to play in the sand," when talking about a recent visit to the beach with her family. ▶ Communicates, "I'm more happier than Jackie." 	<ul style="list-style-type: none"> ▶ Tells her grandma, "I'm a good friend in school," at the end of the day when she comes to pick her up. ▶ Communicates, "I like to be first to the door, but Michael doesn't care about being first." ▶ Communicates, "I'm shy." ▶ Communicates to a peer, "Brianna likes to talk to her friends. I like to sit on the sofa and read books a little with my daddy," during morning drop-off.

2. Record evidence for this rating here. ▶

3. If you are unable to rate this measure, explain here. ▶

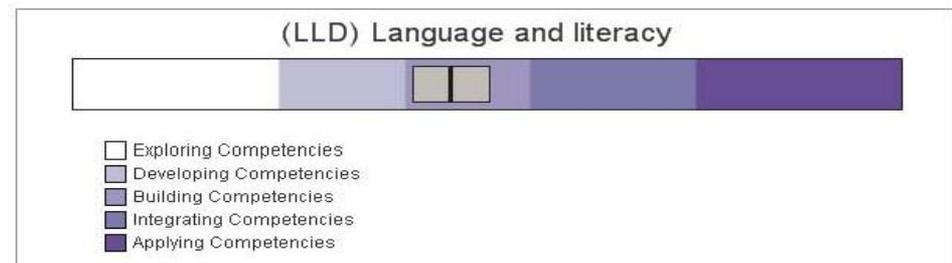
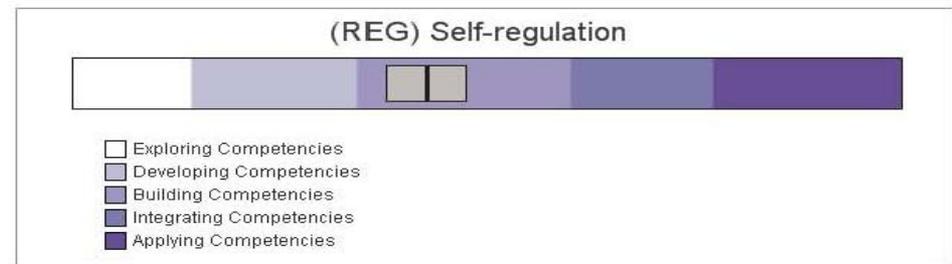
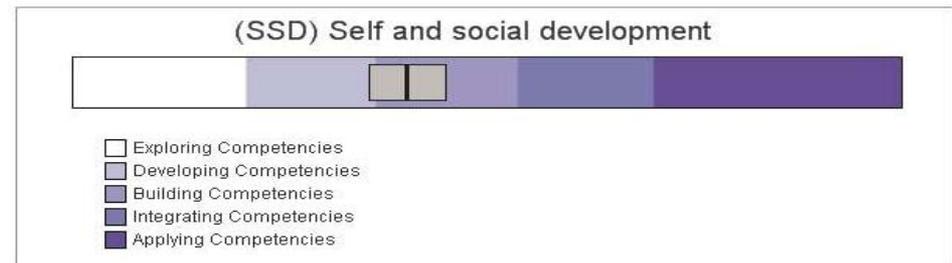
Child's developmental profile - DRDP-SR

- ▶ Psychometric measurement in the key domains of school readiness:
 - Black band is the maximum likelihood estimator of child's development.
 - Grey region shows margin of error.

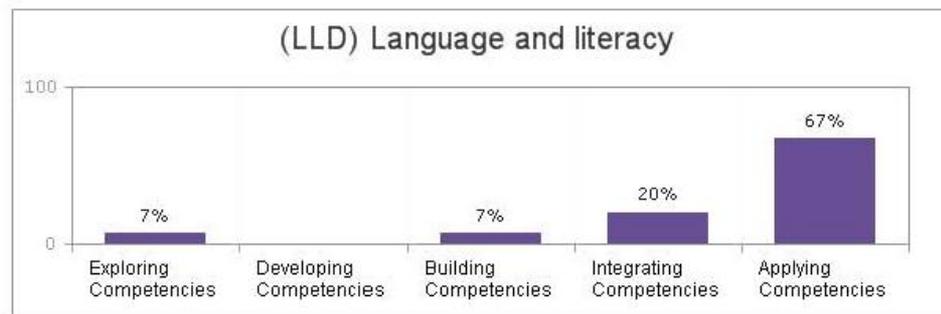
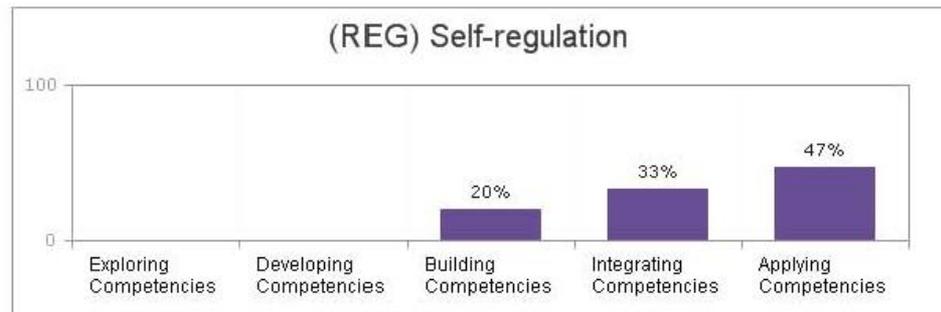
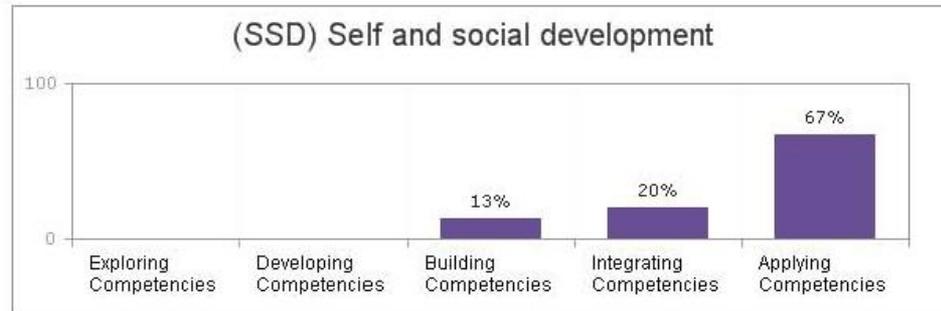


Classroom developmental profile – DRDP–SR

- ▶ Same report for individual children and group of children:
- Black band is the maximum likelihood estimator of development for all children in the classroom.
- Grey region shows margin of error.



Group Developmental Status Reports



Training

- ▶ Direct training
 - Teachers
 - Administrators
 - Coaches
 - Certified Coach Trainers
- ▶ Online training
 - Teacher modules
 - Administrator modules
 - Parent resources



Technical Assistance



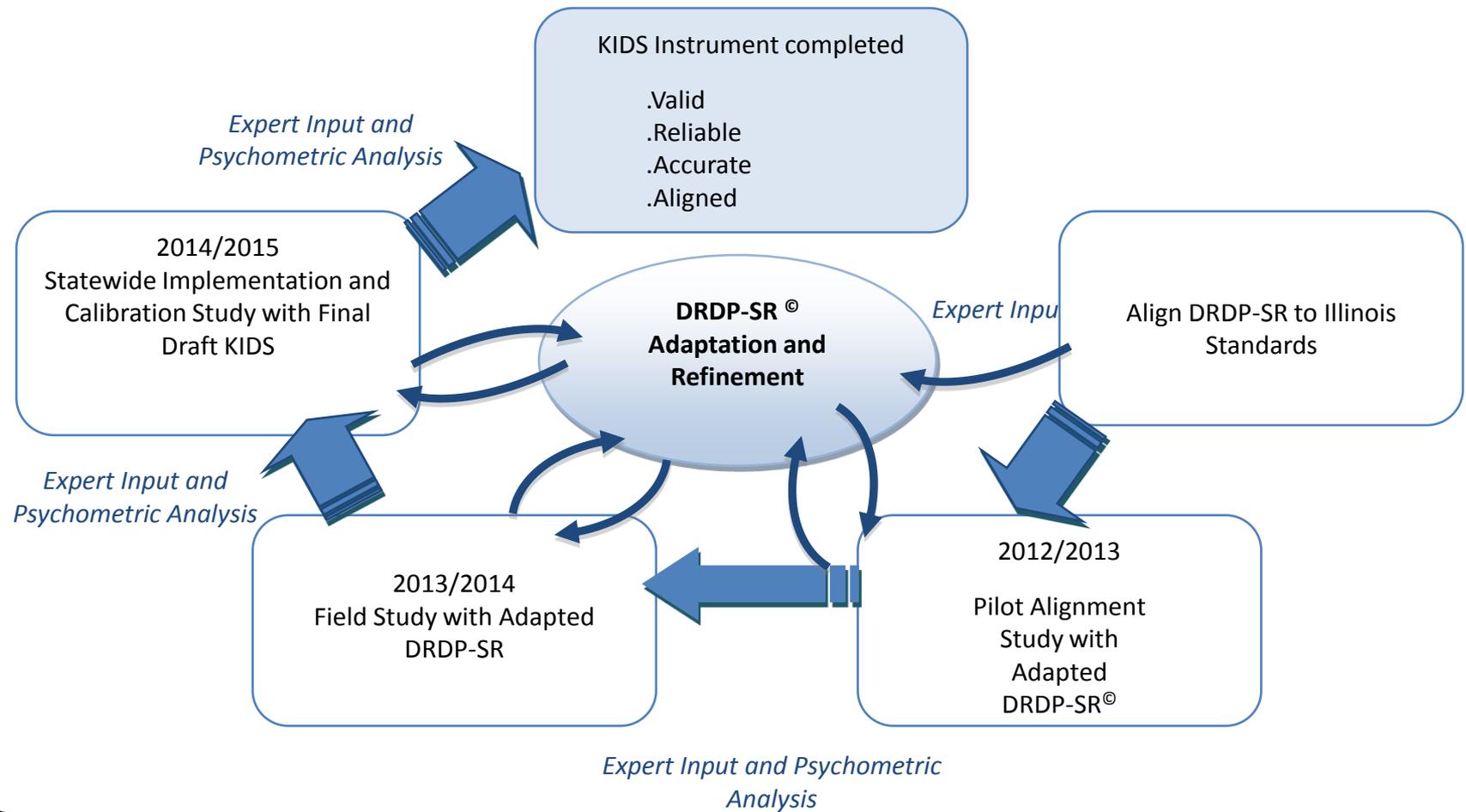
- ▶ All
 - Phone
 - Web
 - Email
 - WebEx
 - Tutorials
- ▶ Certified Coach Trainers
 - Online conference center
 - Direct support
 - Coaching

Timelines

- ▶ School Year 2012–2013
 - Pilot Study
 - 5000 Kindergarten Students
- ▶ School Year 2013–2014
 - Field Study
 - 10,000 Kindergarten Students
- ▶ School Year 2014–2015
 - Calibration Study
 - 30,000 Kindergarten Students



Adaptation of DRDP-SR to Produce Illinois KIDS





KIDS

Kindergarten Individual Development Survey

Illinois State Board of Education

<http://www.isbe.net/KIDS/default.htm>

Designing a Unified Early Childhood Data System

Illinois P-20 Council

**Elliot Regenstein
Illinois Early Learning Council
Data, Research, and Evaluation Committee**

July 25, 2012

A Unified Early Childhood Data System

- The 2007 reauthorization of Head Start requires the Illinois Early Learning Council to "develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the state."
- The Council has been working for several years on the development of such a system.

Key Questions Inform System Design

- The Council's Data Work Group (now the Data, Research, and Evaluation Committee) developed a list of ten "Key Questions" an early childhood data system should be able to answer.
- Those questions are meant to inform the design of a federated system that links data across the multiple agencies serving young children.
 - The Work Group also identified some critical sub-questions under each broad question.
- In some instances, the data to answer these questions does not exist – but the Council can consider whether to recommend strategies to bring it into existence.

The Key Questions

- Are children, birth to five in Illinois, receiving early care and education? What impact are those programs having?
- Which children have access to early care and education programs?
- Is the quality of programs improving?
- How prepared is the early care and education workforce to provide effective education and care for all children?
- What are the family circumstances of children in early learning programs?
- What longitudinal information do we want to know about children enrolled in early learning programs over time?
- What child health and development services are being provided to children?
- What are the characteristics of programs?
- What policies and investments lead to a skilled and stable early care and education workforce?
- How is data being used to align, prioritize, and mobilize resources?

The Design Process

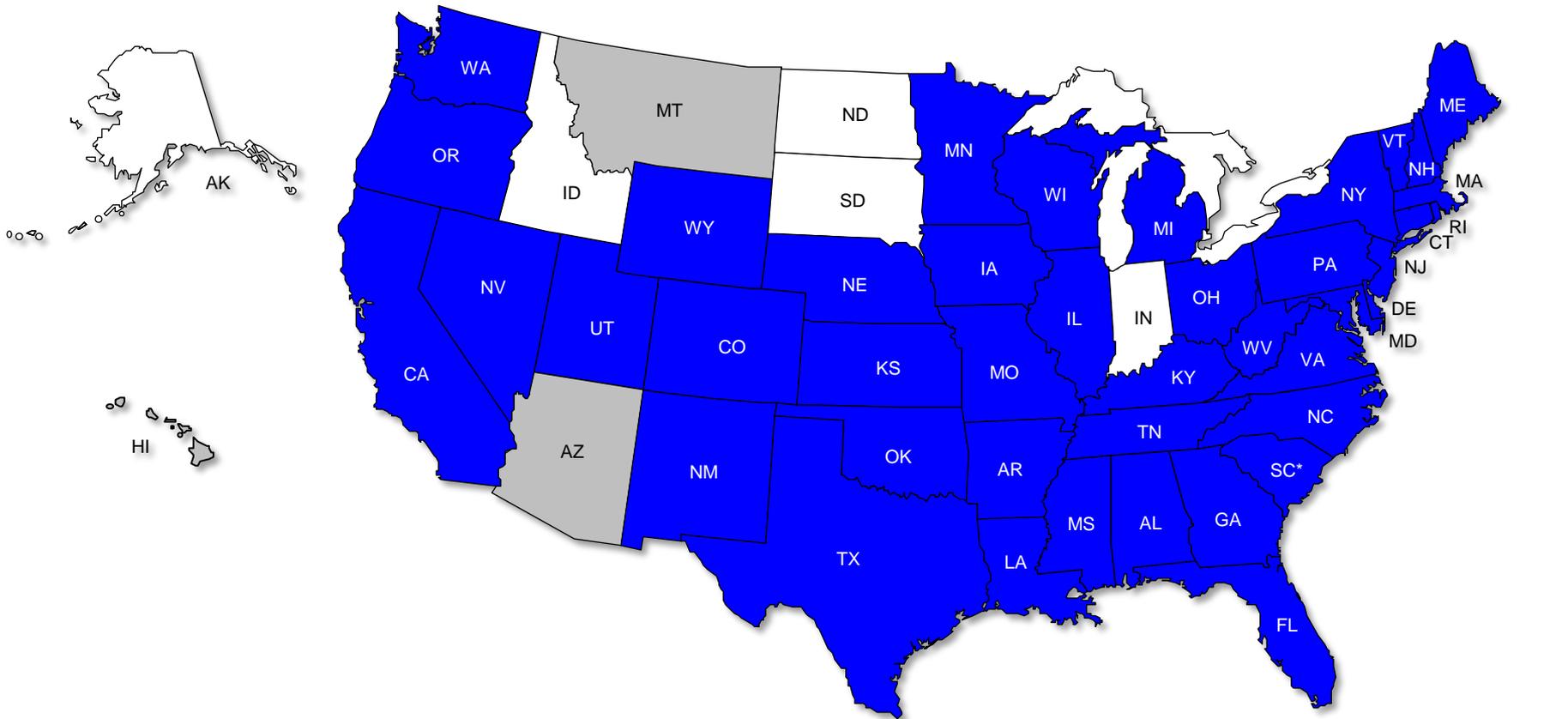
- Using funds from a federal State Advisory Council startup grant, Illinois has hired a contractor – John Snow Inc. – to design a unified data system that will allow for more of these questions to be answered.
- The contractor is conducting interviews with state agency staff, and focus groups with key end-user stakeholders.
 - This process will help refine our understanding of the needs of the field, in addition to yielding important technical information.
- The contractor is responsible for producing a recommended design that meets the Council's policy needs and is technically sound.

What Comes Next?

- Illinois is one of a number of states using State Advisory Council grants to design a unified early childhood data system.
 - Some states are also using Early Learning Challenge and/or Longitudinal Data System funds to design unified early childhood data systems.
- At this time it is not clear where funding would come from to implement a unified system.
 - Illinois could build elements of the work into future applications for federal funding – and join with other states to seek dedicated federal funding for this work.

Using Council Grants for Data

Many states around the country are using council grants for data system design



 Identified by the National Governors Association as prioritizing data systems in state advisory council grant

 Did not apply for Council grant

 Obtained council grant but without focus on data

*South Carolina returned a portion of its state advisory council grant.

Illinois State Board of Education

Illinois Longitudinal Data System & SIS Status Update

July 25, 2012

ILDS Project Overview

- **Two SLDS grants**
 - **2009 SLDS Grant - \$8.9M**
 - **2009 ARRA SLDS Grant - \$11.9M**
 - **Both grants targeted for completion June, 2013**
 - **2009 Grant – indications from U.S. Department of Education that no-cost extension is possible**
 - **2009 ARRA Grant – multistate request being formulated to request that no-cost extension be available for this grant**

SLDS Grant Outcomes

Five major grant outcomes

1. **Data Advisory Committee**
 - Ongoing meetings
 - Long term – need to consider greater alignment with P-20 Council
2. **Enterprise-wide Data Architecture**
 - Architecture design for K-12 is complete
 - Using CEDS model
 - Building metadata tool, will help further understanding as to what data ILDS K-12 contains
3. **Data Stewardship**
 - Ongoing, K-12 focus

SLDS Project Outcomes (cont)

4. Education Enterprise Data Warehouse

- ISBE constructing a K-12 repository – includes data from primary ISBE data collection systems
- Will streamline K-12 reporting, provide portal for public access to reports
- Seeking opportunities to reduce school district data collection burden
- Initial release – Fall, 2012

5. Linking of ISBE data with Postsecondary and Employment Data, and use this data for Research and Analysis

- IBHE funded, established IHEC
 - 75 + members, publics contributing data for 2012, private and proprietary institutions receiving MAP funds in 2013
 - Building a postsecondary repository
- Included initial High School to College Success Report
- Research agenda – outcome addressed by Race to the Top, forming Illinois Collaborative for Education Policy Research (ICEPR)

SLDS ARRA Grant Outcomes

- 1. Establish a Statewide Transcript System for Middle and High School Students**
- 2. Integrate Student-level Data with Teacher and Administrator Data**
- 3. Continued Expansion and Development of Postsecondary Education Data Systems**
- 4. Expansion of Early Childhood Data Collection Systems**

SLDS ARRA Grant Outcomes (cont)

1. **Establish a Statewide Transcript System for Middle and High School Students**
 - **Statewide Course System implemented in SIS**
 - In production for High Schools in Feb, 2011
 - Collecting courses and outcomes
 - K-8 voluntary for 2012, required for 2013 school year
 - SIS collects transcript data - not transcripts

 - **Create State Transcript Depository**
 - ISAC contracted with Parchment to provide Docufide software to send and receive transcripts
 - ISBE has IGA with ISAC to assist in the rollout and requires SIS student ID & State Course codes to be included
 - Sending software to be offered to all Illinois public and private high schools
 - Receiving software will be offered to all Illinois post secondary institutions
 - Electronic Transcripts can be sent free to institutions that have a contract with Parchment (MHEC, potentially all Docufide users)

SLDS ARRA Grant Outcomes (cont)

2. Integrate Student-level Data with Teacher and Administrator Data

- **SIS implemented capability to collect data that links teachers to students through course data**
 - SIS collects students' courses and location, links teachers to courses
 - In production August 1, 2011
 - Business rules for teacher's role needs to be extended (i.e. who is teacher of record?)

- **Rewrite of teacher systems is underway**
 - New system will integrate licensing, teacher service record data, and provide Web access and security
 - Target implementation Fall 2012
 - Teacher / Administrator preparation data and performance data (evaluation results) are included in rewrite

SLDS ARRA Grant Outcomes (cont)

3. Continued Expansion and Development of Postsecondary Education Data Systems

- **IGAs in place with IBHE and ICCB**
 - Budgets and work plans in place for final year of grant
- **Data from ICCB and ISBE linked to produce 2011 HS2CSR report**
 - 2012 report is in development
 - Will have improvements to increase linking between secondary, postsecondary
 - Will include IHEC data from 4 year institutions
- **ISBE, postsecondary will look at including National Student Clearinghouse data**
 - Tracks students that go out of state
 - ICCB has included NSC data for several years but cannot share it
 - IBHE examining incorporation of this data
- **Some ad hoc discussions taking place on additional usage scenarios**
- **Accessing employment data**
 - Matching is biggest concern, is limited to students that transition to postsecondary
 - May not be possible without SSN

SLDS ARRA Grant Outcomes (cont)

4. Expansion of Early Childhood Data Collection Systems

- **Pre-Kindergarten students have been enrolled in SIS for several years**
 - Program specific data collected upon exit
- **Collection of information for children from birth to three**
 - In production August 2011
 - Early childhood program staff developed list of data elements
 - Most gain is by enrolling in SIS and giving them SIS ID, supports tracking students from early childhood, K-12, postsecondary

External Factors

■ Other Initiatives Impact ILDS

- ISBE application rewrites
- SFSF – wrap up
- New relationships - Research organizations, research agenda
- Assessments, Student Growth
- SLI, ISLE rollout
- WDQI, Common Identifier Initiative
- New State Report Card
- Additional grant outcomes, repurpose federal funding verses risk to complete
- Race to the Top (Early Childhood)

■ Defining outcomes for the project that justify the investment

- What are the policy questions that ILDS needs to address?
- Having the governance structure that supports bringing multi-agency data together in a sustainable fashion

Illinois Workforce Data Quality Initiative

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WDQI Background

- In 2011 DCEO and IDES, in partnership with education agencies, submitted an unsuccessful Round 1 bid for the U.S. DOL WDQI grant.
 - Primary purpose to develop a workforce longitudinal data system that can match records across such systems as WIA, UI Benefits and Wage Records, Wagner-Peyser, Trade Adjustment Assistance, Job Training Partnership Act, etc...
 - Secondary purpose to link workforce data systems with educational longitudinal systems.
 - Finally, the grant required for the data to be used to support specific projects, such as consumer information reports.

WDQI Background

- While Illinois was unsuccessful in its bid for WDQI, an interagency team had assembled to continue the work around a common identifier solution establishing data quality and security standards.
- Partners include: DCEO, IDES, ISBE, ICCB, IBHE, DHS, IERC, and University of Illinois (ITI & NCSA).
- DCEO and IDES coordinated a Round 2 application in 2012 and were recently awarded a \$1,000,000 grant for a three year project period.

Current Longitudinal Data Capacity

- Given Illinois' experience with developing and using workforce data files we filed an application as a “partial system.”
 - DCEO and IDES manage data systems for Trade Adjustment Assistance (TAA), Workforce Investment Act (WIA), and Unemployment Insurance (UI) Wage Record and Benefits.
 - Partial system has been used to link public universities, professional licensure, and labor market information data sources to conduct policy-related research and statewide analysis of in-demand occupations in key industry sectors such as healthcare, e.g. nursing.

Current Longitudinal Data Capacity

- Illinois has secured over \$22M to support the development of the State's Student Longitudinal Data System (SLDS).
 - P-20 Longitudinal Education Data System Act of 2009.
 - Data sharing agreements in place for the Illinois State Board of Education (ISBE), Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), and Illinois Student Assistance Commission (ISAC).
 - Begin with P-12 data systems and expand to postsecondary by 2013.
 - Utilizes a Student Information System (SIS).

The objectives of the WDQI are to...

1. Develop and improve the quality and breadth of workforce longitudinal data systems so records can be matched across programs and enhanced with GIS capabilities.
2. Enable workforce data to be matched with education data using a common identification management system with trustworthy standards.
3. Use the longitudinal data system to evaluate the performance of Federal and State supported education and job training programs.
4. Promote user-friendly workforce and education consumer information system initiatives.

WDQI Common Identifier Project

- Education and workforce agencies will work together to develop a common identification management system to improve the effectiveness and efficiency of matching individual records.
- Illinois proposes a federated SLDS where agency partners take responsibility for building and maintaining their own longitudinal data systems and enter into data sharing agreements.
- A three tiered approach will be pursued:
 - Common approach for matching records based on core identifiers and rules for conducting matches with a high degree of confidence.
 - Common approach with additional core identifiers.
 - Build out of centralized reference table to match program records.

WDQI Data Quality & Security Framework

- The common identification management system will ensure consistent quality, reliability, and security to individual record matching among all agency partners.
- This system also will improve overall privacy and security by removing confidential personal information (e.g., name, social security number, birth date) from both agency and multiagency longitudinal databases.
- State agency partners will benchmark leading public and private standards and requirements and develop criteria checklists for each requirement (e.g. validation) so that state agencies can check to confirm they are meeting each of the requirements.

Planned Reports and Deliverables

1. Develop a sector reporting system for selected healthcare occupations and provide baseline information on the performance of P-20 education pathways and workforce pipeline.
2. Investigate building a reporting system for facilitating transitions for veterans including a baseline report on access and utilization of programs and services and success in making transitions to education and employment.
3. Produce an analysis of the impact and outcomes of sector initiatives and state policies on WIA training to assess the level and distribution of investments.

Planned Reports and Deliverables

4. IDES and ISU Economics Department will use the matched, linked-longitudinal database to develop training and reemployment strategies specific to demographic characteristics, prior employment history and receipt of employment services. Reported findings will facilitate training for targeted populations.
5. The On-The-Map GIS program enables greater flexibility to map workers by industry clusters, wage ranges, and age categories. This flexibility permits a geo-spatial display that accelerates the understanding of labor supply/demand dynamics for analysts and policymakers. Reported findings will improve the understanding of workforce dynamics.

WDQI Healthcare Pilot Project to support Illinois Pathways

- Access to longitudinal data across education and workforce systems provides an infrastructure to monitor the performance of talent pipelines.
- Starting with Health Sciences, WDQI will inform how P-20 pipeline performance can be applied to all major Illinois Pathways STEM clusters.
- These measures build from existing efforts including Complete College America and current federal reporting requirements (e.g. Perkins) that focus on program enrollments, retentions, completions and transitions.
- Can be used to anticipate critical skills shortages and better coordinate education and workforce resources, such as Perkins and WIA investments.
- Increases transparency around talent production to better inform industry stakeholders who are investing in education (e.g. STEM Learning Exchanges).

Example - P-20 Pipeline Performance

Example of Metrics for Consideration

Labor Market Demand and Employment Transitions	1) # of short-term projected job openings and number transitioning from P-20 pipeline into employment
	2) # of long-term projected job openings relative to projected number transitioning from P-20 pipeline into employment
	3) % making successful transitions to employment and achieving expected earnings
Program Completion and Credentialing	1) % of students completing programs with degrees and certifications, within expected time frames
	2) % of students achieving recognized industry and professional certifications and licenses, within expected time frames
Educational Engagement and Persistence	1) % of students persisting in programs without dropping out
	2) % of students making progress toward program completion (e.g., competencies achieved, credits earned; within expected time frames)
Career Interest and Readiness	1) # of students enrolling in programs of study within pathways and cluster
	2) # of qualified students expressing career interests with pathways and cluster

ILLINOIS
Pathways

Science, Technology, Engineering & Math

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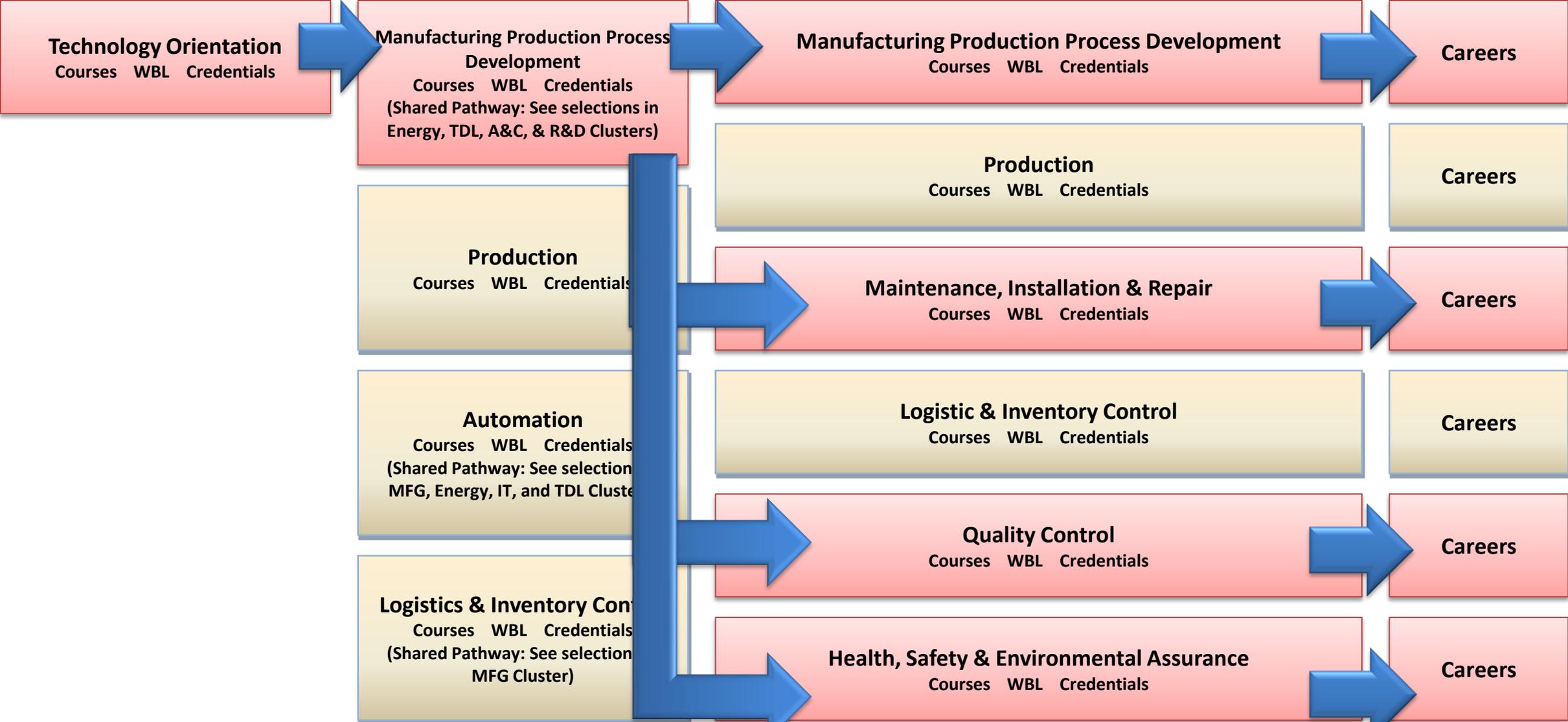
IL Pathways Initiative – P-20 STEM Programs of Study Clusters

Nine STEM Programs of Study consistent with the National Career Cluster Framework
(Note: Energy is a new cluster to be explored).



Manufacturing Career Cluster

Orientation e.g. Middle & High School	Pathways e.g. High School	Postsecondary Education and Training Bridge Associates & Certificate Bachelors Graduate	Careers
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IL Pathways Initiative – www.illinoisworknet.com/ilpathways

ILLINOIS Pathways
Science, Technology, Engineering & Math

ABOUT | ILLINOIS PATHWAYS | GRANTS | FAQs | NEWS | CONTACT US

AGRICULTURE FOOD & NATURAL RESOURCES

Agriculture, Food, and Natural Resources Cluster: Development, production, processing and distribution of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

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ILLINOIS Pathways
Science, Technology, Engineering & Math

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MANUFACTURING Manufacturing Cluster: Product and process development and managing and performing the processing of materials into intermediate or final products and related support activities.

Cluster:

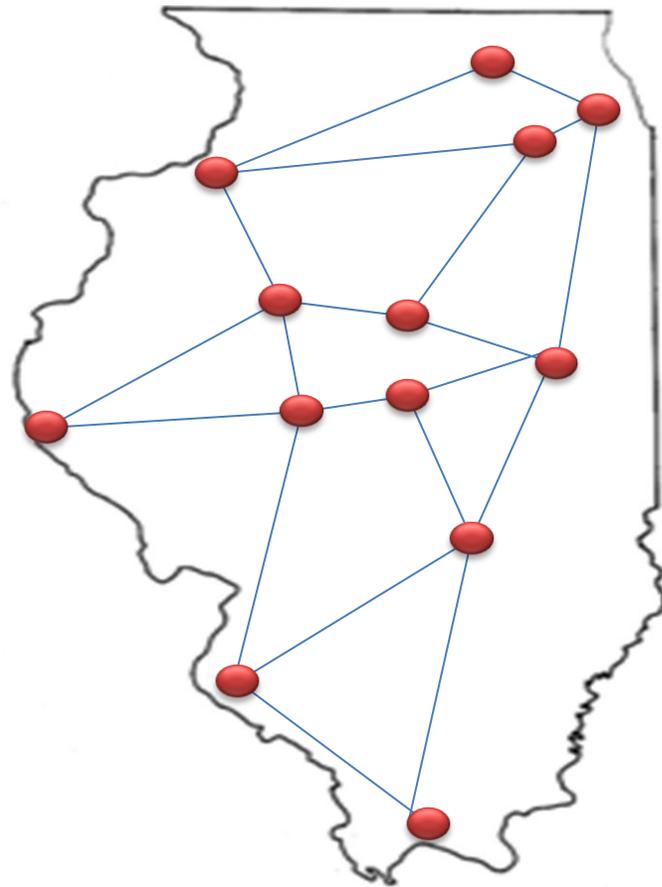
Courses
 Work-Based Learning
 Credentials / Assessments
 Shared Pathways

Select any Pathway to see related programs then click on any course, work-based learning, credentials/assessments, or shared pathway icon to see related lists.

Manufacturing Pathways	Orientation (e.g. Middle & High School)	Pathways (e.g. High School)	Postsecondary Education and Training Bridge / Certificates and Associates / Bachelors / Graduate	Careers
Manufacturing Production Process Development	Technology Orientation	Manufacturing Production Process Development	Manufacturing Production Process Development	Careers
Production		Production	Production	Careers
Automation		Automation	Maintenance, Installation and Repair	Careers
Logistics and Inventory Control		Logistics and Inventory Control	Logistics and Inventory Control	Careers
			Quality Control	
			Health, Safety, and Environmental Assurance	

automation: automatización

IL Pathways Initiative – Learning Exchange Networks

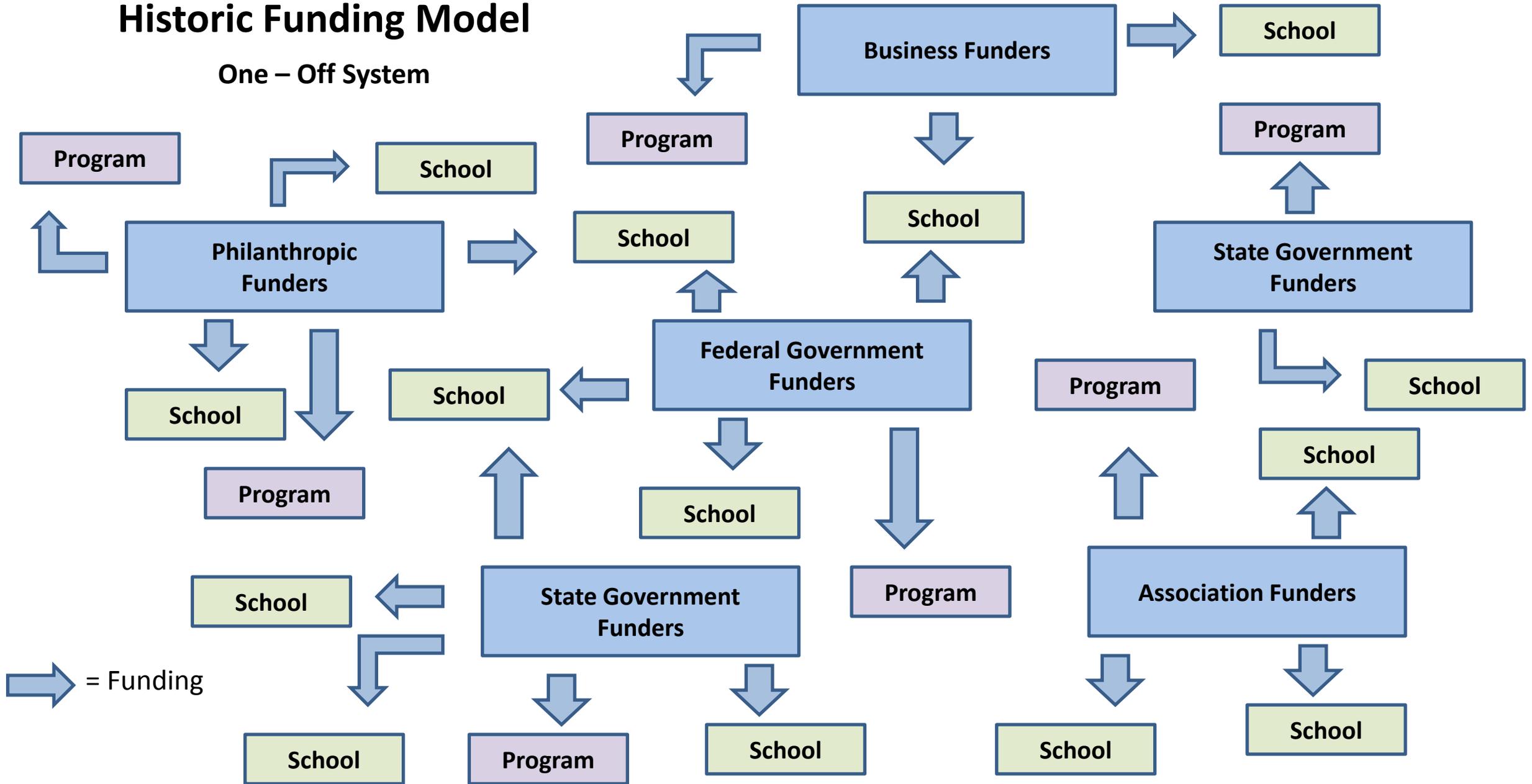


IL Pathways Initiative – Learning Exchange Functions

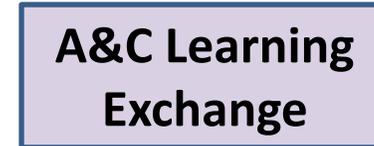
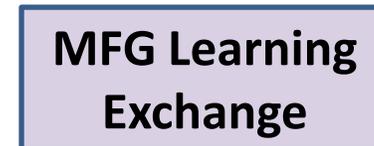
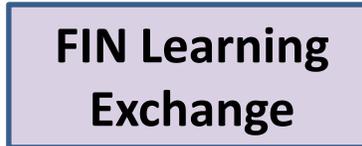
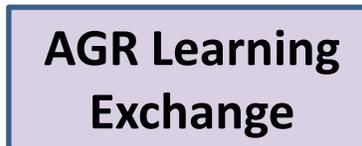
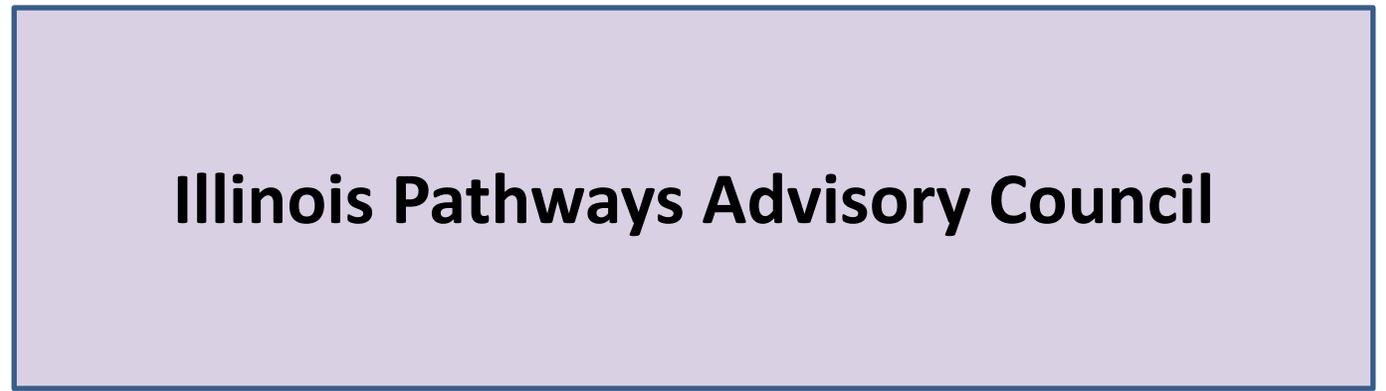
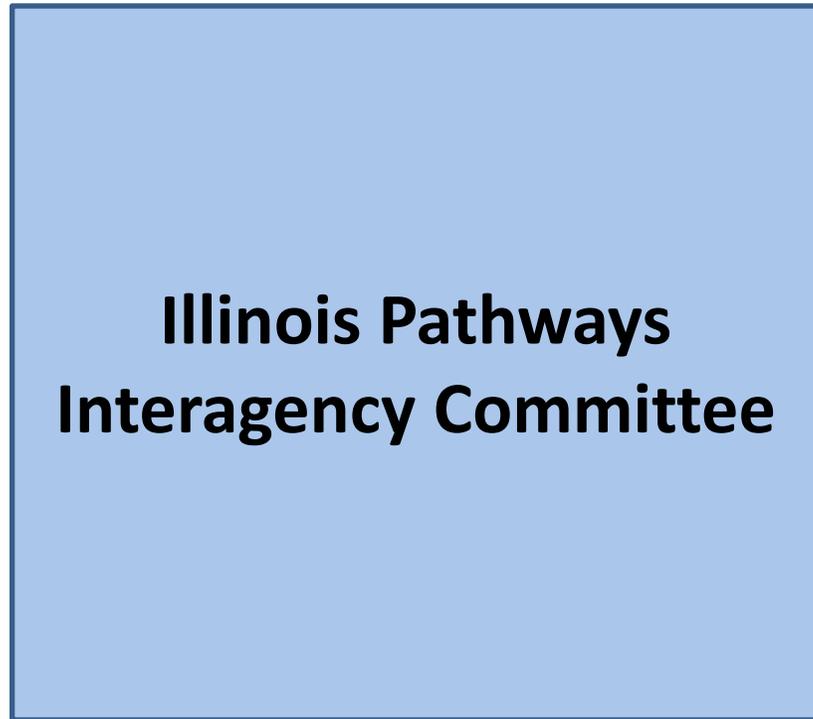
1. Provide curriculum resources.
2. Expand access to classroom and laboratory space, equipment, and related educational resources.
3. Support student organizations and their major activities.
4. Provide internships and other work-based learning opportunities.
5. Sponsor challenges and provide project management resources.
6. Provide professional development resources for teachers and school administrators.
7. Provide career development and outreach resources.
8. Review P-20 Program of Study model and transitions to post-secondary academic and training programs.
9. Review talent pipeline performance.

Historic Funding Model

One – Off System



Illinois Pathways Initiative Governance Model



Goal: To create a new, innovative public-private education infrastructure that can advance college and career readiness by coordinating statewide networks of P-20 education partners, business, labor, and other organizations based on career clusters.

IL Pathways Initiative – STEM Learning Exchange Selection Process

- The State of Illinois plans to launch the first STEM Learning Exchanges in the fall using Race to the Top funds.
- \$2.3M has been set aside to provide planning and implementation grants targeted to the nine identified STEM clusters.
 - Up to \$500,000 for implementation grants; three year strategic plans.
 - Up to \$50,000 for planning grants; one year scope of work.
 - Required 100 percent cash or in-kind matching contribution.

Important Dates	Activity
July 12 th	Planning and Implementation proposals due.
August	IPIC makes STEM Learning Exchange selections.
September	Grantees begin convening as a STEM Learning Exchange.

IL Pathways Initiative – STEM Learning Exchange Selection Process

Request for Information Responses

Sector	Respondent
Agriculture, Food & Natural Resources	Illinois Leadership Committee for Agricultural Education & Illinois Future Farmers of America Foundation
Architecture & Construction	None
Energy	Illinois State University
Finance	Chicagoland Chamber of Commerce
Health Sciences	University of Illinois at Chicago
Information Technology	CompTIA
Manufacturing	Illinois Manufacturers 'Association
Research & Development	Illinois Science and Technology Institute
Transportation, Distribution & Logistics	Council of Supply Chain Management Professionals

IL Pathways Initiative – STEM Learning Exchange Selection Process

STEM Learning Exchange Prioritization Criteria

- 1) Race to the Top District Preferences
- 2) Request for Information (RFI) Response
- 3) Economic Development Need

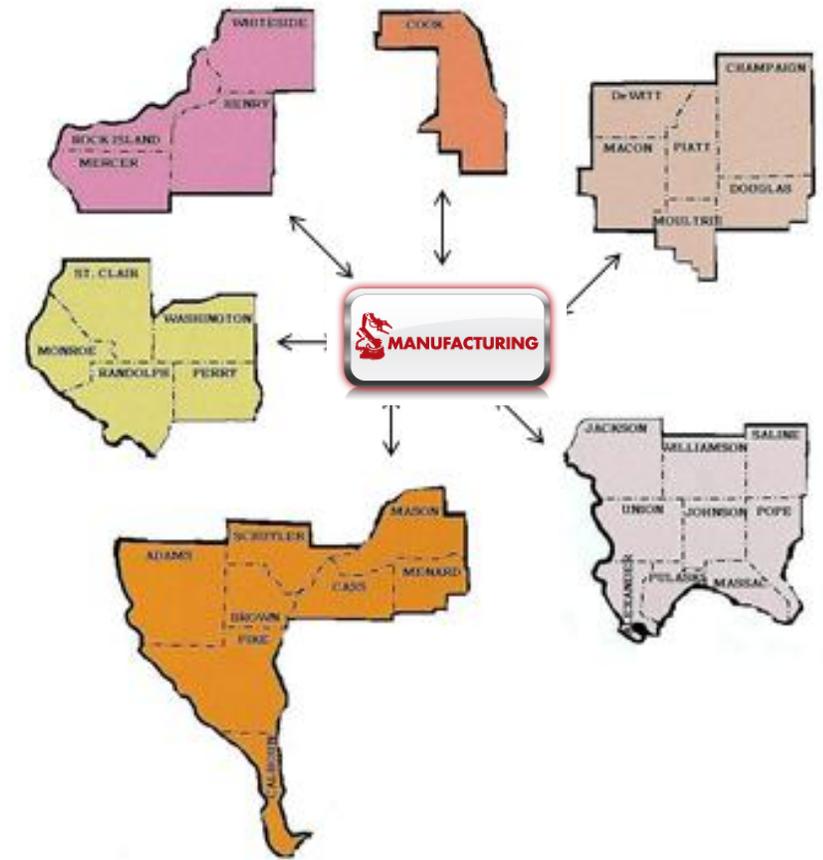
Sector	RFSP Scope of Work
Agriculture, Food & Natural Resources	Implementation
Architecture & Construction	None
Energy	Planning
Finance	Planning
Health Sciences	Implementation
Information Technology	Implementation
Manufacturing	Implementation
Research & Development	Implementation
Transportation, Distribution & Logistics	Planning

IL Pathways Initiative – U.S. DOL Workforce Innovation Fund

- \$12M award to DCEO, IDES & ICCB to support 6-8 regional partnerships.
- Targeting the manufacturing sector and coordinated through Illinois Pathways.
- Population served is low-skilled, low-income, unemployed, dislocated workers, and adults in bridge programs.
- Focus on 4 strategies:
 1. MFG STEM Learning Exchange to provide regional coordination;
 2. Implementing State policies and braiding public-private funding;
 3. Enhancing regional labor market information; and
 4. Integrating performance management and evaluation systems.



Example of regional coordination with MFG STEM Learning Exchange



ILLINOIS Pathways

Science, Technology, Engineering & Math

To learn more visit

www.illinoisworknet.com/ilpathways

Jason A. Tyszko

Jason.Tyszko@Illinois.gov

97th General Assembly
(End of Spring 2012 Session)
Summary of Legislation
Status as of July 16, 2012

Illinois Public Agenda Goal 1: Increase Educational Attainment

Senate Bill 3244, Frerichs (LaVia)

Public Act 97-0704

An initiative by Lieutenant Governor Simon to improve math readiness of high school students for college, thereby reducing the need for remediation classes at community colleges, the bill requires the Illinois State Board of Education (ISBE) to work with stakeholders, including higher education faculty, to develop a model mathematics curriculum that must be available to school districts.

Senate Bill 3259, Lightford (LaVia)

Sent to the Governor

Amends the School Code. Creates the Commission for High School Graduation Achievement and Success to study the issue of high school graduation in this State, with the goals of increasing educational attainment, high school graduation rates, and ultimately improving the workforce in this State. Sets forth what the Commission is tasked to examine and evaluate. Includes provisions concerning Commission members, the conduct of business, administrative support, and other laws and administrative rules. Requires the Commission to submit a final report of its findings and recommendations to the Governor and the General Assembly on or before November 1, 2012. Permits the Commission to submit other reports as it deems appropriate.

Illinois Public Agenda Goal 2: Ensure College Affordability

House Bill 3923, Durkin (Matt Murphy)

Sent to the Governor

Amends the Open Meetings Act. Provides the provision that authorizes closed meetings to be held to consider the sale or purchase of securities, investments, or investment contracts does not apply to meetings held to consider the investment of assets or income of funds deposited into the Illinois Prepaid Tuition Trust Fund. Effective immediately.

House Bill 4116, Durkin (Dillard)

Sent to the Governor

Mandates that members of the College Illinois! Prepaid Tuition program file annual statements of economic interest with the Secretary of State's office.

House Bill 5531, Arroyo

Third Reading - Short Debate - Lost 026-075-007

Amends various Acts relating to the governance of state universities. Repeals provisions that permit the children of employees of a state university who have been employed by any one or by more than one state university for an aggregate period of at least seven years to receive a 50% tuition waiver. Effective immediately.

Senate Bill 1967, Maloney (Dunkin)

Referred to Assignments

Requires that, in awarding Monetary Award Program (MAP) grants, ISAC assumes funding no greater than the program received during the previous fiscal year. If the final MAP appropriation is insufficient to cover all awards, the bill would also require that the proration be applied equally across semesters.

Senate Bill 2818, Hunter (Howard)

Sent to the Governor

Amends the Children and Family Services Act. Changes the class of persons who qualify for scholarships and fee waivers granted by the Department of Children and Family Services to youth under care, youth who have aged out of care at 18 years or older, or youth formerly under the care who have been adopted or are in a guardianship placement. Limits the Department's selection of scholarship recipients to students who have earned a high school diploma from a public school district, a recognized nonpublic school, a certificate of general education development (GED), or who have met the State's criteria for high school graduation. Effective immediately.

Senate Bill 3800, Maloney (Durkin)

Sent to the Governor

Amends the Higher Education Student Assistance Act. Authorizes ISAC to deduct from the salary, wages, commissions, and bonuses of any employee in this State and, as otherwise permitted, any employee outside the State of Illinois, by serving a notice of administrative wage garnishment on an employer for the recovery of a student loan debt owned or serviced by the Commission. Provides that levy must not be made until the Commission has caused a demand to be made on the employee such that the employee is provided an opportunity to contest the existence or amount of the student loan obligation. Effective immediately.

Senate Joint Resolution 69, Maloney (Biss)

Adopted Both Houses

Establishes an ISAC-led task force to evaluate different criteria for student and institutional eligibility for MAP. In particular, the resolutions request that the task force examine the worth of more stringent academic progress requirements for students, some measure of schools' ability to improve students' progress, and schools' own contributions to financial aid for students. Eligibility changes would not take effect before FY2015.

Illinois Public Agenda Goal 3: Increase College Completions

House Bill 5248, Cunningham (Lightford)

**Placed on House Calendar Order of
Concurrence Senate Amendment 2**

Requires the Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE), an organization representing the public policy interests of this State's private, non-profit colleges and universities, and the Illinois Higher Education Consortium to form a committee to develop the Illinois College Choice Reports. The reports will provide information about Illinois colleges and universities, including costs, student demographics, student progress and attainment, application and admission data, areas of study, and certificate or degree completion. The reporting mechanisms must be completed on or before January 1, 2014. IBHE and ICCB will collect data and make it publicly available annually by January 1, 2015.

Senate Bill 3804, Kotowski

Re-referred to Assignments

Amends the Board of Higher Education Act and the Public Community College Act. Requires IBHE, in conjunction with ICCB, to establish a Statewide Articulation and Transfer Committee; sets forth the duties of the committee. Requires IBHE to collaborate with ICCB to recommend to the General Assembly a revised, statewide articulation agreement that shall govern the articulation and transfer of credits between and among this State's secondary and postsecondary institutions; sets forth related requirements. Requires IBHE to establish limits on the number of credits that institutions are allowed to require transferring students to complete on campus for graduation in order to minimize the time needed to complete a transfer degree. Provides that ICCB is authorized and it shall be its duty to periodically review student records from students who, having formerly studied at a State community college, have since transferred to a 4-year institution that is authorized to receive MAP funds in order to produce a course articulation report and shall also support IBHE in convening a Statewide Articulation and Transfer Committee. Effective immediately.

Budget

Senate Bill 2332, Kotowski (Madigan)

Governor Item Veto Public Act 97-0725

Reappropriates Build Illinois Bond Funds for FY 2013.

Senate Bill 2348 Steans (Madigan)

Public Act 97-0685

Amends various Public Acts by changing and adding FY12 appropriations. Makes FY13 appropriations to various agencies. Effective July 1, 2012, except certain provisions are effective immediately.

Senate Bill 2365 Steans (Madigan)

Referred to Rules Committee

Makes appropriations to ISBE, ISAC, and the Department on Aging for specified purposes in addition to amounts previously appropriated. Effective July 1, 2012.

Senate Bill 2413 Kotowski (Madigan)

Public Act 97-0728

Appropriations for ICCB and ISBE programs.

Senate Bill 2443, Kotowski (Madigan)

Public Act 97-0729

Appropriations for Higher Education for FY 2013.

Senate Bill 3802, Link (Currie)

Public Act 97-0732

Creates the FY2013 Budget Implementation (Supplemental) Act. Amends various Acts to make changes in state programs that are necessary to implement the Governor's fiscal year 2013 budget recommendations. Effective immediately.

Community Colleges

House Bill 1864, Lilly (Maloney)

Placed on House Calendar Order of Concurrence Senate Amendment(s) 1

Amends the Public Community College Act. Provides that as of July 1, 2012, a community college district must maintain a minimum required combined in-district tuition and universal fee rate per semester credit hour equal to 70% (instead of 85%) of the state-average combined rate, as determined by ICCB, or the total revenue received by the community college district from combined in-district tuition and universal fees must be at least 30% of the total revenue received by the community college district, as determined by the Board, for equalization funding. Effective July 1, 2011.

Senate Bill 2929, Noland (Farnham)

Sent to the Governor

Amends the Public Community College Act. Specifically includes the Procurement of Domestic Products Act as one of the laws (and related administrative requirements) that apply to the Public Community College Act. Removes a reference to the Public Works Preference Act, which has been repealed. Effective immediately.

Senate Bill 3428, Maloney (Beiser)

Sent to the Governor

Amends the Public Community College Act. Provides that, after the effective date of the amendatory Act, one of the 11 members of ICCB be appointed by the Governor, by and with the advice and consent of the Senate, must be the president of a public community college. Effective immediately.

Senate Bill 3635, Maloney (Cunningham)

Sent to the Governor

Removes the amendatory language that allows a community college to comply with the terms and conditions of a grant, gift, or bequest that calls for the use of a particular contractor. With respect to a community college complying with the terms and conditions of a grant, gift, or bequest that calls for the procurement of a particular good or service, provides that the grant, gift, or bequest must comply with all applicable laws and must not interfere with or otherwise impair any collective bargaining agreements the community college may have with labor organizations.

Universities

House Bill 5914, Rose (Righter)

Public Act 97-0814

Amends various Acts relating to the governance of public universities in Illinois. Provides that charges for the services of an external hiring search firm may not be paid from any source of funds, except (i) in the hiring of the president of a university or (ii) in the case of when the president of the university and the board of trustees demonstrate a justifiable need for guidance from an individual or firm with specific expertise in the field of the hiring. Requires a university to implement a policy, including qualifying criteria, within six months after the effective date of the amendatory Act.

Miscellaneous

House Bill 3810, Crespo (Cullerton)

Sent to the Governor

Amends the School Code. Provides that after September 1, 2012, persons may not be nominated for General Assembly scholarships and that General Assembly scholarships may not be awarded after that date unless the nomination is made prior to that date. Prevents both second nominations for any lapsed General Assembly scholarship and nominating persons to the unused or unexpired parts of any vacated General Assembly scholarship after June 1, 2012. Creates the Tuition and Fee Waiver Task Force. IBHE is to provide administrative support to the Task Force of eight legislators. The Report is required to be submitted by April 15, 2013. Effective immediately.

House Bill 3887, Kay (McCarter)

Public Act 97-0711

Amends the Abused and Neglected Child Reporting Act. Adds personnel of institutions of higher education, athletic program personnel, and early intervention providers to the list of mandated reporters under the Act. Effective immediately.

House Bill 4076, Kosel (Martinez)

Sent to the Governor

Amends the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act of 1985. Provides a definition for the term "school" used within the Act. Effective immediately.

House Bill 4687, Pihos (Dillard)

Sent to the Governor

Amends the Open Public Meetings Act, concerning subject matter and posting requirements.

House Bill 4757, Moffitt (Maloney)

Sent to the Governor

Amends the Fire Sprinkler Dormitory Act. Provides that the Office of the State Fire Marshal must approve the compliance plan by January 1, 2013, for the requirement that the dormitories of all post-secondary educational institutions have fire sprinkler systems by 2013. Provides that the Office of the State Fire Marshal must approve the compliance plan by January. Provides that the compliance plan must be submitted no later than November 1, 2012, and must include (1) fire sprinkler system working drawings and hydraulic calculations, (2) a water supply analysis to determine available water and the need for a fire pump, and (3) a fire sprinkler system installation schedule (instead of providing that the compliance plan shall include a detailed timeline that outlines completion of the planned sprinkler system installations and the Office of the State Fire Marshal may, at its discretion, require periodic updates from a post-secondary educational institution to document its efforts to comply with the Act). Provides that if the compliance plan is approved by the Office of the State Fire Marshal, then the deadline for fire sprinklers to be installed and operational shall be extended to September 1, 2014.

Senate Bill 758, Trotter (Lang)

Sent to the Governor

Amends the Liquor Control Act of 1934. In an exception to the prohibition against an underage person possessing alcoholic liquor, provides that a person who meets other requirements and is a culinary, food service, or restaurant management student may taste, but not imbibe, alcoholic liquor up to, but not exceeding, 6 times per class for instructional purposes as a part of a required course.

Senate Bill 2949, Silverstein (Mathias)

Sent to the Governor

Amends the University Religious Observances Act. Provides that any student in an institution of higher learning, other than a religious or denominational institution of higher learning, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study, or work requirement and shall be provided with an opportunity to make up the examination, study, or work requirement that he or she may have missed because of such absence on a particular day; provided that the make-up examination, study, or work does not create an unreasonable burden upon the institution. Prohibits fees of any kind from being charged by the institution for making available to the student such an opportunity. Provides that no adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of these provisions. Requires publication of these provisions. Requires the student to notify their absence due to religious beliefs in advance.

Senate Bill 2958 Althoff (Currie)

Sent to the Governor

Amends the Department of Central Management Services Law of the Civil Administrative Code of Illinois and the State Finance Act. Amends the Illinois Procurement Code.

Senate Bill 3794, Holmes (Madigan)

Sent to the Governor

Creates the Financial Reporting Standards Board Act.

Pensions

House Bill 1447, Burke (Cullerton)

**Placed on House Calendar Order of
Concurrence Senate Amendment(s) 1, 2, 3**

Amends the General Provision and State Employee Articles of the Illinois Pension Code. Provides that Tier I employees and Tier I retirees must make an irrevocable election either: (1) to accept changes in eligibility for, and the amount of, automatic annual increases in retirement annuity or (2) to avoid those changes. Provides that a person who elects the first choice may have any future increases in income included as compensation and is entitled to certain healthcare benefits. Provides that a person who elects the second choice forgoes those benefits. In the State Universities Article, provides that, beginning on the effective date, certain entities no longer qualify as employers and certain persons no longer qualify as employees. Amends a Section of the State Universities Civil Service Act relating to powers of the Merit Board. Makes other changes.

House Bill 4662, Nekritz (Martinez)

Sent to the Governor

Amends the Illinois Municipal Retirement Fund (IMRF) Article of the Illinois Pension Code. Amends the State Universities Article of the Illinois Pension Code. Makes administrative and technical changes and corrects terminology relating to participants and annuitants, disability and

disability retirement benefits, calculation of interest, and termination of employment. Makes other changes. Effective immediately.

House Bill 4996, Biss (Steans)

Sent to the Governor

Amends the State Universities Article of the Illinois Pension Code concerning annuitants who return to employment. Requires notification and documentation of persons receiving a retirement annuity who are employed by university and community college employers.

Senate Bill 1313, Schoenberg (Madigan)

Public Act 97-0695

Changes the nearly \$800 million state funded program that currently provides retirees, including former state workers, lawmakers, judges, and university workers with free health insurance premiums, so that the decisions for how much retirees would pay towards their premiums would become an annual contractual negotiation.

**ILLINOIS BOARD OF HIGHER EDUCATION
FY 13 AND FY 14 BUDGET UPDATE
P-20 COUNCIL MEETING
JULY 25, 2012**

FY2013 Budget Results

Attached is our initial analysis of the final FY2013 higher education budget that was approved by the General Assembly before they adjourned on the 31st of May.

Public Universities (-6.08%)

- Senate Bill 2443 provides \$1.23 billion to fund public four-year universities, which is a **decrease** of \$79.6 million (-6.08%) from the FY2012 appropriation level of \$1.31B.
- Of this total, \$6.15 million was reallocated to the four-year universities based on performance using the IBHE performance funding allocation model, and this reallocation is reflected in the university appropriation levels.
- The FY2013 budget includes \$287.4 million for community colleges, which is a **decrease** of \$20.7 million (-6.74%).
- The amount of \$360K is dedicated to performance funding for community colleges, which is half of the amount that was recommended in the Governor's budget (\$720K).

Other impacts include:

Institutional Grants/Special Initiatives (-23.8%)

- STEM – Chicago Area Health and Medical Careers Program (CAHMCP) was **decreased** by \$200K, or by 38%
- STEM- IMSA Excellence 2000 Program was **increased** by \$50K, or by 85%
- Diversifying Higher Education Faculty was **increased** by \$100K, or by 6%
- The Grow Your Own Teachers Grant was **decreased** by \$1.5M, from \$2.5M to \$1.0M. This is a reduction of 60%.
- The Competitive Nursing School Grants were **decreased** by \$455K, or by 52%
- The Cooperative Work Study Program was **decreased** by \$115K, or by 9.4%.
- The Nurse Educator Fellowships were **decreased** by \$16.9K, or by 9.4%
- The u.Select System funding was **decreased** by \$21.6K or by 9.4%.
- The Quad Cities Graduate Center was **increased** by \$19K, or by 29%
- The University Center of Lake County was **increased** by \$200K, or by 20%

Community Colleges (-6.74%)

- Base Operating Grants were **decreased** by \$7.54M, or 3.79%.
- Equalization Grants were **decreased** by \$1.54M or 2.0%.
- Workforce Development Grants, Retirees Health Insurance Grants, College & Career Readiness Grants were **decreased** to zero.
- The Veterans Grant Shortfall was **reduced** from 7.2M to \$750K, which is a **decrease** of 90%

Adult Education/Postsecondary CTE was only **reduced** by 1%

ISAC (-6.45%)

- The Monetary Award Program (MAP) was **reduced** by \$15.4 million (-3.98%) from the FY2012 appropriation level. The Senate also passed SB 2365, providing supplemental funding for early childhood and K-12 funding, as well as returning MAP funding to its FY 2012 level. This bill arrived in the House, but no action was taken prior to adjournment.

- The Illinois Veterans Grants and the National Guard Grants were **reduced** from \$6.0M and \$4.4M to zero.
- The College Savings Bond Incentives Grants and the Illinois Future Teachers Corp Scholarships were **reduced** to zero as well.
- The Illinois Scholars Program was **reduced** from \$3.16M to \$40K, which is a **reduction** of 99%

Other

- IMSA was **reduced** by \$519K, which is a **reduction** of 2.85%
- SUCSS was kept at **level** funding.
- ICCB was **reduced** by \$130K, or by 6.14%
- IBHE was **reduced** by 75.3K, or by 2.7%

Total Institutional Operations and Grants were **reduced** by \$128.5M, or by 6.09%

Capital Bill - The General Assembly approved Senate Bill 2332 which includes FY2013 continuing appropriations, or re-appropriations, for higher education capital projects that were authorized the previous fiscal year. Specifically, this legislation includes more than \$1.7 billion in re-appropriations for: (1) *Illinois Jobs Now!* higher education capital projects that were initially appropriated in FY2010, and re-appropriated in FY2011 and FY2012; and (2) older higher education capital projects that have been re-appropriated annually over the past decade. At this time, there is little information available regarding the increase in bonding authorization needed to support these capital projects. As a result, the amount of funds that might be released for these projects in the coming year, and the timing of those releases, is not known. Finally, there are no new appropriations for higher education capital projects in FY2013.

FY 2014 Budget Development Schedule

2012

July - Last week, IBHE distributed submission guidelines and instructions to the colleges and universities for **historical RAMP, technical questions, the fiscal year 2014 operating and capital budget request tables, and program priority request (PPR) forms.**

September 28 - Historical RAMP submissions due back to IBHE. This submission forms the basis of the required report to the Governor and General Assembly on public university revenues and expenditures from the previous fiscal year that is due by October 26th (Public Act 93-0228).

Oct – Nov - **Budget overview meetings** with universities and agencies will begin. Following discussions with members of the Board of Higher Education to establish their initial budget priorities and themes to be emphasized in fiscal year 2014, members and staff of the Board of Higher Education will meet with institutional and agency leaders and constituents throughout the budget development process to build consensus on statewide and campus budget priorities and related strategic issues.

October 1 - **IMSA operating and capital requests** due back to IBHE

October 15 - Institutions and agencies should submit their fiscal year **2014 operating and capital budget requests** to the Board of Higher Education by October 15th. These requests

should be the official requests approved by the institutions' Boards of Trustees (BOT). Operating and capital budget submissions will follow the same formats used in fiscal year 2013. The **responses to technical questions** are also due to IBHE by October 15th.

October 26 - **Annual Revenue and Expenditure Reports** are due to the Governor and General Assembly

November 15 - **Annual Sick/Vacation Leave Status Report** is due to Governor, Commission on Government Forecasting/Accountability, and SURS

2013

January - **Discussion budget meetings** as required. Board staff will invite written feedback from higher education institutions and agencies on the programmatic priorities and decision rules reflected in the fiscal year 2014 discussion budget. Institutions or agencies may request an opportunity to discuss the fiscal year 2014 discussion budget with board staff at the Board of Higher Education's offices in Springfield or by teleconference.

February - **IBHE Recommendations** - The Board of Higher Education will consider staff budget recommendations at its February 2013 meeting.

Illinois Community College Board

FISCAL YEAR 2013 BUDGET

The General Assembly adjourned on time at the end of May. The primary considerations this year were Medicaid reform, pension reform, and the budget. The Illinois cigarette tax was increased \$1 per pack, and new gaming (Chicago casinos) legislation was passed, but the Governor has not indicated if he will sign it into law. He has until August.

While the State passed a balanced budget, (estimated revenues are greater than expenditures) there are still between \$8B and \$10B in liabilities from Fiscal Year 2012 that will be paid with Fiscal Year 2013 revenues through an extended lapse period. This means that funds from the State for community colleges, and all other vendors, are about six months behind.

The Fiscal Year 2013 budget for the system is a reduction of more than \$20M. Community colleges will receive more than \$340 million in state funds this year. Prior to the reduction received this year, the Illinois Community College System has basically been level funded since Fiscal Year 2003. Though enrollments have decreased, Illinois is still at the third highest year in student enrollments since its inception in the 1960's. The nearly six percent reduction in State funds will be a challenge for the system. Many of the colleges are in tax capped districts, so local funds will not provide relief to the decreasing state resources. In contrast, many of the rural colleges are not capped. They have very high tax rates but are not able to generate local funds due to decreasing property values.

Not surprising, tuition has been increasing. The average tuition and universal fee rate is \$109.89 per credit hour. That is a 32 percent increase over the last five years and more than a 90 percent increase over the last ten years. Student need based awards have suffered from reduced state funding, and the universities are also increasing tuition. Fiscal Year 2013 will be the first year of a legislatively mandated performance based funding component for higher education. The formula for community colleges includes persistence and certificate completion, but there is a serious concern that over time performance will evolve into degree completion only.

SPRING 2012 LEGISLATIVE SUMMARY (Non-budget related legislation)

The following bills and resolution that were tracked by the ICCB passed both the Senate and the House during the spring session of the Illinois General Assembly:

Legislation initiated by the Council of Community College Presidents requires one of the 11 voting members of the ICCB be a president of a community college or Chief Executive Officer of City Colleges of Chicago or Illinois Eastern Community Colleges. The bill (SB3428) was sent to the Governor on June 29.

A Senate Joint Resolution resolved that the Illinois Student Assistance Commission (ISAC) convene a task force to deliberate options for new rules for the Monetary Award Program (MAP) with the goal of improving outcomes for students who receive the awards. Among the task force members are a representative of community colleges and a representative of the ICCB. The issue for qualifying community college students is that by the time many of them apply for the MAP grant, the funds have already been expended on earlier applicants. Decreased state resources coupled with increasing tuitions forces the ISAC to make the application deadline as early as March. Many community college students do not or cannot make the decision to enroll at a community college until much closer to the beginning of the school year.

Illinois Community College Board

ADULT EDUCATION AND FAMILY LITERACY UPDATE

Illinois is one of ten states, in conjunction with CLASP, the Center for Law and Social Policy, participating in the *Alliance for Quality Career Pathways*, a national effort to create a framework of benchmarks and measures of success for career pathway initiatives. Illinois will contribute their experience with the *Shifting Gears* initiative as well as the more recent *Accelerating Opportunity* initiative as it relates to this promising approach to education and training.

The ICCB is also a partner in the state's recent award of \$17 million from the Department of Labor's Workforce Innovation Award. As a partner in that grant with the state Department of Commerce and Economic Opportunity, ICCB will help enhance public-private partnerships in manufacturing by contextualizing our online bridge supplements and tools and by providing professional development and training specific to our bridge manufacturing curriculum.

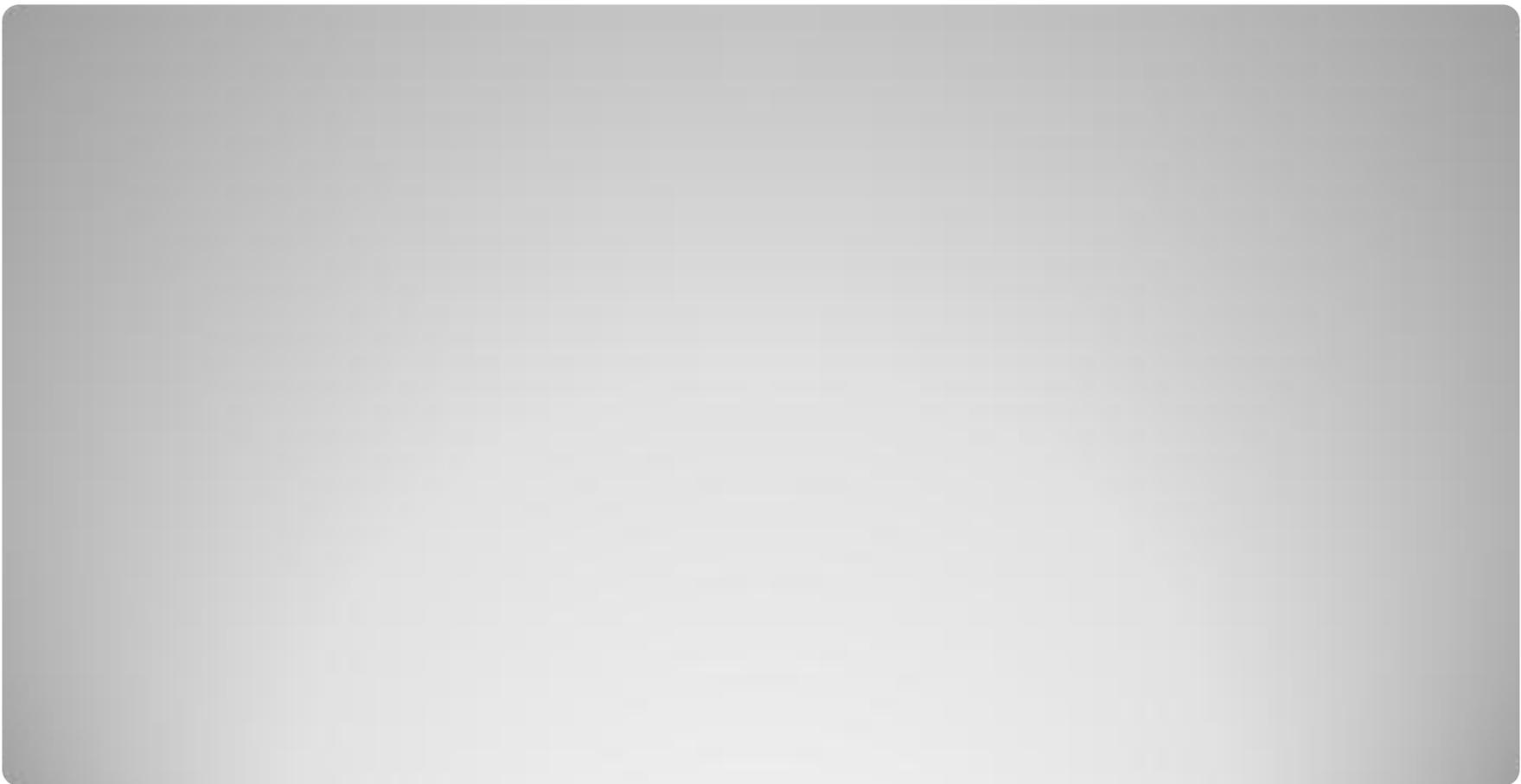
ICCB is hosting the first Transitions Academy on July 31st and August 1st, 2012 in Effingham. The Transitions Academy will provide an introduction to integrated curriculum models and professional development on bridge programs, career clusters, and programs of study for both Adult Education and Career & Technical Education professionals.

Illinois P-20 Council

ISAC Update

Since joining ISAC I've learned...

- Partnership between the higher education community and ISAC is critical
- The individuals and organizations I've met are committed and passionate
- Financial constraints at the state and federal levels will only increase in coming years



Illinois P-20 Council

Monetary Award Program (MAP) Update

MAP is...

- Our flagship effort
- Vitally important in successfully fulfilling our mission
- One of the most generous programs in the nation
- Facing increasing pressures on multiple fronts

MAP Gap

- 10 years ago every student applying for a MAP grants received one, and the amount of the grant covered one hundred percent of tuition and fees at a state public university or community college.
- Ten years later funding available for only half of those with need who applied for a grant.
- In just ten years the program has gone from meeting 100 percent of need to where today it barely meets 25 percent, leaving many with two bad choices: don't attend college or take on unrealistic levels of student loan debt.

FY13 MAP Budget

- In FY12, about \$420 million spent on MAP allowing for 158,350 awards
- FY13 - Governor requested \$50 million increase
- General Assembly cut MAP by about \$15.4 million compared to the initial FY12 funding level – a 4 percent reduction
- Compared to a 6% cut from public universities and the community college system
- Current FY13 budget: amount, \$371 million

MAP 2+2

- Designed to lower student debt levels and encourage tight articulation agreements between two and four-year schools, enhancing the likelihood of degree completion within four years
- Encourages a student to start at a lower cost community college and then transfer to a 4-year institution

MAP 2+2

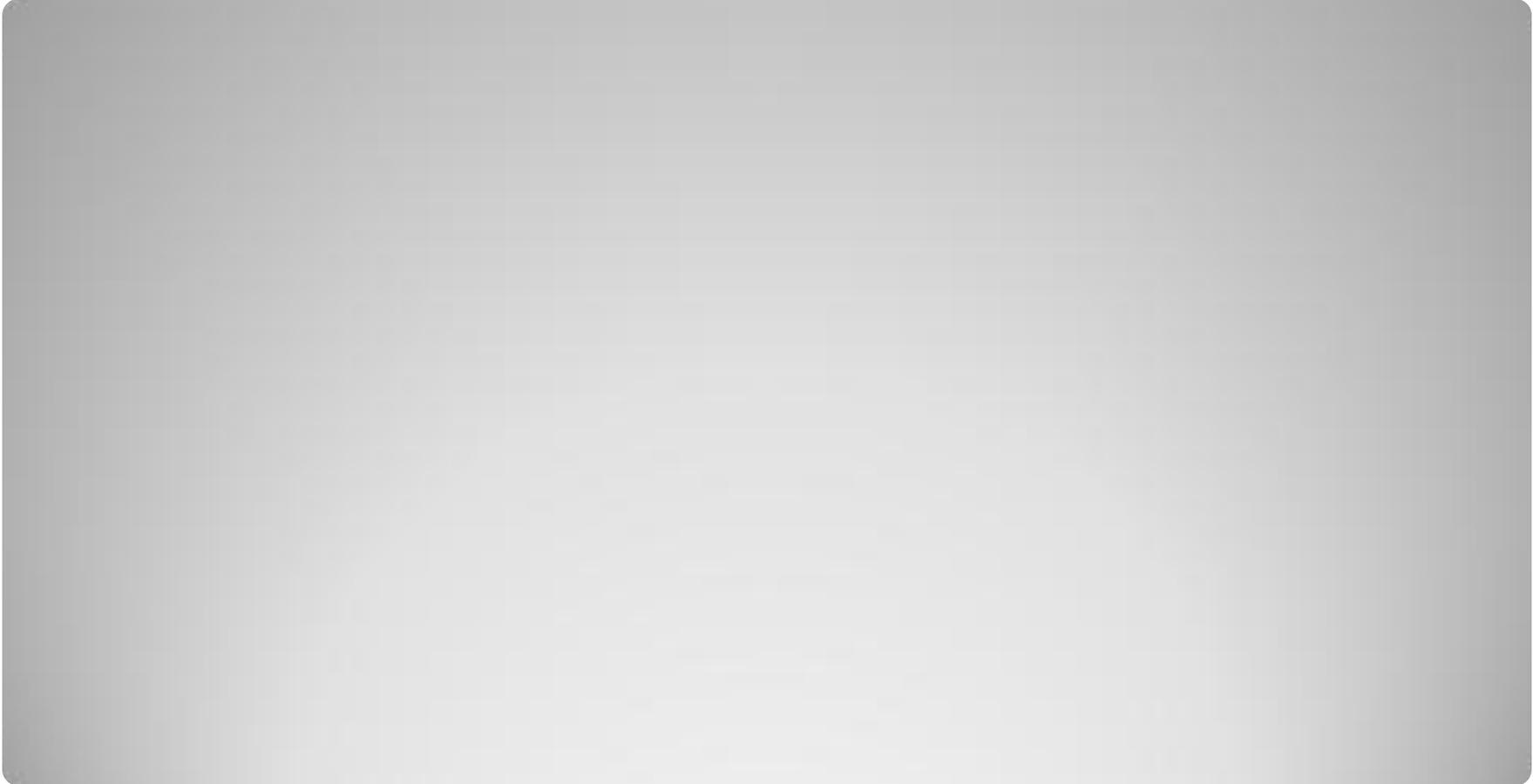
- Tuition and fees at community colleges are less than the maximum MAP grant; the difference is tracked and provided to the student as extra funding during the last two years at a four-year school
- Participants include 10 four-year colleges and 18 community colleges

MAP Policy

- First-come, first-served
- Budget for Outcomes
 - Completion best yardstick? Other?
- Add merit component derived from ACT score and GPA?
- Set-aside for community college student or independent students?

MAP Graduation Rates

- MAP recipients graduate at about the same rate as other students when controlling for school choice
- MAP student at public university: 6-year graduation rates is about 60 percent
- MAP student at community college: graduation rate is about 35 percent
- Compares favorably with state averages of 61 percent and 32 percent and national averages of 58 percent and 32 percent



Illinois P-20 Council
MAP Task Force

MAP Task Force

- Chaired by ISAC
- Broad education community involvement
- Report by January 1, 2013

Task Force Charter

“Resolved ...that the Illinois Student Assistance Commission shall convene a task force to deliberate options for the adoption of new rules for the Monetary Award Program (MAP), ***with the goal of improving the outcomes for students who receive these awards...***”

Goals

- Improve partnerships between state and institutions as they provide both financial assistance and academic support to MAP recipients
- Improve the overall effectiveness of MAP grants to increase accessibility and attainment

Goals

- Recognize that all colleges and universities are unique and inherently good and valuable and any new rules should not alter, nor have an adverse impact on, an institution's mission.

Specific Concepts in Resolution

- Basing institutional eligibility, in part, on an its ability to improve MAP-grant students' progress towards a degree or its MAP-grantee degree completion rate
- Basing a student's eligibility, in part, on their ability to demonstrate academic success and progress

Specific Concepts in Resolution

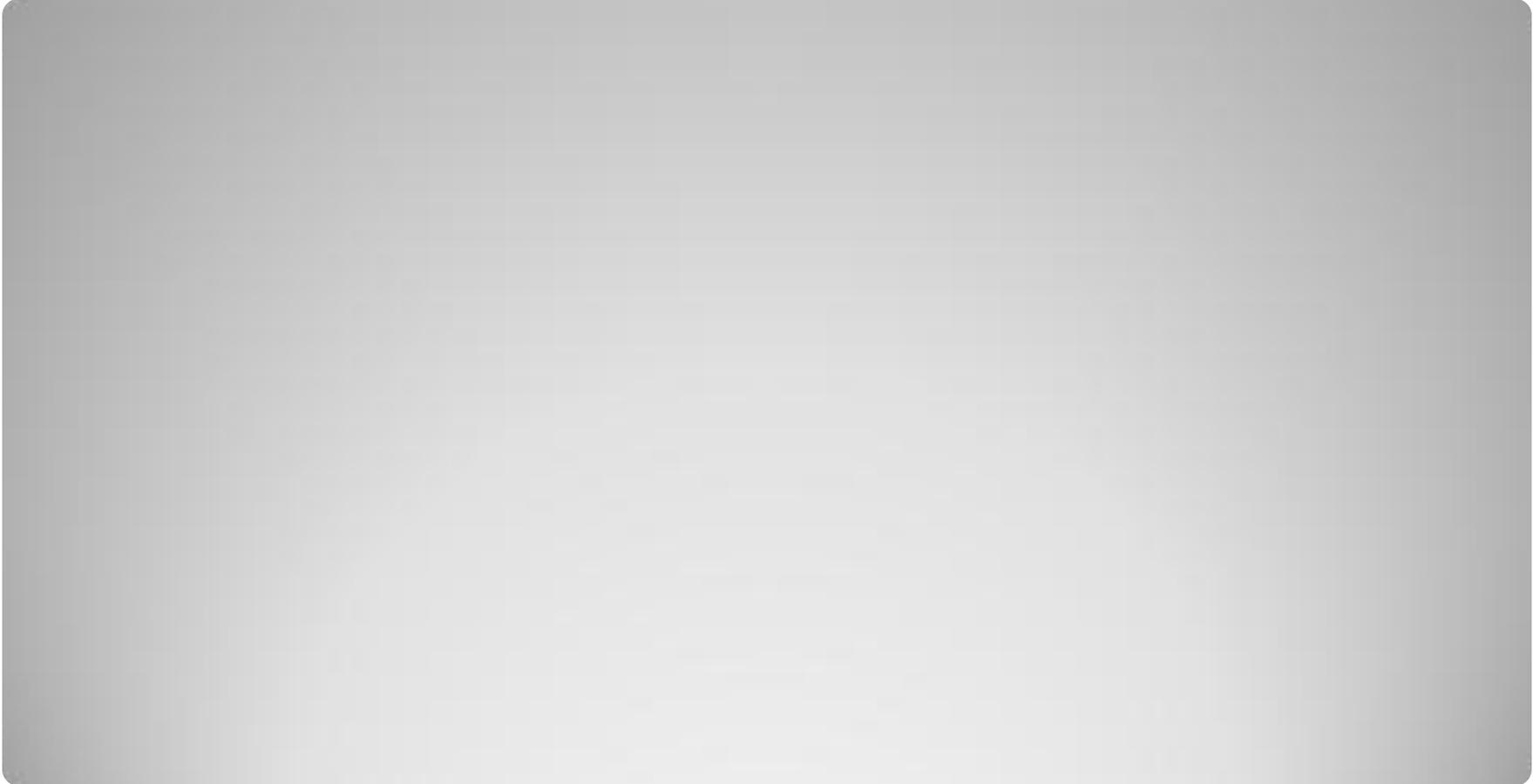
- Basing institutional eligibility, in part, its ability to demonstrate that it is a partner with the state and it's providing financial aid to students from its own resources

Membership

- Reflect the racial and ethnic diversity of MAP recipients
- Be geographically diverse
- Reflect that MAP serves both traditional and non-traditional students
- Contain members who have various roles assisting potential MAP recipients
- Contain members from all four postsecondary sectors and include representatives from schools with various missions

Meetings

- Meeting dates:
 - July 26
 - August 30
 - September 26
 - October 30
 - November 15 (draft report)
- Public meetings
- Materials posted online at www.isac.org



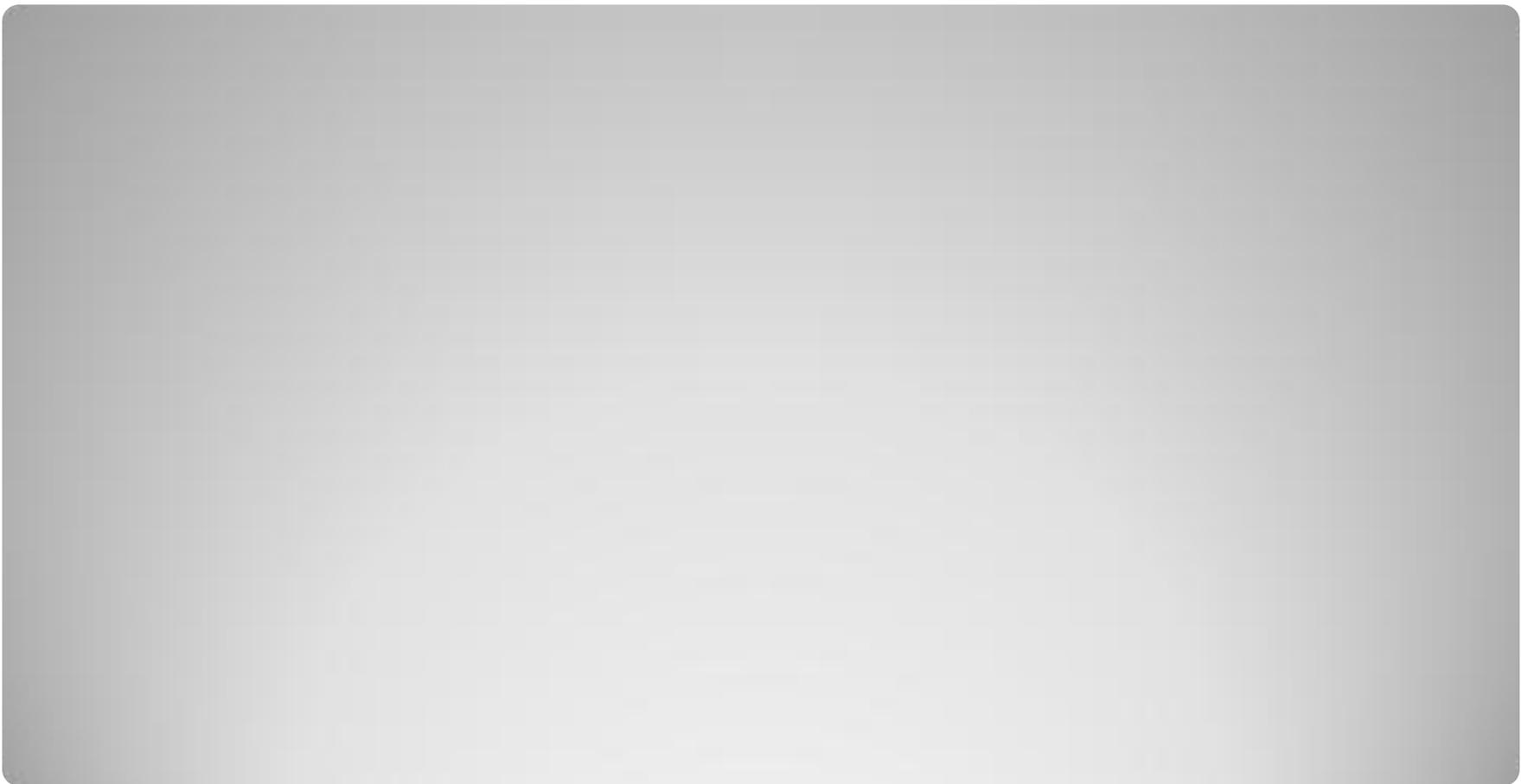
Illinois P-20 Council
College Illinois! Update

College Illinois!

- The focus is on mending the program and the resumption of contract sales later this fall and taking steps to enhance plan solvency
- In May, an OAG Management audit made 15 recommendations, which we accepted
- The Agency has addressed 11 of the 15 and is working on the rest
- Taking other actions to increase transparency and to stabilize the program

College Illinois!

- In January the agency submitted its annual solvency certification to the Governor for FY2012
- College Illinois! will continue to meet all its financial obligations and make payments in full and on time
- Actuarial assumptions suggest that the program has sufficient assets to make tuition and fee payments until 2021-2022



Illinois P-20 Council

College Access and Outreach Update

ISACorps

- Help students and their families to make sound choices when planning and preparing for postsecondary education
- Community-based
- 85 – 95 recent college graduates
- Many are first-generation college graduates from Illinois schools

ISACorps

- They live within the communities they serve
- About half of their time in the highest need high schools and the remaining time local community outreach
- Based in each community college district

ISACorps

- Reach students and parents often tracked out of or opt out of participation in traditional college preparation offerings within school settings
- A national model – invited to advise other states

Outreach Events

- Each year more than 100,000 people attend our outreach events
- Last year, the combined efforts of ISAC and its higher education partners resulted in over 800,000 FAFSA submissions
- ISAC Call Center, staffed by Corps members and other ISAC personnel, assisted more than 303,000 students and parents

Outreach Events

- Over 900 professionals have participated in our professional development and financial aid certification
- More than 10,000 high school transcripts sent to colleges through our new electronic transcript exchange year so far in 2012 – free of charge
- Currently ISACorps members have on-going mentoring relationships with nearly 5,000 students

Illinois College Planning Act

- Program provides early college planning for students from families without prior college experience. They receive ongoing structured college planning assistance beginning in 8th grade and continuing through and including postsecondary enrollment
- ISACorps designated to provide the services
- Recruiting first program participants

ISACorps Funding

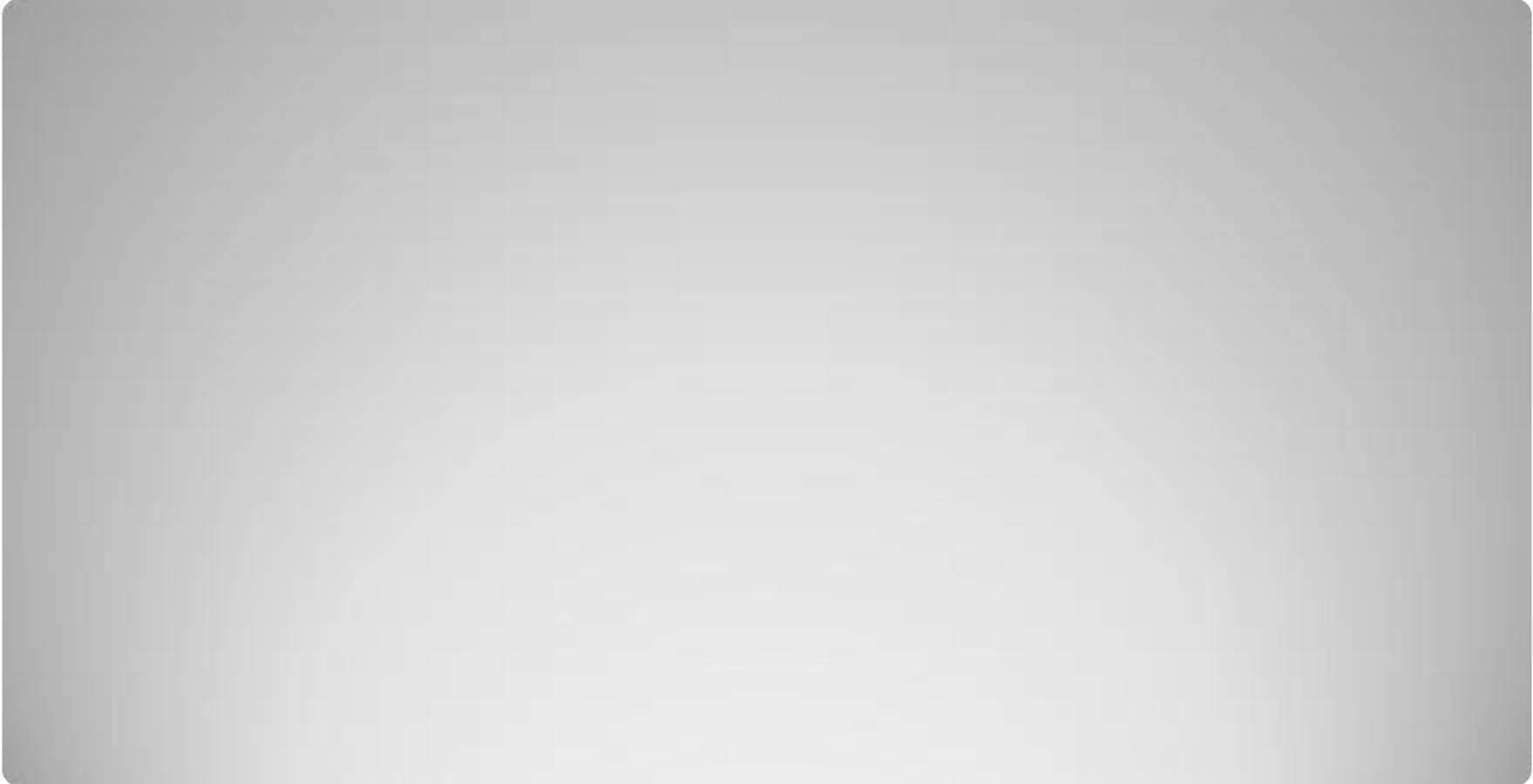
- Federal College Access Challenge Grant
- Maintenance of Effort
- Continued reductions in state spending on higher education could have unintended consequences and place the grant at risk

College Changes Everything

- ISAC and partners have launched a large-scale advocacy campaign to build awareness, collaboration and public will to pursue and achieve Goal 2025 – the state's goal
- Designed to foster collaboration among organizations and policy interests that impact or are impacted by higher education attainment

College Changes Everything

- Advocates for how MAP and other programs that support college access affect societal issues
- We know that the more education one has, the better their health; the less likely they are to be incarcerated; and the more they will contribute to the State's revenue through better paying employment



Illinois P-20 Council
Wrap-up

Since I joined ISAC . . .

- I sensed something special within the agency
- Focus and intensity around our mission to make postsecondary education accessible and affordable
- An awareness that our work, your work, is important – important for our schools, for our students, and for the State's future economic well-being

Dependent Student

"My mom and dad didn't go to college, which my father thinks is fine for me too. My mother can't find a job. Without the grants and scholarships I received, college would be impossible for me. I will always be grateful."

Independent Student

"I am a 44 year old, female student who worked hard for 23 years in the restaurant industry only to find myself at a dead end when I lost my job. . . I spent nearly two years seeking out new employment, submitting hundreds of applications which resulted in a hand full of interviews and no job. I decided to go to college after being out of school for 25 years . . . It has been a difficult road to say the least and MAP has assisted me in making my future (as a Registered Nurse) more achievable. . . "