



THE ILLINOIS PUBLIC AGENDA FOR COLLEGE AND CAREER SUCCESS





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To the Members of the Illinois General Assembly and the People of Illinois:

Welcome to the future of your state.

Actually, this report – the **Illinois Public Agenda for College and Career Success** – is a tale of two states of Illinois. **One Illinois** is well educated and prosperous, with virtually unlimited opportunities. **The other** is vastly underserved educationally and struggling economically, with severely constricted opportunities.

Between these two states of Illinois is a “prosperity gap” that relates directly to large and widening disparities in educational attainment – by race/ethnicity, by income, and by region.

Closing the attainment gap is no longer just a moral imperative; it can be ignored only at the economic peril of Illinois. It requires *action* and requires action *now*.

Simply put, **Illinois needs effective and quality education for all people**. Our vision is that the **Illinois Public Agenda for College and Career**

Success is the pathway to one Illinois, where all residents have affordable access to high-quality educational opportunities that prepare them for the jobs of the present and future.

I wish to applaud the members of the General Assembly for initiating the development of this Public Agenda by adopting House Joint Resolution 69 in the spring of 2007. After a year of study, deliberation, and collaboration with literally hundreds of stakeholders in higher education and the state economy, the Public Agenda Task Force presented the **Illinois Public Agenda for College and Career Success** to the Illinois Board of Higher Education, which has statutory responsibility for master planning for higher education. On December 9, 2008, the Board unanimously endorsed the Public Agenda as the blueprint to guide education policy – from preschool to graduate school – in Illinois for the next decade.

In one sense, this report marks a significant accomplishment – the concerted effort to understand the

challenges and opportunities facing Illinois, and to chart a course for meeting them. But nothing will have been accomplished if this report sits on a shelf.

Therefore, more importantly, this report represents a beginning – a call to arms for students, parents, educators, labor unions, business executives, civic leaders, philanthropic organizations, state agencies, and elected officials from local school boards to the General Assembly and Governor.

The **Illinois Public Agenda for College and Career Success** can make Illinois *one* state that is ready to face the future.

Very truly yours,

Carrie J. Hightman
Chairwoman



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Executive Summary — Illinois: A Tale of Two States

One Illinois is well off, well educated, economically dynamic, with a seemingly bright future. Consider:

- Illinois is a prosperous state.
- Illinois is an educated state.
- Illinois is an economically healthy state.

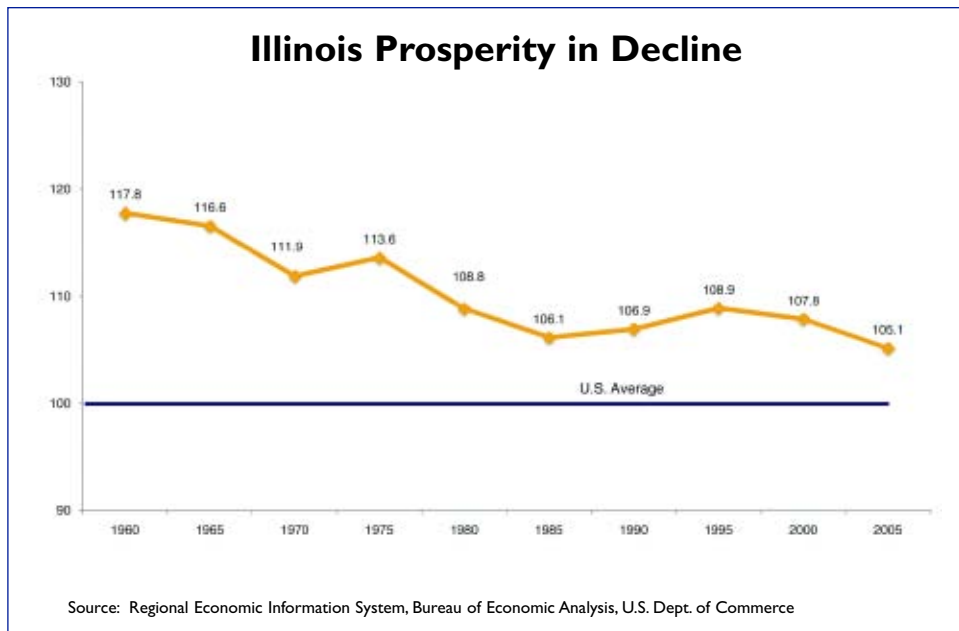


Figure 1. Per capita personal income as a percent of U.S. average — Illinois 1960-2005. Illinois' personal income exceeds the national average, but the trend shows Illinois moving steadily downward.

The Geography of Wealth in Illinois

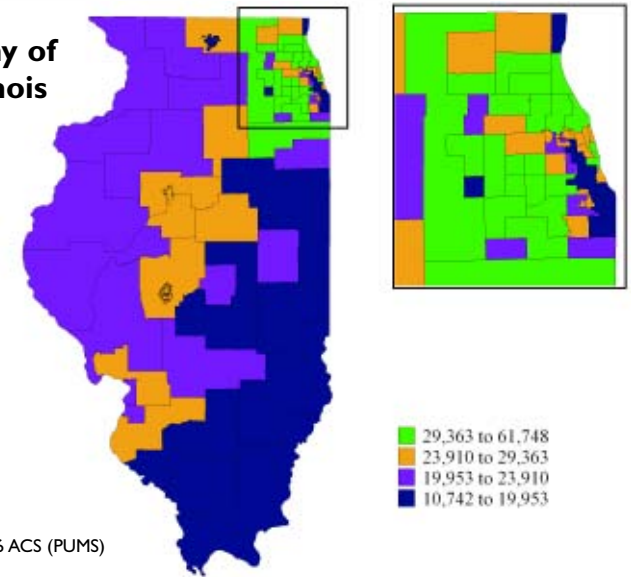


Figure 2. Personal income per capita, 2006 (Public Use Microdata Areas). While Illinois is considered a wealthy state, there are vast regional disparities.

The other Illinois struggles to make ends meet, lags in educational attainment, and is economically stagnant.

- Illinois' prosperity is uneven and declining.
- Many Illinoisans are left behind by the education system.
- Educational attainment and demographic trends portend serious economic consequences.
- Illinois' economic health is in jeopardy.
- Illinois is not keeping pace with the changing nature of the workforce.
- Illinois risks pricing students out of postsecondary education.

Between these two states is a **prosperity gap** that is wide and growing and the direct result of disparities in educational attainment by race, ethnicity, income, and region.

The Illinois Public Agenda for College and Career Success

VISION: *Illinois will provide effective and quality education for all people. The Illinois Public Agenda for College and Career Success is the pathway to **one Illinois**, where all residents have affordable access to high-quality educational opportunities that prepare them for the jobs of the present and the future.*

What will that one Illinois look like?

Its populace will be among the best educated in the world. Illinois will be among the leaders in the proportion of its population with a high school diploma and college credentials. It will narrow the achievement gap by race at all stages of the educational pipeline and increase college attainment for persons of color and those with disabilities. It will rank among the top states in the number of adult learners with college credentials and will raise college attainment in underserved geographic regions to levels of the best-performing counties.

It will be one of the five most affordable states in the nation in which to pursue a college education. Illinois will reduce the proportion of family income needed to pay for college for the lowest income quintile to compete with the best-performing states. Similarly, the average student debt load will be in line with leading states. And the college participation rate for low-income students will rise annually to the level of the top states.

It will have a well-educated workforce with the skills and competencies to compete in the modern economy. Illinois will increase the number of people with quality postsecondary credentials, with particular emphasis on fields of critical skills shortages, such as, initially, nursing, allied health professions, and information technology. It will remove barriers to transfer between associate's and bachelor's degree levels to meet the needs of students and employers.

It will rank among the five top states in economic growth and vitality. Illinois will use its vast research, education and training, and innovation assets as the sparkplug to ignite entrepreneurial activity and economic expansion to compete with the leading New Economy states, those which have embedded knowledge, technology, and innovation into their economies.

Illinois Public Agenda: Five Principles

1. *Higher education is a **public good**.*
2. *Priorities, policies, and budgets **must align with state goals**.*
3. *The **integrity of institutional and sector missions** must be respected and supported while aligning those missions with state goals.*
4. ***Adequate and equitable P-20 funding**, deployed effectively and efficiently, is essential.*
5. *A **P-20 longitudinal data system** is vital for sound policymaking and accountability.*

Problem: Many students are left behind by the education system.

Illinois ranks far below the most-educated U.S. states in educational attainment. A wide and stubborn achievement gap exists that leaves minorities and low-income persons with far lower levels of educational attainment.

A high proportion of adults “stop out” of their education, including high school dropouts, individuals with college credit but no credential, and working

adults who need new skills or credentials. Illinois needs the full workforce participation of all its residents to meet the economic challenges it faces.

There are wide geographic disparities in educational attainment. Residents of many Chicago suburbs and certain pockets of downstate Illinois are far better educated than others living in inner city and rural areas.

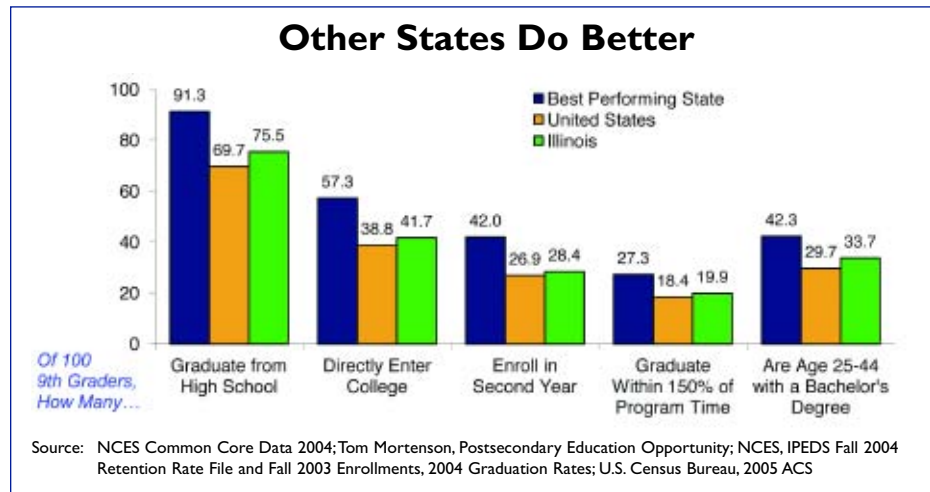


Figure 3. Illinois does better than the nation as a whole, according to these 2004 data, but it trails the best-performing states significantly in getting students through the education pipeline.

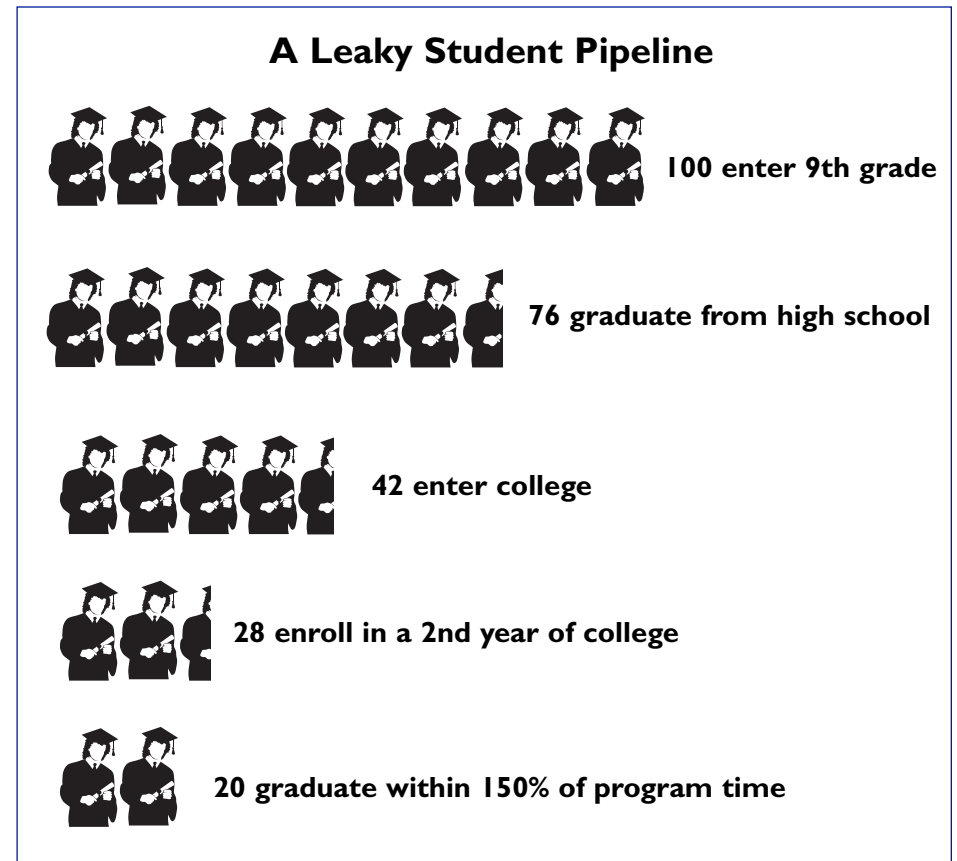


Figure 4. There are major leaks in the education pipeline in Illinois at all key transitions along the way to a college degree. For the typical four-year bachelor's degree, 150% of program time equals six years; for an associate's degree, it would equate to three years of study at the original school of enrollment.



GOAL 1

Increase educational attainment to match best-performing states.

RECOMMENDATION 1: Increase success of students at each stage of the P-20 education pipeline to *eliminate achievement gaps* by race, ethnicity, socioeconomic status, gender, and disability.

Strategy: Improve college readiness through curriculum alignment, access to quality preschools, postsecondary and high school partnerships, and links between student financial aid and a demanding high school curriculum.

Strategy: Strengthen teacher and school leader quality through upgraded standards and professional development.

Strategy: Build success for students with disabilities through assistive technologies, improved transitions from high school to college, and Perkins Programs of Study.

RECOMMENDATION 2: Increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential.

Strategy: Increase support for adult students through an emphasis on adult basic education and GED completion, financial aid, support services, and incentives for adults with substantial college credit to finish degrees.

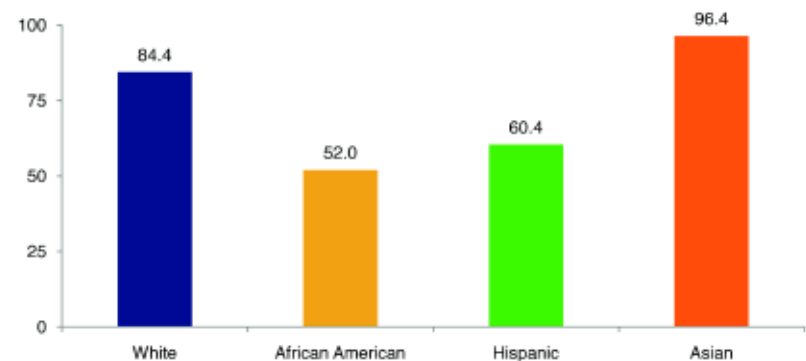
Strategy: Expand opportunities for adult learners through regional partnerships, baccalaureate completion programs, and new entryways for low-skilled residents.

RECOMMENDATION 3: Reduce geographic disparities in educational attainment.

Strategy: Expand capacity through improved access to postsecondary education in rural areas of the state, baccalaureate completion opportunities, distance learning, and dual credit.

Strategy: Strengthen college readiness through implementation of a High School to College Success Report and partnerships between community colleges and high schools.

First Major Leak: High School Graduation



Source: Illinois State Board of Education; NCES, Common Core Data

Figure 5. High school graduation rates (average of 2005-2006). The first major leak in the education pipeline comes at high school graduation when barely half of African American students and just three in five Hispanics leave with a diploma.

Problem: Illinois risks pricing students out of postsecondary education.

As college increasingly becomes a necessity, it is increasingly being priced as a luxury. Dwindling state support has resulted in soaring tuition and fees at public universities and community colleges (along with rising property taxes), while student financial aid has been outpaced by rising costs.

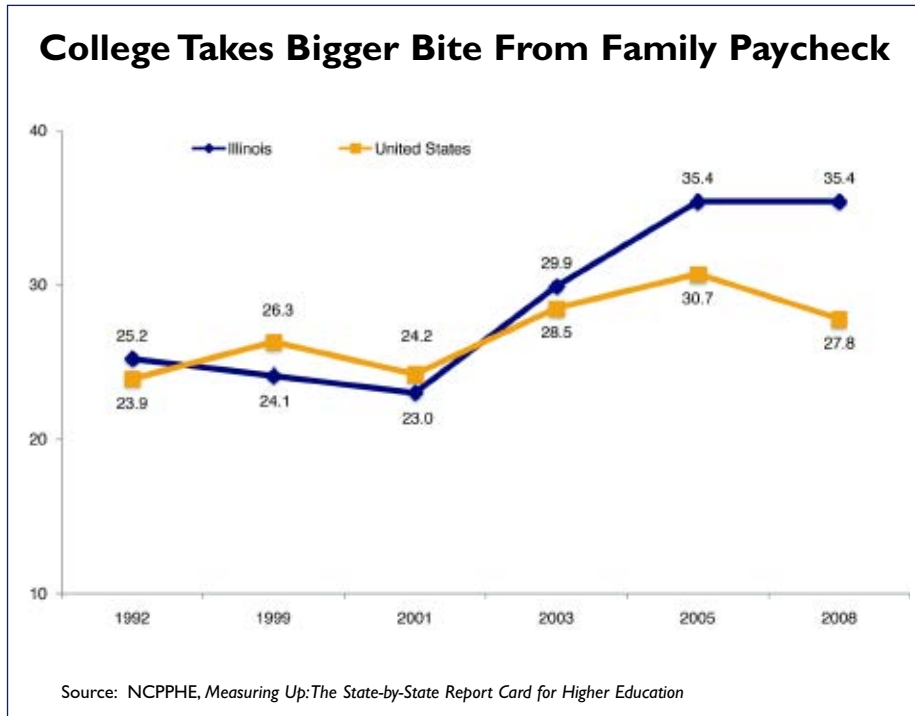


Figure 6. Percent of income (average of all income groups) needed to pay for college expenses minus financial aid — public four-year colleges. In just the past seven years, the proportion of college expenses required from families has risen dramatically.

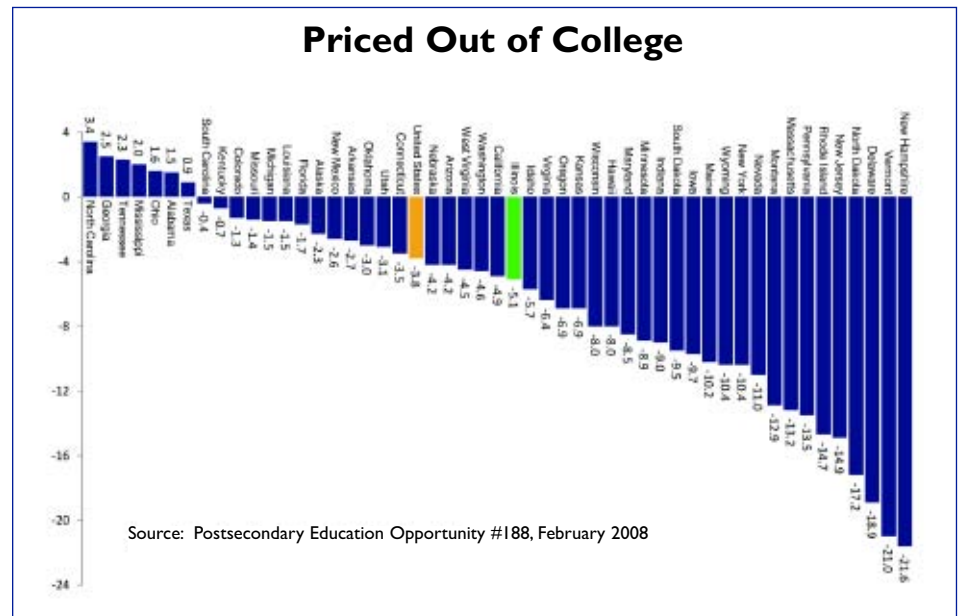


Figure 7. In Illinois, the proportion of students from low-income families in college has decreased during the past decade. This measure is calculated by dividing the number of Pell grant recipients by the proportion of 4th to 9th graders nine years earlier in the free/reduced lunch program.





GOAL 2 | Ensure college affordability for students, families, and taxpayers.

RECOMMENDATION: Make Illinois one of the five most affordable states in the country to get a college education.

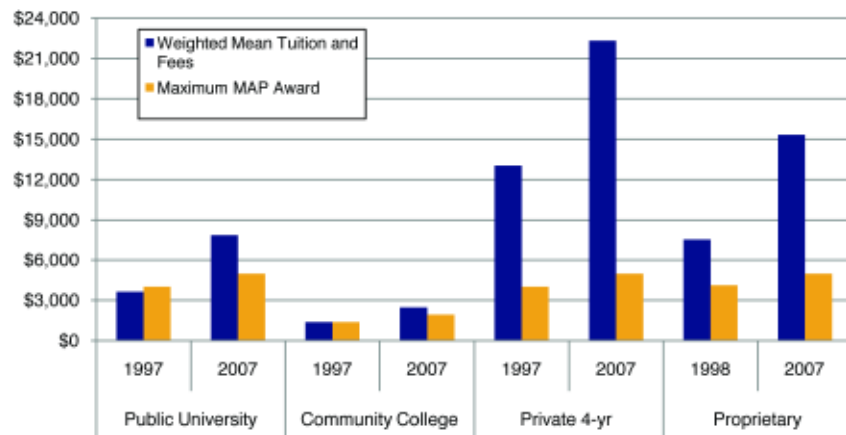
Strategy: Review state financial aid programs for low-income students to ensure that the programs are effective, efficient, widely understood, and aligned with all Public Agenda goals.

Strategy: Take action to help students achieve their educational objective faster.

Strategy: Assist middle-income students who do not typically qualify for need-based grant aid.

Strategy: Find institutional operating efficiencies that reduce costs while expanding access and maintaining quality.

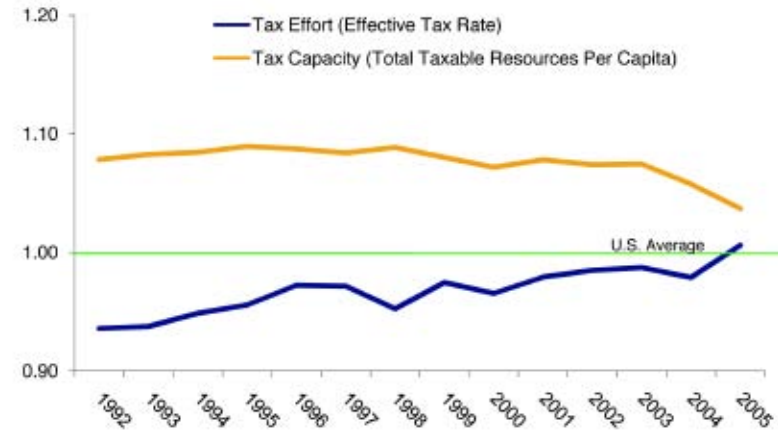
Tuition and Fees Outpace Need-Based Student Aid



Source: 2007 ISAC Data Book; proprietary institutions first eligible for MAP in FY98.

Figure 8. Average tuition and fees compared to maximum Monetary Award Program (MAP) awards, 1997-2007. The increase in student costs for tuition and fees has far surpassed increases in the maximum MAP award over the past decade.

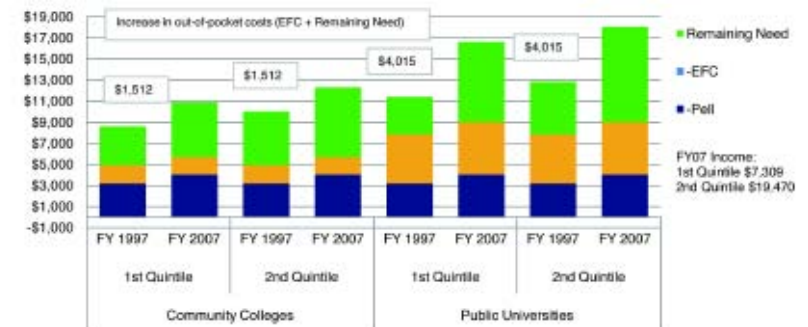
Illinois Tax Capacity - Room to Maneuver



Source: SHEEO, State Higher Education Finance

Figure 9. State tax capacity and effort — Illinois indexed to U.S. average. Illinois' economic resources exceed the national average, while the state's effective tax rate just reaches the national average.

Adult Students Out-of-Pocket Costs Rise



Source: Illinois Student Assistance Commission, www.collegezone.com/media/Affordability2007FINAL.pdf

Figure 10. Low-income students who are independent of their parents but have dependents of their own experienced an erosion of affordability between FY1997 and 2007.

Problem: Illinois needs more degree-holders to meet economic demands.

Illinois has historically relied on a significant in-migration of educated individuals to meet its economic needs.

Baccalaureate completion opportunities exist between community colleges and public and private four-year institutions, but expansion of opportunities, particularly for place-bound students, is needed. In a 2007 IBHE-ICCB survey, 17 colleges reported the need for additional baccalaureate completion programs, particularly in high-demand fields such as nursing, special and early childhood education, and math and science.

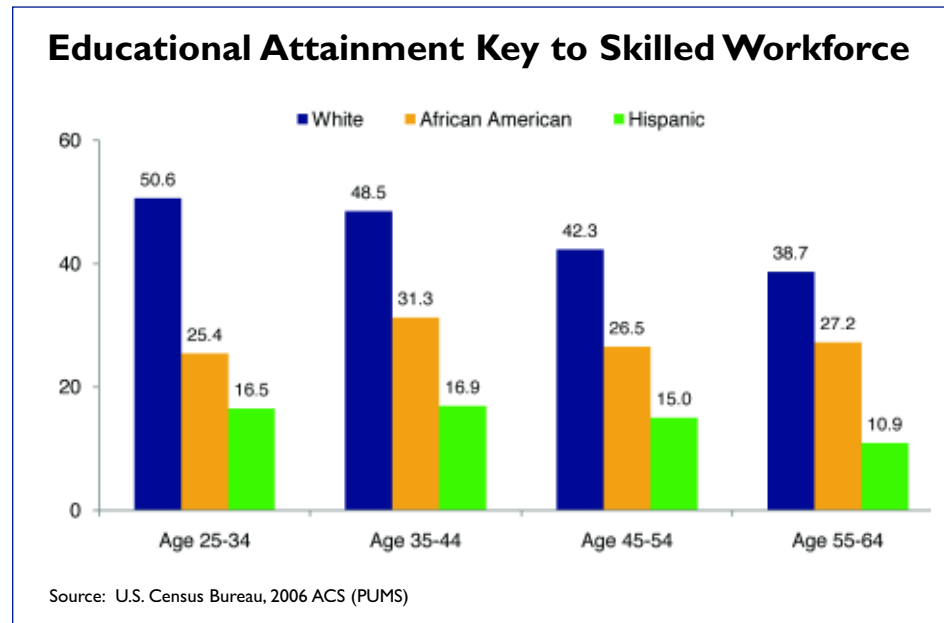


Figure 11. Percent of adults with associate's degree or higher, by age and race/ethnicity, 2006. Increasing college degrees among minorities will be crucial for Illinois to meet the workforce needs of the future.

"Middle skill jobs," which require more than a high school education but less than a four-year degree, make up the largest segment of jobs in Illinois. According to Skills2Compete-Illinois, demand for employees in middle skill jobs, which include many occupations in construction, healthcare, public safety, and mechanical fields, is expected to account for almost half of all job openings in Illinois between 2004-2014.

Regional Gaps in College Attainment Hamper Economic Growth

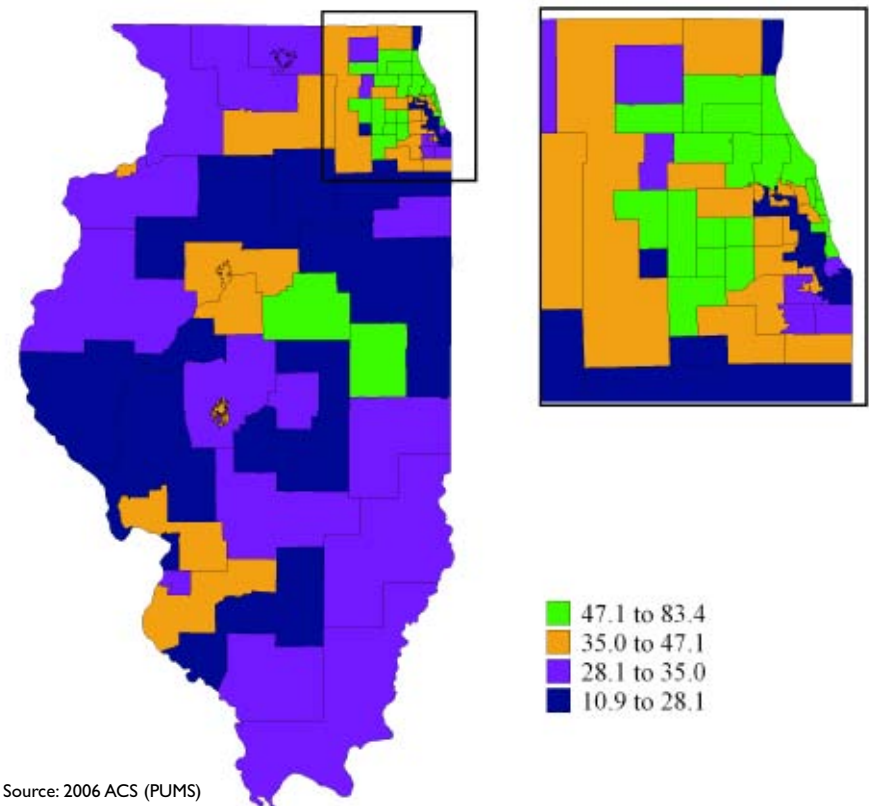


Figure 12. Percent of population, 25-64, with associate's degree or higher. Regional variations in college credentials show large gaps — and opportunities — in raising the level of educational attainment in Illinois.



GOAL 3

Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.

RECOMMENDATION: Increase the number of people with high-quality postsecondary credentials to ensure the state has an educated workforce and an engaged citizenry.

Strategy: Provide incentives to complete degrees, focusing on compacts between working adults and employers and on individuals with substantial college credit but no degree.

Strategy: Use competency-based assessments, professional development, and employers as classroom mentors to improve skill levels and work readiness.

Strategy: Strengthen accountability through national assessments with publicly reported results.

RECOMMENDATION: Improve transitions all along the education pipeline.

Strategy: Strengthen articulation through stable funding and expansion of transfer tools such as u.select and the Illinois Articulation Initiative and through development of an objective measure of transfer and acceptance of credits.

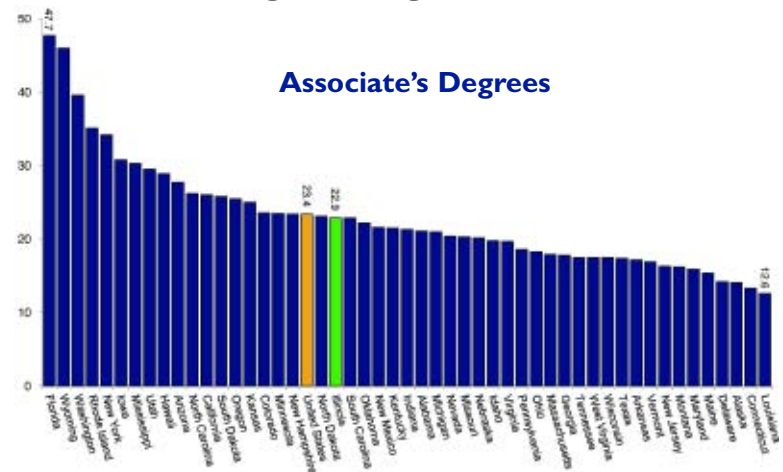
Strategy: Expand baccalaureate completion opportunities through funding incentives for distance learning and degree-completion compacts, and enhanced use of creative relationships involving high schools, community colleges, and senior institutions.

RECOMMENDATION: Increase the number of postsecondary degrees in fields of critical skills shortages.

Strategy: Expand capacity through grants, public/private partnerships, and financial inducements.

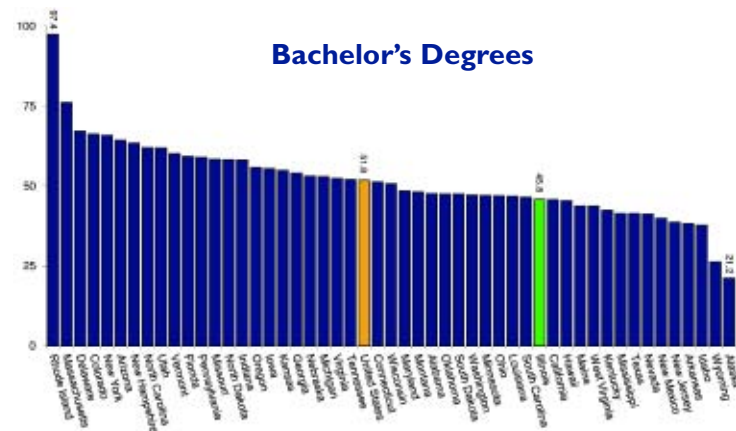
Illinois Lags in Degree Production

Associate's Degrees



Source: NCES-IPEDS Completions Survey, WICHE

Bachelor's Degrees



Source: NCES-IPEDS Completions Survey, WICHE

Figure 13. Illinois is slightly below the national average in the number of associate's degrees awarded and far below the U.S. average in the number of bachelor's degrees per 100 high school graduates three and six years earlier, 2004.

Problem: Illinois' economy trails leading New Economy states, and regional differences in economic performance within Illinois are great.

When considering such innovation assets as investment in academic research and development or the number of businesses created from university research, Illinois does no better than average in incorporating such assets into its economy. Illinois also needs to improve its performance in making venture capital available to finance business startups, in creating and growing technology startups, and translating its enviable university research standing into entrepreneurial activity.

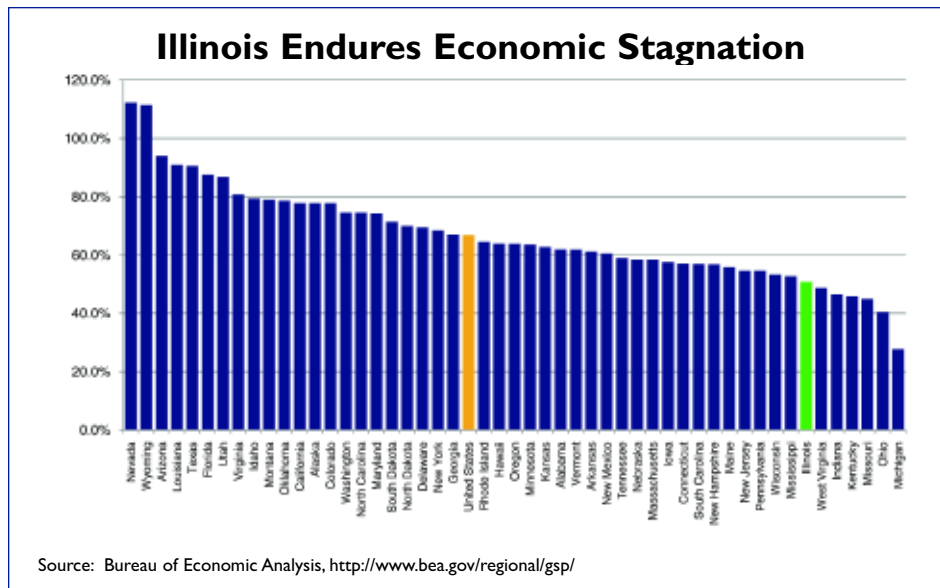


Figure 14. Change in gross state product, 1997-2007. Like its Midwestern neighbors, Illinois' economic growth over the past decade has been far below the national average.

Illinois Shows Progress on New Economy Index ...

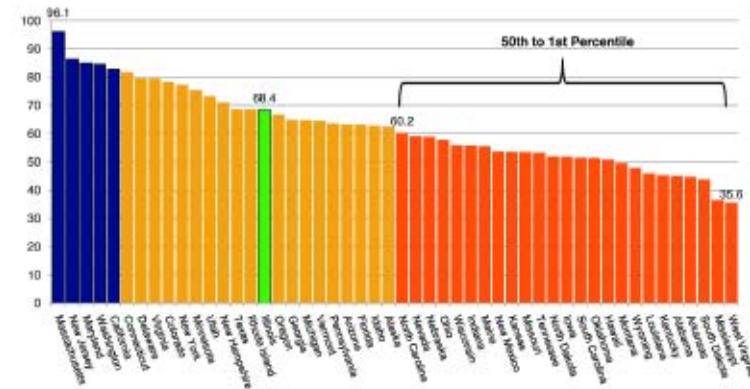


Figure 15. New Economy Index, 2007. In spite of its slow economic growth over the past decade, Illinois ranks 16th in the most recent Index, up six places since 1999.

... But Only Average in Innovation Assets

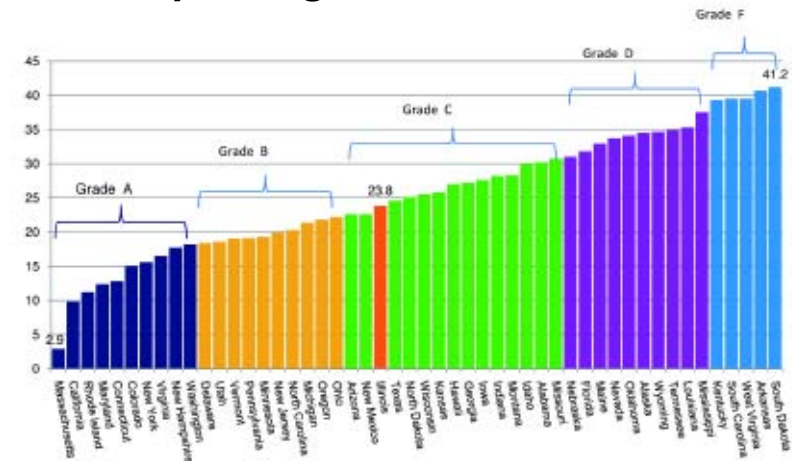


Figure 16. Overall state scores on measures of innovation assets, 2007. Illinois is in the middle of the pack in the number of assets commonly required for future innovation and growth of the state economy.



GOAL 4

Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.

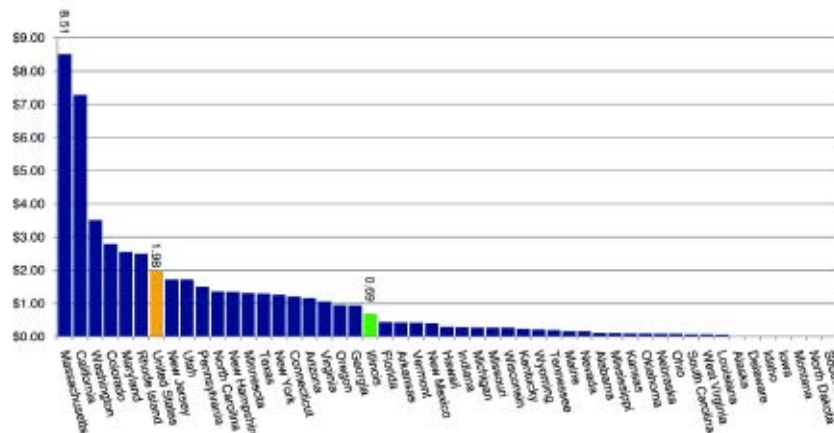
RECOMMENDATION: Boost Illinois into the ranks of the five states with the fastest growing economies.

Strategy: Develop resource pools and incentives that capitalize on state and regional strengths and address state and regional weaknesses.

Strategy: Develop cutting-edge educational programs across the P-20 spectrum that will prepare students to succeed in the global economy.

Strategy: Remove barriers that impede the entrepreneurial spirit without jeopardizing public service, protection, and safety.

Venture Capital: Room for Improvement



Source: National Science Foundation, 2008

Figure 17. Venture capital disbursed per \$1,000 of gross domestic product by state, 2006. Illinois ranks below the national average in the amount of venture capital and far below the leading New Economy states.



Illinois needs effective and quality education for all people. The Illinois Public Agenda for College and Career Success will create one Illinois ready to face the future.



The Public Agenda Task Force:

Carrie J. Hightman, *Chairwoman*

Senator Bradley Burzynski, *35th District*

Representative Naomi Jakobsson, *103rd District*

Senator Ed Maloney, *18th District*

Representative Chapin Rose, *110th District*

Dr. Frank Barbre, *Trustee, Southeastern Illinois College*

Dr. John Bennett, *Chair, IBHE Faculty Advisory Council*

Marcia Boone, *President, SWICEE IFT-AFT Local 6224*

Perry Buckley, *Cook County Teachers Union*

Dr. Morteza Daneschdoost, *Professor, Southern Illinois University Carbondale*

Andy Davis, *Executive Director, Illinois Student Assistance Commission*

Dr. Al Goldfarb, *President, Western Illinois University*

Melanie Holmes, *Vice President, World of Work Solutions, Manpower*

Dr. Stan Ikenberry, *President Emeritus, University of Illinois*

Dr. Sue Kaufman, *President, Local 4100, IFT, AFT, AFL-CIO*

Dr. Ron Kimberling, *President, Argosy University*

Ann Ladky, *Executive Director, Women Employed*

Dr. Margaret Lee, *President, Oakton Community College*

Adam Mervis, *Illinois Business Roundtable, President, Mervis Industries*

Dr. Charles Middleton, *President, Roosevelt University*

William Obuchowski, *Chair, IBHE Student Advisory Committee*

John Penn, *Regional Manager, Laborers' International Union*

Diana Rauner, *Executive Director, Ounce of Prevention*

Jerry Roper, *President & CEO, Chicagoland Chamber of Commerce*

Dr. Laura Saret, *Professor, Oakton Community College*

Dr. Ruth Schneider, *Superintendent, Stewardson-Strasburg
Community Unit #5*

Dr. Colleen Sexton, *Professor, Governors State University*

Dr. Eric Whitaker, *Executive Vice President, University of Chicago
Medical Center*

For an electronic copy of the Illinois Public Agenda and ongoing updates, go to: www.ibhe.org.



GOAL 1

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

For many Illinoisans, educational destiny is written before they even enter school, influenced by factors such as race, ethnicity, socioeconomic status, disability, access to quality preschool, and zip code. People of color, low-income students, persons with disabilities, and those who live in rural or certain inner-city areas are less likely to earn a high school diploma, attain a college degree, get a good-paying job, or have the mobility to find the schooling they need or the jobs they want.

RECOMMENDATION 1:

Increase success of students at each stage of the P-20 education pipeline to *eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability.*

THE ISSUE: Achievement Gap

Illinois, like the nation, suffers a significant and enduring disparity in academic achievement and educational attainment affecting racial and ethnic minority students. This gap shows up early and worsens as students move through – or fall out of – the education pipeline.

- Illinois has one of the worst achievement gaps in the nation – only seven states have a greater disparity in educational attainment.¹ Whites are 28% more likely to have a college degree than minorities.²
- Fewer low-income students are entering college – between 1999 and 2006, the college participation rate dropped 5% for low-income students.³

Achievement Gap in Elementary School ...

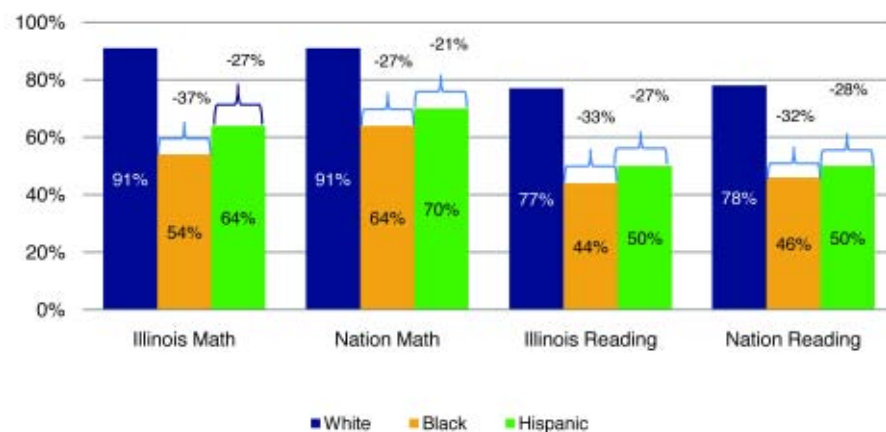


Figure 18. By 4th grade, significant gaps already have developed between white and minority students in the percentage performing at basic level or above. NAEP, 2007.

... Worsens by Middle School

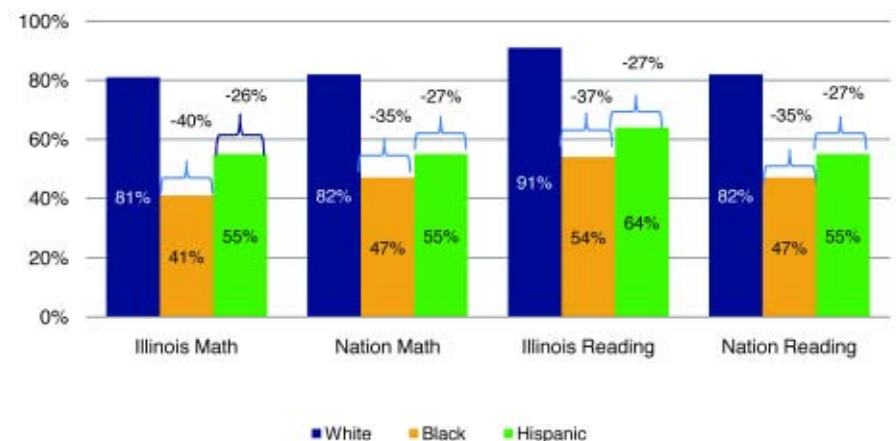


Figure 19. By 8th grade, performance gaps have widened or improved only marginally. NAEP, 2007.



- Less than one-quarter of the state's 3- and 4-year-olds were enrolled in prekindergarten programs in 2007.⁴ The achievement gap is apparent in early elementary school and follows minority students through their schooling. Disparities in reading and math scores in the 4th grade worsen or improve only marginally by 8th grade for African Americans and Hispanics, compared to whites.⁵
- While 84 of every 100 white students graduate from high school, just 6 in 10 Hispanics and barely over half of African American students leave high school with a diploma.⁶ An astonishing six out of ten black males are high school dropouts.⁷
- Remediation to correct academic deficiencies that high school graduates bring to college is a common and costly postsecondary challenge. In Illinois, community colleges shoulder the primary responsibility for remedial/develop-

mental education. An average of 50% of first-time, full-time community college students are required to take at least one remedial course; the figure rises to 80% in some college districts.⁸

- As a result of their responsibility for remedial/developmental education, community colleges spent \$120.8 million on remedial/developmental education in fiscal 2007.⁹ Public universities spent \$5.2 million.¹⁰
- For people with disabilities, the educational attainment gap widens significantly beyond high school.¹¹
- The students left behind by the achievement gap – predominantly students of color – are those who will make up the largest segment of Illinois' population growth over the next two decades.¹²

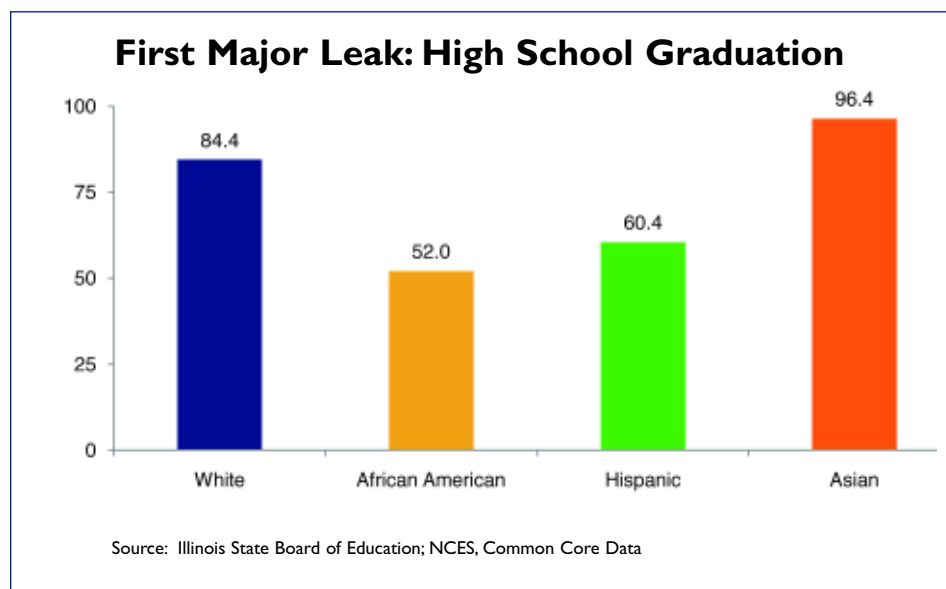


Figure 20. High school graduation rates, the percentage of 9th graders graduating four years later, by race/ethnicity. (Average of 2005-2006). The first major leak in the education pipeline comes at high school graduation when barely half of African American students and just three in five Hispanics leave with a diploma.

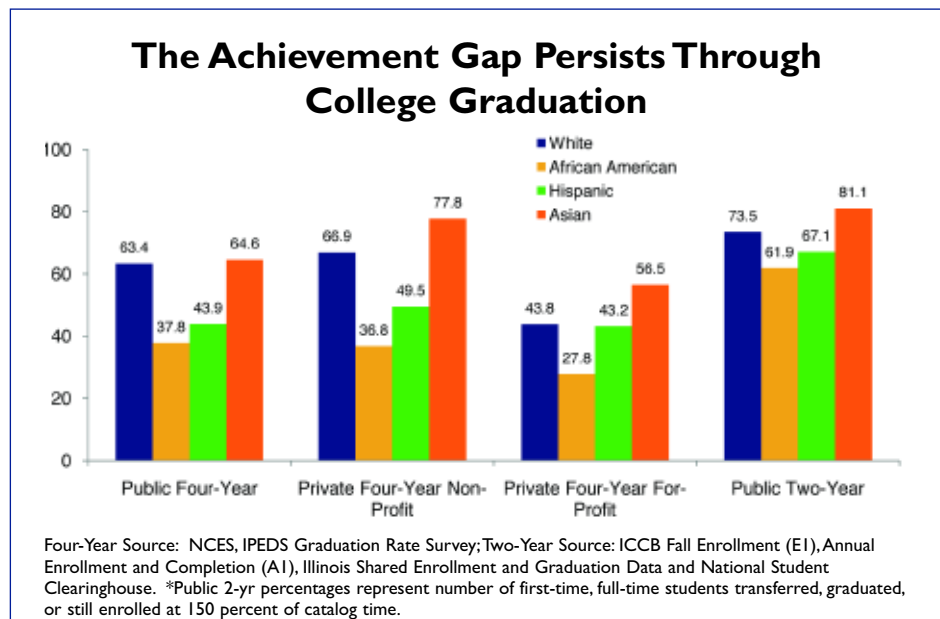


Figure 21. College graduation rates also reflect the disparities in educational attainment. Chart shows graduation rates within six years (or three years for community colleges) by race/ethnicity and higher education sector, 2006.

Strategies to Eliminate the Achievement Gap

STRATEGY: Improve college readiness through curriculum alignment, access to quality preschools, postsecondary and high school partnerships, and links between student financial aid and a demanding high school curriculum.

Action Steps:

- 1) Align a rigorous P-12 curriculum with college and workplace competencies and expectations through participation in the American Diploma Project (ADP).
- 2) Improve access to quality preschool education for all students through creation of a school-readiness assessment tool.
- 3) Increase the number of high-quality P-12 teachers and school leaders in low-performing schools.
- 4) Leverage financial aid for low-income students to encourage completion of a rigorous high school curriculum, as demonstrated by such successful efforts in other states as the 21st Century Scholars program in Indiana.
- 5) Reduce remediation for recent high school graduates through stronger postsecondary/high school partnerships for early identification and correction of gaps in knowledge and skills.
- 6) Provide incentive grants for postsecondary institutions to work with P-12 schools to establish creative and effective student support services, such as mentoring and college information campaigns, to improve college readiness and lower the achievement gap.

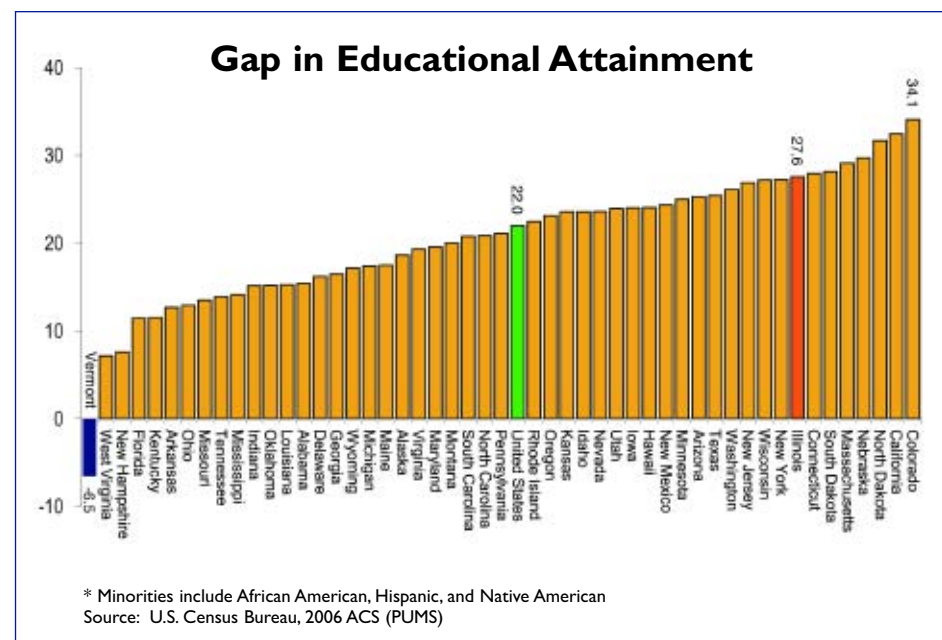


Figure 22. Difference in college attainment between whites and minorities, 2006. Only seven states have a greater disparity between white and minority students in college attainment.

- 7) Implement a High School to College Success Report that will give high schools feedback on how their graduates performed in college.
- 8) Increase high-quality dual-credit opportunities for all high school students, including implementation of early college high schools.
- 9) Establish a P-20 longitudinal data system to improve accountability.
- 10) Support secondary/postsecondary program alignment through implementation of Perkins Programs of Study, a major federal grant program for career and technical education designed to reduce remediation and increase attainment of postsecondary degrees and certificates.



STRATEGY: Strengthen teacher and school leader quality through upgraded standards and professional development.

Action Steps:

- 11) Strengthen requirements and standards for subject-matter competence and pedagogy for teachers at elementary, middle, and secondary levels.
- 12) Establish high-quality professional development programs for teachers and school leaders, including professional development schools, with the focus on increased student achievement.

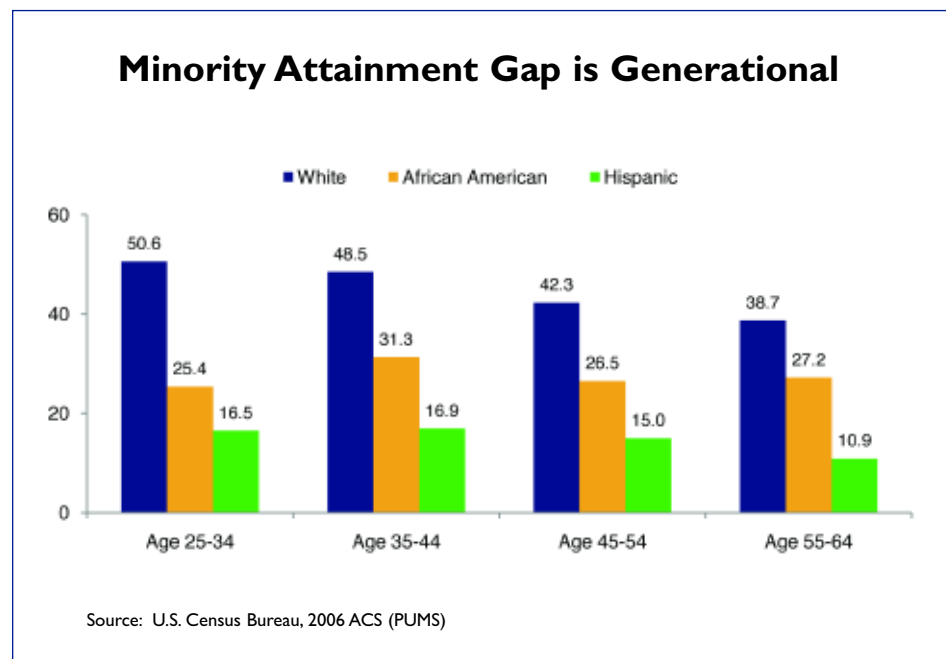


Figure 23. Percent of adults with a college degree (associate's or higher) by age and race/ethnicity, 2006. The gap in educational attainment between whites and African Americans is wider for younger generations than for their elders.

STRATEGY: Build success for students with disabilities through assistive technologies, improved transitions from high school to college, and Perkins Programs of Study.

Action Steps:

- 13) Improve student success in college with effective accommodations of students with disabilities through full access to the Internet and online information for students with disabilities; the use of assistive technology; information about careers and employment, internships, and work study, along with information about the importance and methods of self-advocacy.
- 14) Collaborate with P-20 institutions to improve transition of students with disabilities from P-12 to college, and from college to employment, including documenting employment status of students and graduates with disabilities.
- 15) Implement Perkins Programs of Study that specifically target individuals with disabilities.



RECOMMENDATION 1:

Performance Measures

Proportion of adults age 25-34 with associate's degree or higher.

Trend of ethnic and racial groups with high school diploma.

Trend of ethnic and racial groups and students with disabilities with postsecondary credential.

Trend of students in collegiate remedial courses.

Trend of attainment by income level.

Benchmarked Against

Best-performing Organization for Economic Cooperation and Development (OECD) countries.

Five best-performing U.S. states.

Selected competitor/neighboring states.

RECOMMENDATION 2:

Increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential.

THE ISSUE: College Credentials for Adult Learners

To meet future economic demands, Illinois cannot rely alone on improving educational attainment among traditional age college students and importing college graduates from outside Illinois. The state and employers must reach out to adults who make up a reservoir of untapped talent – those needing a GED, a specialized certificate, or a college degree – to provide the skills, knowledge, and credentials from postsecondary education.

- Illinois has 8 million working-age adults, of whom:
 - 65% have not completed college;
 - 24% have attended college but have no degree;
 - 28% have a high school diploma but no postsecondary experience;
 - 14% have not completed high school;
 - 15% live in families whose combined income is less than a living wage; and
 - 5% speak little or no English.¹³
- Illinois ranks in the bottom third of states in the number of GEDs awarded.¹⁴
- Only 25% of the parents of students with disabilities indicate that their child received career development training before or during postsecondary education.¹⁵
- Although Illinois rates relatively high (12th) in working age population with a bachelor's degree or higher, it is only 27th in the percentage with an associate's degree.¹⁶



- Illinois has an in-migration of high school dropouts, age 30-64. In all other categories of educational attainment, more people in that prime working-age population leave the state than enter it.¹⁷

Strategies to Increase College Credentials for Adults

STRATEGY: Increase support for adult students through an emphasis on adult basic education and GED completion, financial aid, support services, and incentives for adults with substantial college credit to finish degrees.

Action Steps:

- 16) Increase support for adult education programs, GED completion, and specialized training, such as occupational bridge programs, leading to postsecondary certificates and degrees.
- 17) Improve financial aid opportunities for part-time adult learners.
- 18) Ensure place-bound students have adequate and appropriate academic, career development, and support services to complete a college credential.
- 19) Develop a state incentive to identify adults with substantial postsecondary credit hours and assist them in completing a degree.

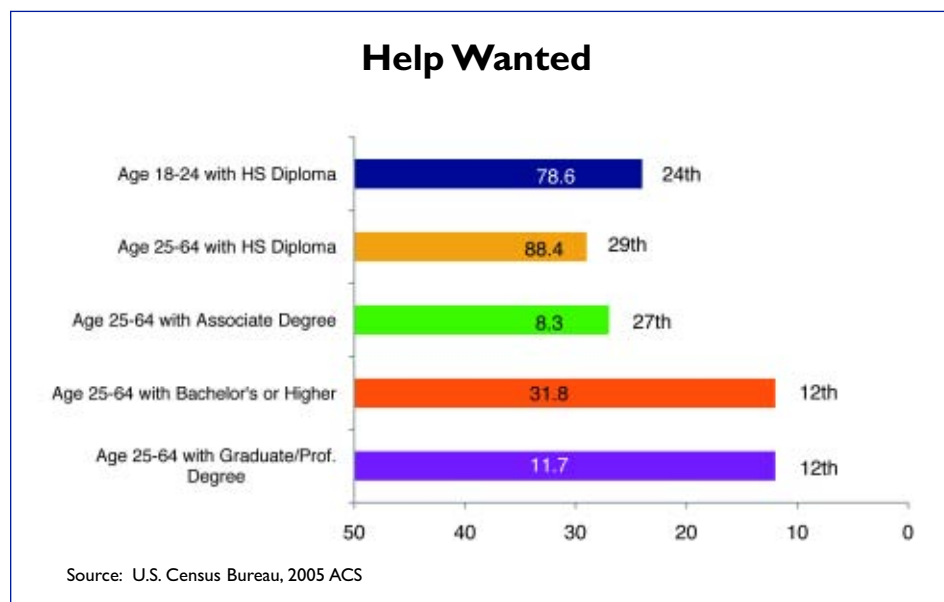


Figure 24. Educational attainment and rank among states – Illinois, 2005, (measured in percent). Illinois does relatively well in attainment at the bachelor's level and above but needs to improve attainment of credentials beyond high school to meet workforce demands.

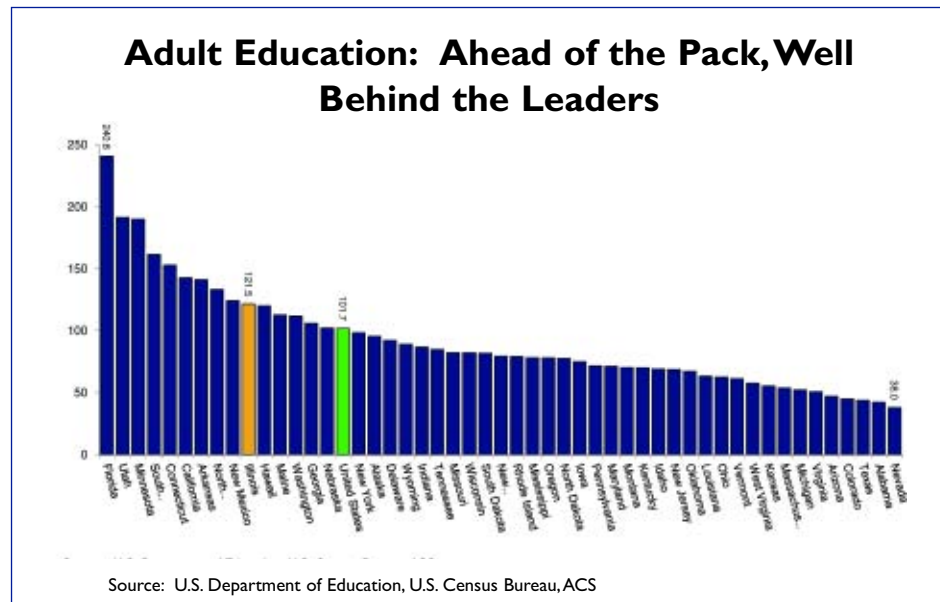


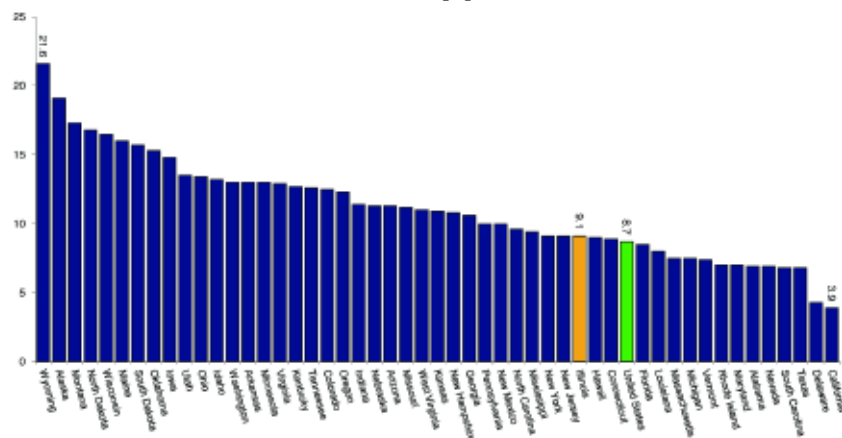
Figure 25. Enrollment in state-administered Adult Basic Education programs per 1,000 adults age 18-64 with less than a high school diploma, 2005. Illinois does relatively well in getting adults into Adult Basic Education, though still far below best-performing states.

STRATEGY: Expand opportunities for adult learners through regional partnerships, baccalaureate completion programs, and new entryways for low-skilled residents.

Action Steps:

- 20) Establish regional partnerships involving educational institutions and agencies, employers, and labor unions to improve educational attainment for adult learners.
- 21) Develop a system of employability certification.
- 22) Expand baccalaureate completion opportunities through partnerships between two-year and four-year institutions.

A Pool of Untapped Talent



Source: GED Testing Service, U.S. Census Bureau, ACS

Figure 26. GEDs awarded per 1,000 adults age 25-44 with less than a high school diploma, 2005. Illinois' low rank in awarding GEDs leaves a significant pool of talent untapped and ill-prepared for employment at a living wage.

- 23) Develop incentives for working adults to complete degrees or other postsecondary credentials.
- 24) Establish partnerships between community organizations and educational institutions to provide new entryways into college for low-skilled residents with support services to enable them to complete their programs.

RECOMMENDATION 2:

Performance Measures

Number of GEDs awarded to adults 21-44 as a proportion of adults age 21-44 with less than a high school diploma.

First-time freshmen age 25-44 as a proportion of adults age 21-44 with a high school diploma but no college.

Degrees awarded to adults age 25-44 as a proportion of population age 25-44 with no college degree.

Annual report on number and trend of adult learners earning certificates or degrees.

Report showing annual job placements.

Benchmarked Against

Five best-performing U.S. states.

Selected competitor/neighboring states.



RECOMMENDATION 3:

Reduce geographic disparities in educational attainment.

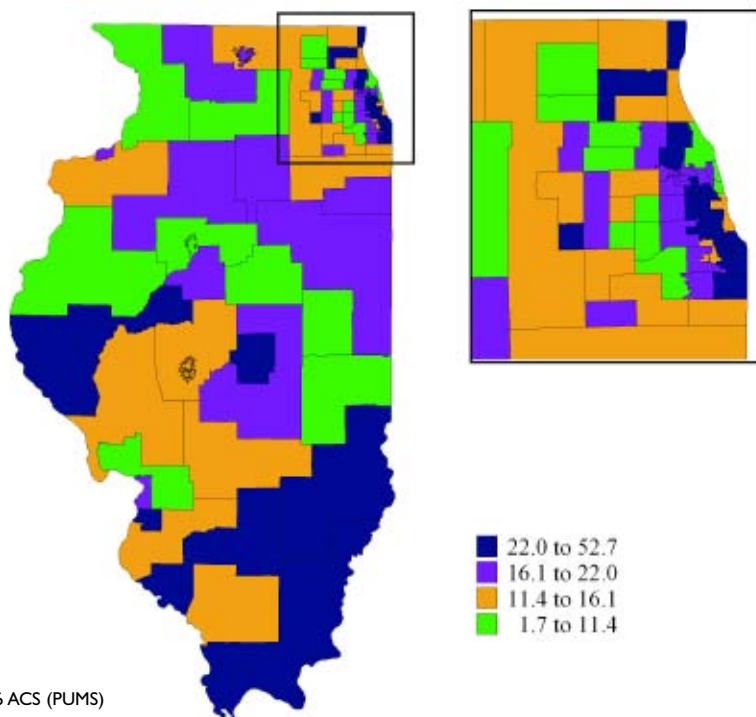
THE ISSUE: *Geographic Disparities*

Illinois is a wealthy state, but the wealth is spread unevenly. Likewise, educational attainment varies significantly from one region to another. A significant challenge

to ensuring that Illinois has a 21st century workforce for the 21st century economy is reducing disparities in educational opportunity and performance by region.

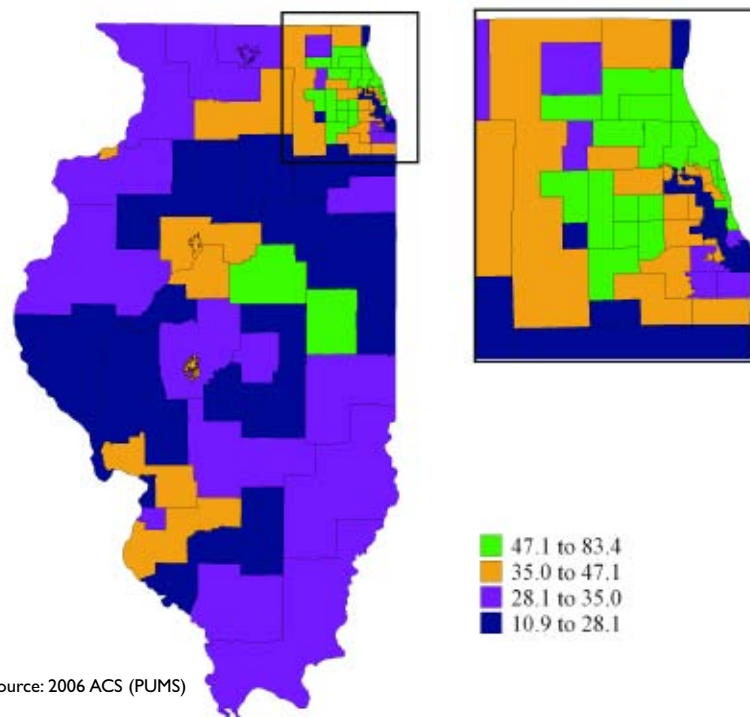
- Significant regional variations exist in high school graduation and postsecondary participation.¹⁸
- Income varies greatly from one region to another.¹⁹

The Geography of Educational Attainment



Source: 2006 ACS (PUMS)

Figure 27. Percent of population age 18-24 with no high school diploma, 2006 (Public Use Microdata Areas). Geographic disparities in educational attainment present impediments to improving regional economies.



Source: 2006 ACS (PUMS)

Figure 28. Percent of population age 25-64 with an associate's degree or higher, 2006 (Public Use Microdata Areas).



- High-wage jobs are held by residents in very few parts of the state, primarily in Chicago suburban communities and around major universities.²⁰

Strategies for Reducing Educational Attainment Disparities by Region

STRATEGY: Expand capacity through improved access to postsecondary education in rural areas of the state, baccalaureate completion opportunities, distance learning, and dual credit.

Action Steps:

- 25) Expand access to postsecondary opportunities for students in less populated regions and for place-bound students.
- 26) Expand baccalaureate completion opportunities through partnerships between two-year and four-year institutions.
- 27) Employ technology to improve statewide access to high-quality courses and degree programs.
- 28) Implement programs to expand access to computers and broadband Internet access to reduce the digital divide for rural and low-income students.
- 29) Increase high-quality dual credit opportunities for all high school students to earn dual and early college credit.

STRATEGY: Strengthen college readiness through implementation of a High School to College Success Report and partnerships between community colleges and high schools.

Action Steps:

- 30) Implement a High School to College Success Report that will give high schools feedback on how their graduates performed in college.
- 31) Reduce remediation for recent high school graduates through stronger community college/high school partnerships.

RECOMMENDATION 3:

Performance Measures

Number of GEDs awarded to adults 21-44 as a proportion of adults age 21-44 with less than high school diploma.

First-time freshmen age 25-44 as a proportion of adults age 21-44 with a high school diploma but no college.

Degrees awarded to adults age 25-44 as a proportion of population age 25-44 with no college degree.

Annual report on number and trend of adult learners earning certificates or degrees.

Report showing annual job placements.

Benchmarked Against

Five best-performing U.S. states.

Selected competitor/neighboring states.



GOAL 2

Ensure college affordability for students, families, and taxpayers.

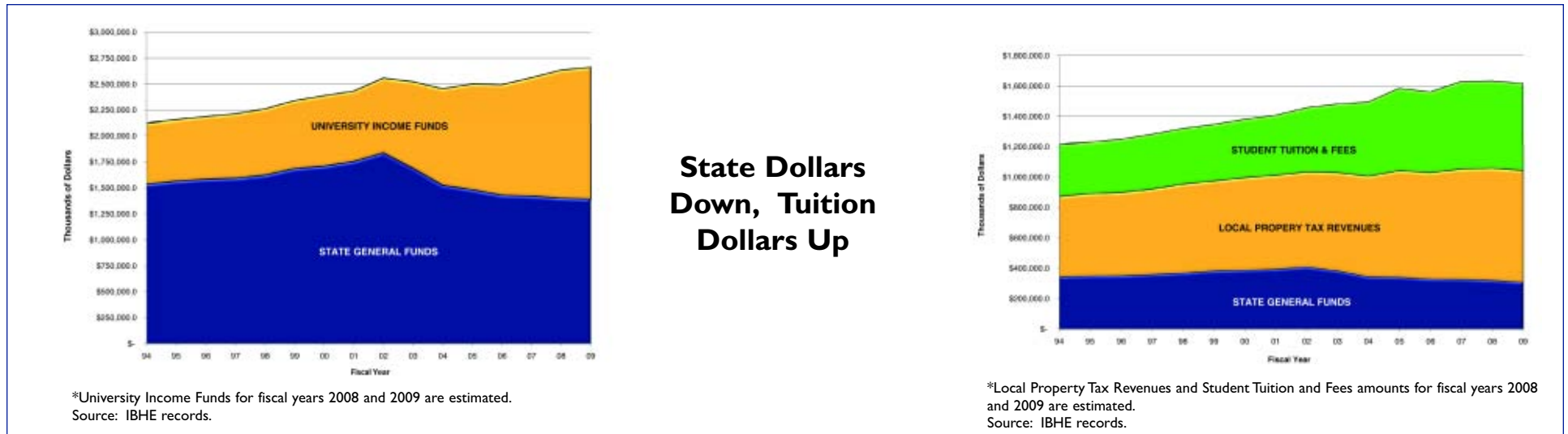
Illinois' historical status as a state with multiple affordable higher education alternatives is increasingly threatened. During the current decade, state support for public university and community college operations has declined in real terms. In addition, state grant support for independent colleges and universities has disappeared. As a result, Illinois' colleges and universities have become ever more reliant on tuition and fees. At the same time, the state's need-based grant program has experienced little funding growth, resulting in both grant amounts that are increasingly inadequate and a smaller proportion of low-income students receiving grants.

RECOMMENDATION:

Make Illinois one of the five most affordable states in the country to get a college education.

THE ISSUE: *Low-Income Students*

Tuition and fees have climbed rapidly over the past decade, but funding for the Monetary Award Program (MAP), Illinois' primary program of need-based aid to low-income students, has not kept up with tuition and fee increases or the growing number of eligible applicants.



Public Universities

Figure 29. Trends in educational and related revenues at Illinois public universities, fiscal years 1994 to 2009 (dollars adjusted for inflation). State support for public universities has declined since fiscal year 2002, leaving students to shoulder an increasing share of the cost of their education.

Community Colleges

Figure 30. Trends in educational and related revenues at Illinois community colleges, fiscal years 1994 to 2009 (dollars adjusted for inflation). State support for community colleges has also declined since fiscal year 2002, shifting costs to students in the form of higher tuition and to taxpayers in the form of higher local property taxes.

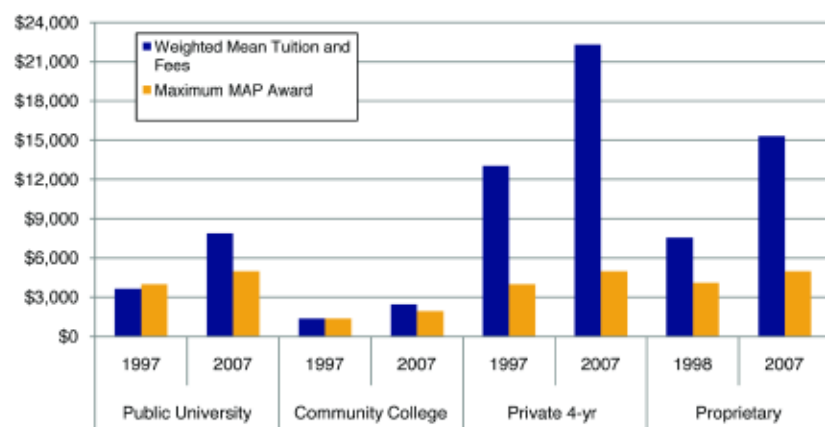
- Though the MAP program is among the most generous need-based grant programs in the country, tuition and fees at all public universities exceed the maximum MAP award, and the Illinois Student Assistance Commission (ISAC) is currently able to offer awards to only three-quarters of eligible applicants.
- Colleges and universities are spending more institutional funds on student financial aid, which contributes to tuition and fee increases, and students are paying more out-of-pocket costs. These out-of-pocket costs are increasingly being met through work and/or borrowing, which affect students' time-to-degree and future life choices.
- Rising costs of textbooks, transportation, and childcare exacerbate affordability problems. Unlike federal Pell grants, MAP grants cannot be used for these expenses.
- Over the past decade, the out-of-pocket costs – college expenses minus need-based grants – for students from the lowest 40% of families by income has increased substantially. The increase has affected their pursuit of postsecondary education. The bottom line for Illinois is a decrease in the proportion of students from low-income families who are enrolling in college during the current decade.²²

THE ISSUE: *Middle-Income Students*

While students in the two lowest income quintiles have faced rising out-of-pocket costs, middle-income students have been greatly affected by the rise in out-of-pocket costs as well and typically don't qualify for need-based grant aid from either state or federal sources.

- Students from families earning more than \$70,000 per year seldom receive state MAP grants, and those earning more than \$50,000 annually seldom qualify for federal Pell grants. As a result, middle-income students rely heavily on family resources, loans, and institutional aid when available.
- According to recent data from the Institute for College Access and Success's Project on Student Debt, 52% of Illinois students graduated from four-year colleges and universities in 2006 with debt, and the average debt of those students was \$17,650.²³
- Although the state's fiscal challenges are numerous, Illinois' economic resources, as measured by the U.S. Department of Treasury's total taxable resources calculation, exceed the national average, while the state's effective tax rate just reaches the national average.²⁴

Tuition and Fees Outpace Need-Based Student Aid



Source: 2007 ISAC Data Book; proprietary institutions first eligible for MAP in FY98.²¹

Figure 31. Average Tuition and Fees Compared to Maximum MAP Awards, 1997 vs. 2007. The increase in average tuition and fees has far surpassed the increase in the maximum MAP award over the past decade.

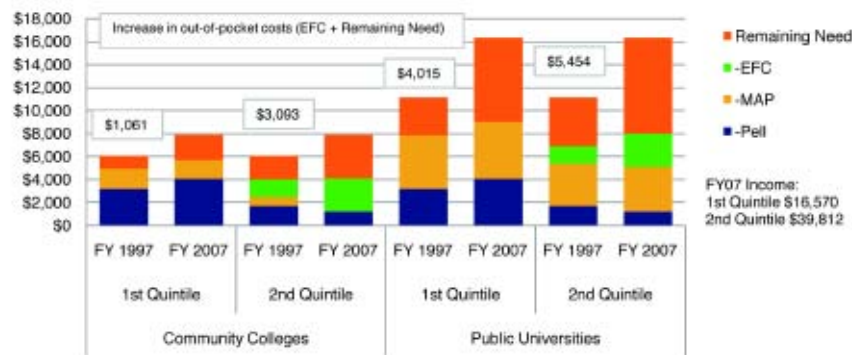
Strategies to Ensure Affordability

STRATEGY: Review state financial aid programs for low-income students to ensure that the programs are effective, efficient, widely understood, and aligned with all Public Agenda goals.

Action Steps:

- 1) Develop a funding strategy that makes more explicit and intentional the links between state appropriations, tuition, and need-based student financial aid.
- 2) Review state need-based student financial aid programs, including their coordination with federal tax benefits, federal grant aid programs, and institutional grant aid programs, to increase effectiveness and efficiency. The review should examine the costs and benefits of implementing a “shared responsibility” model in the MAP formula with students responsible for a fixed, “first-dollar” commitment and the state responsible for covering remaining need through a “last dollar” commitment.
- 3) Improve information and assistance available to low-income students who may be unfamiliar with college and financial aid application processes through early intervention, mentoring, and outreach efforts.

Students' Out-of-Pocket Costs Rise



Source: Illinois Student Assistance Commission, www.collegezone.com/media/Affordability2007FINAL.pdf

Figure 32. MAP, Pell, Expected Family Contribution (EFC), and remaining need for dependent students at community colleges and public universities, dollars adjusted for inflation. Affordability – measured by increase in out-of-pocket costs – declined between FY1997 and FY2007 for low-income students who are considered dependent on their parents. Total costs include tuition and fees, room and board, books and supplies, and transportation. EFC is based on a federal formula.

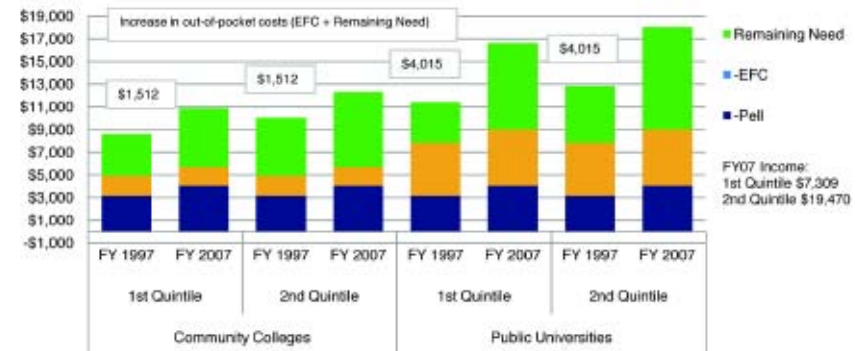


Figure 33. Low-income students who are considered independent of their parents for financial aid purposes and have their own children or other dependents also experienced erosion of affordability between FY1997 and FY2007. The Expected Family Contribution (EFC) for these students at the lowest income quintiles is \$0.

STRATEGY: Take action to help students achieve their educational objectives faster.

Action Steps:

- 4) Leverage student financial aid to provide incentives for low-income students to take a more rigorous high school curriculum, as demonstrated by successful efforts in other states such as the 21st Century Scholars program in Indiana.
- 5) Support the expansion of high-quality dual credit and dual enrollment programs and opportunities to participate in Advanced Placement courses to improve student preparation for postsecondary education and shorten time to degree.

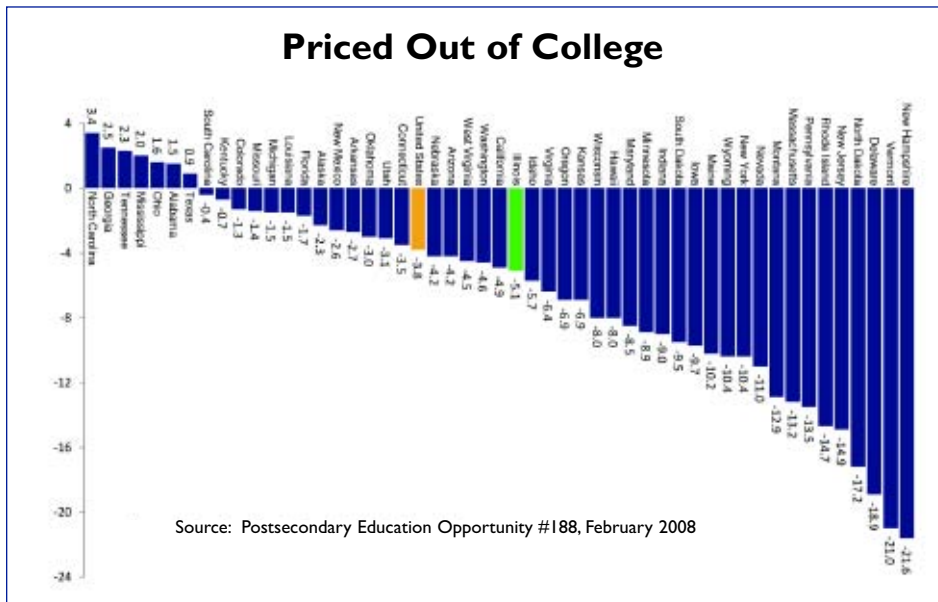


Figure 34. In Illinois, as in most states, the proportion of students from low-income families enrolled in college has decreased during the past decade. This measure is calculated by dividing the number of Pell grant recipients by the proportion of 4th to 9th graders nine years earlier who were approved for free or reduced price school lunches.

- 6) Provide financial incentives to encourage students to complete degrees more quickly.
- 7) Reduce remediation needs of recent high school graduates and support the expansion of programs that help adult learners transition to and complete quality college certificate and degree programs quickly with minimal need for remedial/developmental coursework.

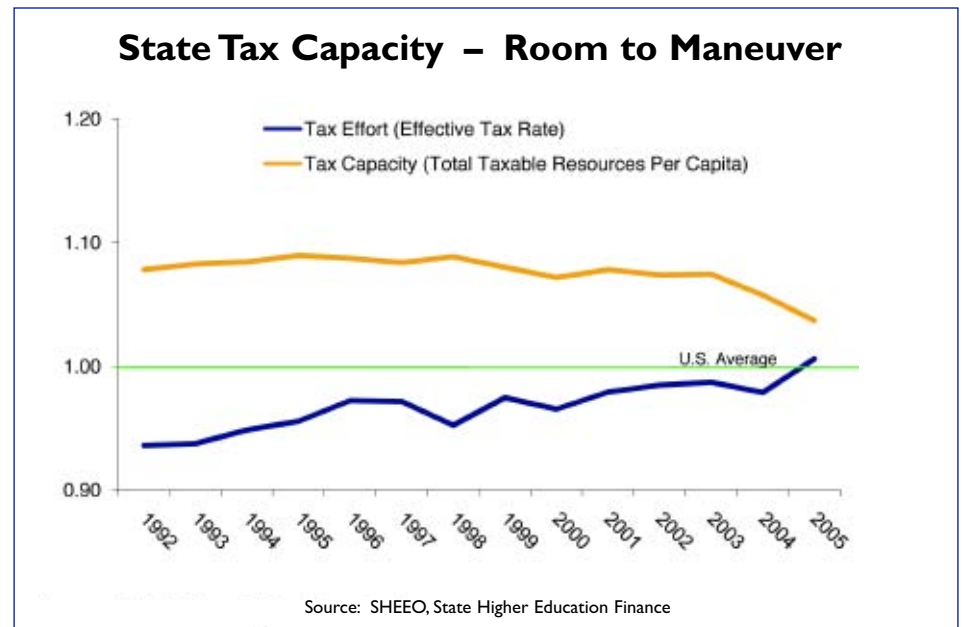


Figure 35. State tax capacity and effort – Illinois indexed to the U.S. average. Although the state's fiscal challenges are numerous, Illinois' economic resources, as measured by the U.S. Department of Treasury's total taxable resources calculation, exceed the national average, while the state's effective tax rate just reaches the national average. Increasing the effective tax rate slightly could provide additional resources for investment in higher education and other state priorities while maintaining a competitive tax environment.



STRATEGY: Assist middle-income students who do not typically qualify for need-based grant aid.

Action Steps:

- 8) Fully implement the Illinois Student Assistance Commission's Capstone Loan Program at all Illinois colleges and universities.
- 9) Identify and support programs for middle-income families that do not currently qualify for MAP or federal Pell grants.

STRATEGY: Find institutional operating efficiencies that reduce costs while expanding access and maintaining quality.

Action Steps:

- 10) Search for new efficiencies in college and university operating costs, including more efficient use of facilities, to reduce pressures that have led to tuition and fee increases.
- 11) Seek opportunities for cross-institutional collaboration, including consortial arrangements.
- 12) Seek opportunities to implement accelerated degree programs and course redesign processes that maintain or increase quality while reducing costs to colleges and universities and students.
- 13) Encourage the use of electronic textbooks and electronic library reserves that will reduce textbook costs for students.
- 14) Eliminate state regulations and statutory mandates that impose costs on institutions and students without providing clear and compelling benefits to students and taxpayers.

RECOMMENDATION:

Performance Measures

Percent of family income required to pay net cost of attendance (cost less grant aid) for median-income family and low-quintile family at:

- Public four-year
- Private four-year
- Public two-year

Percent of low-quintile family income required to pay tuition and required fees at two-year public institutions.

Average amount of debt per student.

State tax effort compared to state tax capacity.

State and local appropriations plus tuition and fee revenue per Full-Time Equivalencies (FTE) student – state share of this total revenue per FTE student.

Identification of cost avoidance strategies, operating expense reductions, and productivity improvements.

Benchmarked Against

Illinois trends.

Five best-performing U.S. states.

Selected competitor/neighboring states.



GOAL 3

Increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society.

Simply stated, Illinois does not have enough degree-holders to meet rising social and economic demands, particularly among African Americans and Latinos, who are driving Illinois' population growth. Compared to the best-performing states and countries – which are the chief competitors in the global economy – Illinois must increase both the number of high school graduates and the number of working-age adults who attain quality postsecondary credentials to remain competitive and to meet future workforce demands.

RECOMMENDATION 1:

Increase the number of people with high-quality postsecondary credentials to ensure the state has an educated workforce and an engaged citizenry.

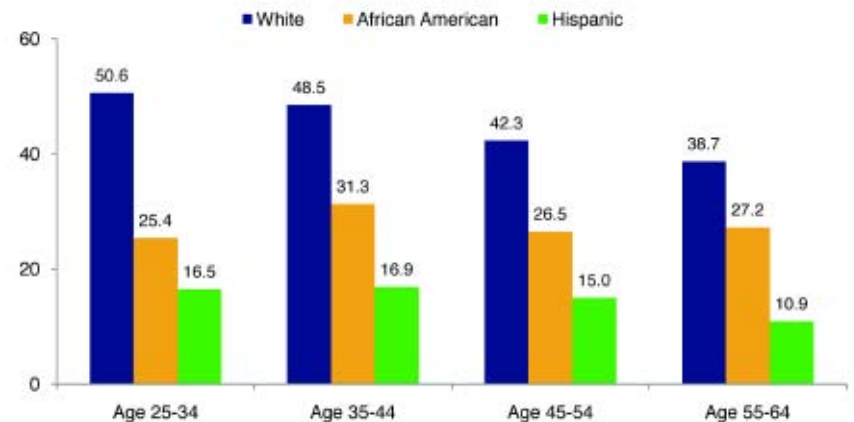
THE ISSUE: Quality Degree Creation

The global economy not only requires new skills, such as innovation and problem-solving, but is unforgiving of those who lack them. These abilities, which cut across disciplines and programs of study, are the foundation of a postsecondary education.

- Illinois has historically relied on a significant in-migration of educated individuals to meet its economic needs.²⁶
- Although Illinois compares favorably in college attainment with many OECD countries,²⁷ it lags behind the leaders in the world and across the nation in the number of residents with a bachelor's degree.²⁸

- The 21st century workplace demands skills – analytical ability, creativity, innovation, problem-solving – that are expected and strengthened in postsecondary classrooms.²⁹
- Significant discrepancies exist in the number of people with college credentials by region.³⁰
- The pipeline of working-age adults attempting to return to school to complete certificates and degrees in high-demand fields has significant leaks.³¹

Educational Attainment Key to Skilled Workforce



Source: U.S. Census Bureau, 2006 ACS (PUMS)

Figure 36. Percent of adults with associate's degree or higher, by age and race/ethnicity, 2006. Increasing college degrees among minorities will be crucial for Illinois to meet the workforce needs of the future.

Strategies for Creating Quality Degrees

STRATEGY: Provide incentives to complete degrees, focusing on compacts between working adults and employers and on individuals with substantial college credit but no degree.

Action Steps:

- 1) Provide funding incentives to working adults and employers for quality degree completion.
- 2) Provide incentives for individuals with substantial college credit but no degree to complete their degrees.

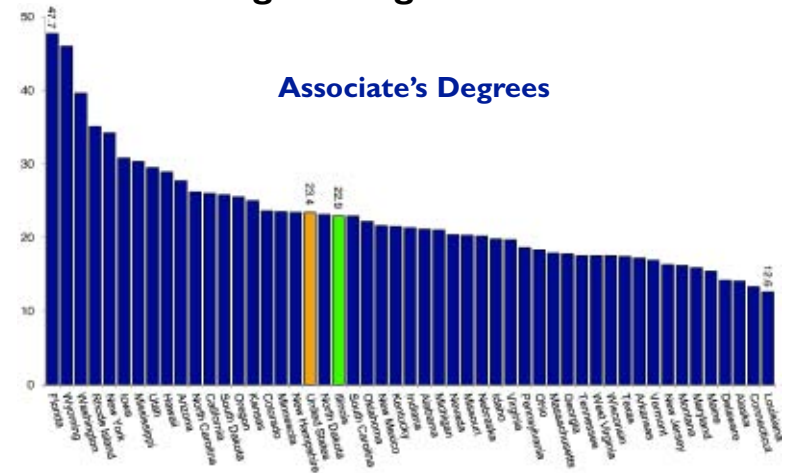
STRATEGY: Use competency-based assessments, professional development, and employers as classroom mentors to improve skill levels and work readiness.

Action Steps:

- 3) Encourage employers to recognize and make use of assessments of work readiness, such as the ACT WorkKeys.
- 4) Develop competency-based assessment tools that gauge a student's preparedness to enter the workforce, such as an Illinois Work Ready Certification.
- 5) Ensure that instructors' skill levels keep pace through relevant professional development and required "re-internships" with employers.

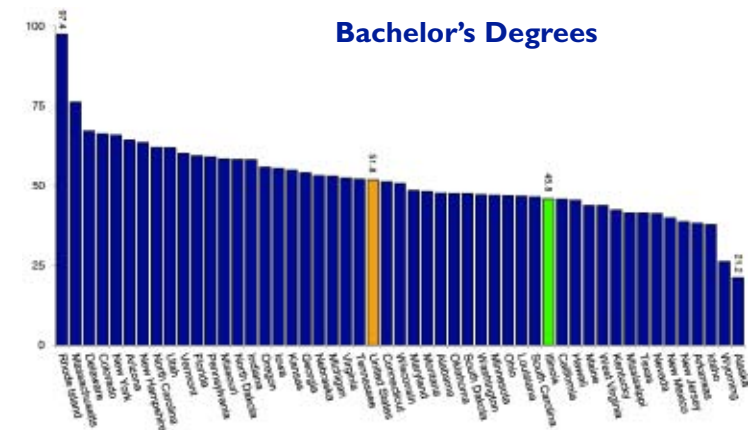
Illinois Lags in Degree Production

Associate's Degrees



Source: NCES-IPEDS Completions Survey, WICHE

Bachelor's Degrees



Source: NCES-IPEDS Completions Survey, WICHE

Figure 37. Illinois is slightly below the national average in the number of associate's degrees awarded and far below the U.S. average in the number of bachelor's degrees per 100 high school graduates three and six years earlier, 2004. Although this is an imperfect measure of degree production, affected by student migration patterns and transfers prior to associate's degree completion, it is an important measure that accounts for both college-going directly after high school and persistence through college.

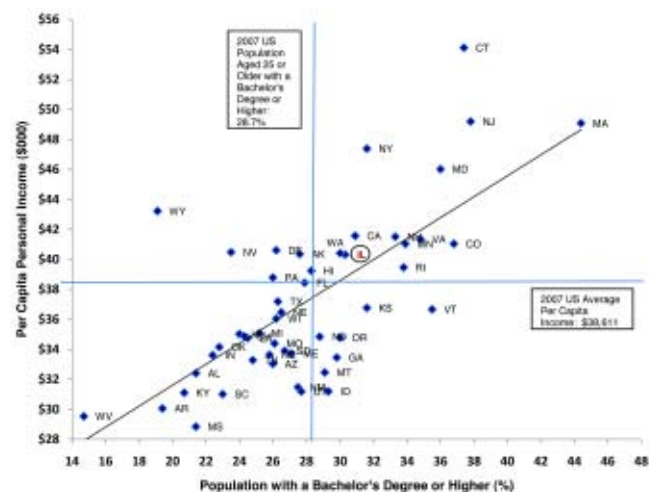
- 6) Engage employers as mentors in the classroom and increase the number of students exposed to the workplace through job-shadowing, internships, work study, and other means.

STRATEGY: Strengthen accountability to demonstrate quality through national assessments with publicly reported results.

Action Step:

- 7) Encourage institutional participation in such accountability measures as the College Learning Assessment, the National Survey of Student Engagement, the Community College Survey of Student Engagement, or the Voluntary System of Accountability and public reporting of results.

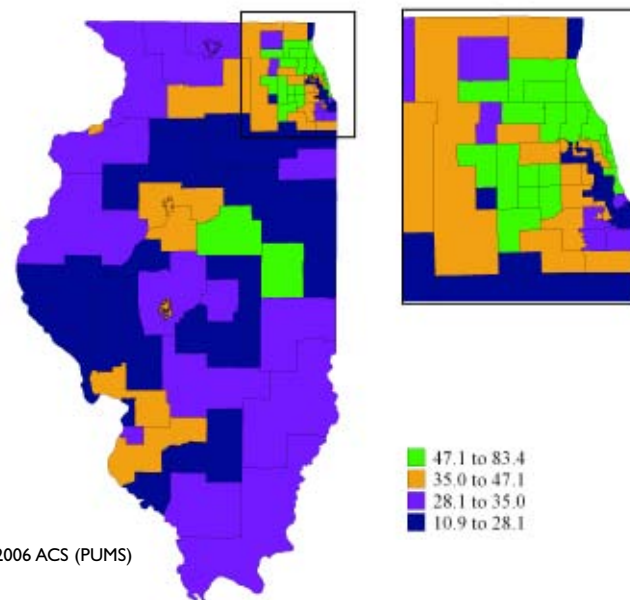
Educational Attainment and Income



Source: Postsecondary Education Opportunity

Figure 38. Educational attainment levels of a state's population correlate directly with per capita income. Illinois is slightly above the U.S. averages for both measures but will need to increase the educational attainment of its growing African American and Latino populations to maintain or improve its position.

Regional Gaps in College Attainment Hamper Economic Growth



Source: 2006 ACS (PUMS)

Figure 39. Percent of population age 25-64 with an associate's degree or higher, 2006 (Public Use Microdata Areas). Regional variations in college credentials show large gaps — and opportunities — in raising the level of educational attainment in Illinois.





RECOMMENDATION 1:

Performance Measures

Number of postsecondary certificates and associate's and baccalaureate degrees produced each year by all institutions in the state.

Certificates and associate's degrees granted as a proportion of Full-Time Equivalencies (FTE) at associate-degree granting institutions.

Baccalaureate degrees awarded as a proportion of FTEs at baccalaureate-degree granting institutions.

Pass rates of first-time candidates taking a state licensure or certification examination.

Percentage of adults enrolling in postsecondary coursework that complete adult education or remedial coursework and transition to certificate or degree programs.

Quality of certificate and degree programs as assessed by employers, graduate schools, alumni, and other stakeholders.

Benchmarked Against

Illinois trends over one-, five-, and ten-year periods.

Five best-performing U.S. states.

Selected competitor/neighboring states.

RECOMMENDATION 2:

Improve transitions all along the education pipeline.

THE ISSUE: *Obstacles to Transfer*

Illinois has a robust system of associate-degree-granting and baccalaureate-degree-granting institutions. But for many students, the twain never meet. Students face significant challenges in achieving a seamless transition from one sector to the other, which is essential if Illinois is to produce a well-educated workforce.

- Student tools for transfer, such as u.select (formerly the Course Applicability System), are haphazardly funded and do not include all Illinois institutions.³²
- Despite institutional articulation agreements and the Illinois Articulation Initiative, many students encounter difficulties in transferring credits or find that transferred credits do not fulfill degree requirements.³³
- Baccalaureate completion opportunities exist between community colleges and public and private four-year institutions, but expansion of opportunities, particularly for place-bound students, is needed. In a 2007 IBHE-ICCB survey, 17 colleges reported the need for additional baccalaureate completion programs, particularly in high-demand fields such as nursing, special and early childhood education, and math and science.³⁴
- There is no comprehensive source or portal to link the need for baccalaureate completion programs with existing distance learning opportunities.³⁵

Strategies to Remove Obstacles to Transfer

STRATEGY: Strengthen articulation through stable funding and expansion of transfer tools such as u.select and the Illinois Articulation Initiative and through development of an objective measure of transfer and acceptance of credits.

Action Steps:

- 8) Establish long-term and stable funding for u.select (formerly the Course Applicability System) and the Illinois Articulation Initiative.

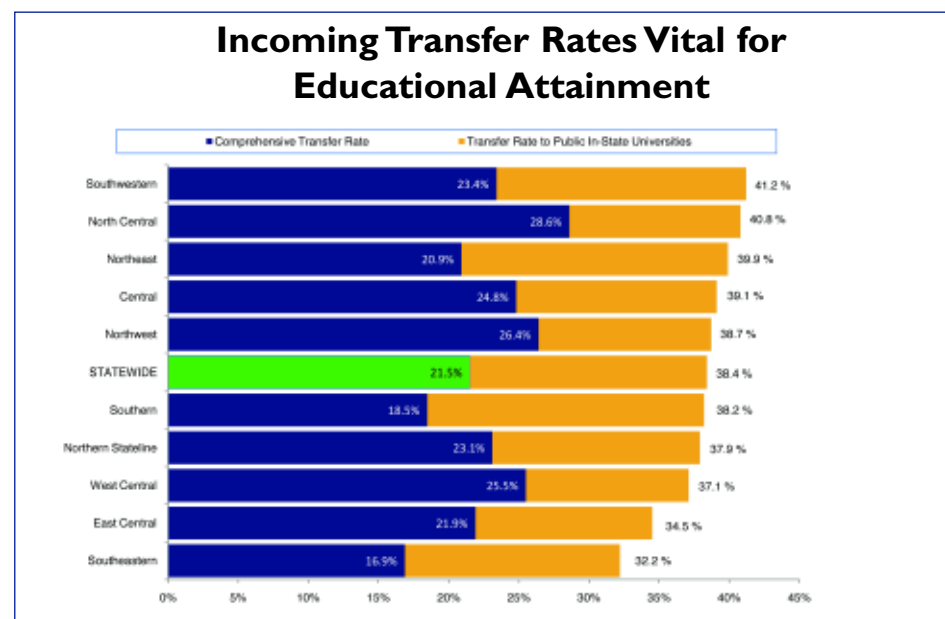


Figure 40. Transfer rates by region — Fall 2001 entering community college cohort with no prior college experience who completed 12 or more semester credits and transferred to senior institutions by Fall 2005 (FY2007). Transfer rates between community colleges and four-year institutions vary widely by region.



- 9) Expand u.select to include all independent institutions that receive state funds.
- 10) Explore feasibility of developing an objective measure for transfer and acceptance of credits.

STRATEGY: Expand baccalaureate completion opportunities through funding incentives for distance learning and degree-completion compacts, and enhanced use of creative relationships involving high schools, community colleges, and senior institutions.

Action Steps:

- 11) Provide financial incentives for baccalaureate completion programs on or near community college campuses through partnerships between two-year and four-year institutions.
- 12) Provide financial incentives and coordination for distance and online learning to serve place-bound and adult learners.
- 13) Undertake a statewide inventory of learning opportunities for degree completion, including distance education models.
- 14) Enhance use of Associate of Arts in Teaching degrees for math, science, special education, and early childhood education teachers.
- 15) Increase opportunities for two-plus-two-plus-two programs linking high schools, community colleges, and four-year institutions.
- 16) Use underutilized high school facilities during evenings and weekends for baccalaureate completion coursework.

RECOMMENDATION 2:

Performance Measures

Percentage of Illinois institutions participating in the Illinois Articulation Initiative.

Ratio of credits earned to credits accepted in transfer.

Average time-to-degree and credits-attempted-to-credits-earned for transfer students compared to native students.

Average GPA by field of study for transfer students compared to native students.

Benchmarked Against

Illinois trends over one-, five-, and ten-year periods.

Five best-performing U.S. states.

Selected competitor/neighboring states.

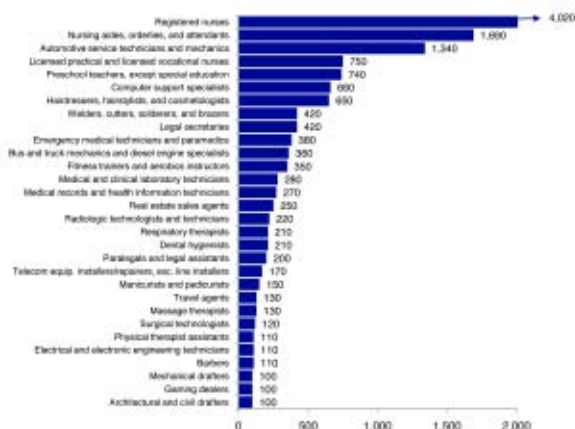
Recommendation 3:

Increase the number of postsecondary degrees in fields of critical skills shortages.

THE ISSUE: Shortages in Critical Fields

Illinois has historically relied on importation of educated individuals to fill gaps in the workforce, especially in computer technology fields. The state must develop systemic ways to respond better and more quickly to fast-changing workforce and economic needs.

Shortages in High-Demand Fields Will Test Ability of State to Respond



Source: ACINET, Illinois Department of Commerce and Economic Opportunity

Figure 41. Occupations with most average annual openings, from 2004-2014, some college or associate's degree required. Illinois faces growing shortages of nurses, information technology specialists, and other critical skills workers unless the number of degree-holders is increased.

- The Illinois Department of Employment Security projects that there will be over 4,000 annual openings for registered nurses in Illinois between 2004 and 2014.³⁶
- “Middle skill jobs,” which require more than a high school education but less than a four-year degree, make up the largest segment of jobs in Illinois. According to Skills2Compete-Illinois, demand for employees in middle skill jobs, which include many occupations in construction, healthcare, public safety, and mechanical fields, is expected to account for almost half of all job openings in Illinois between 2004-2014.³⁷
- Illinois’ efforts to capitalize on emerging areas of the economy, such as biofuels, biopharmaceuticals, clean coal technology, and wind energy production, will require new and often multidisciplinary certificate and degree programs at levels ranging from technicians to research scientists.

Strategies to Address Shortages in Critical Fields

STRATEGY: Expand capacity through grants, public/private partnerships, and financial inducements.

Action Steps:

- 17) Establish expansion grants for critical fields funded through regional public/private partnerships.
- 18) Increase targeted funding to increase capacity and increase the number of degrees in critical needs areas.
- 19) Increase incentives for students to enter and complete degree programs in critical needs areas, particularly aimed at underemployed and displaced workers.



- 20) Provide financial incentives for baccalaureate completion programs on or near community college campuses through partnerships between two-year and four-year institutions.
- 21) Increase incentives for faculty in critical fields to remain in the classroom.
- 22) Establish a timetable for review of critical fields needs across the state and by region.

RECOMMENDATION 3:

Performance Measures

Absolute number of certificates and degrees awarded in critical fields benchmarked against demand in those fields.

Licensure pass rates in critical fields.

Benchmarked Against

Illinois trends over one-, five-, and ten-year periods.

Five best-performing U.S. states.

Selected competitor/neighboring states.





GOAL 4

Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.

Illinois has long benefitted from a diversified economy, good physical infrastructure, well-established corporations, and a well-educated workforce. By some measures, Illinois' economy continues to perform well; e.g., its ranking in the State New Economy Index has improved since 1999, though it still remains well behind New Economy leaders Massachusetts, New Jersey, Maryland, Washington, and California.³⁸ In other measures, however, including growth in gross state product and per capita personal income, Illinois' recent performance more closely resembles the lackluster record of its Midwestern neighbors. Furthermore, regional differences in economic performance within Illinois are substantial, with the Northeastern region of the state performing relatively well but many downstate regions experiencing economic stagnation.

RECOMMENDATION:

Boost Illinois into the ranks of the five states with the fastest growing economies.

THE ISSUE: *Building a New Economy*

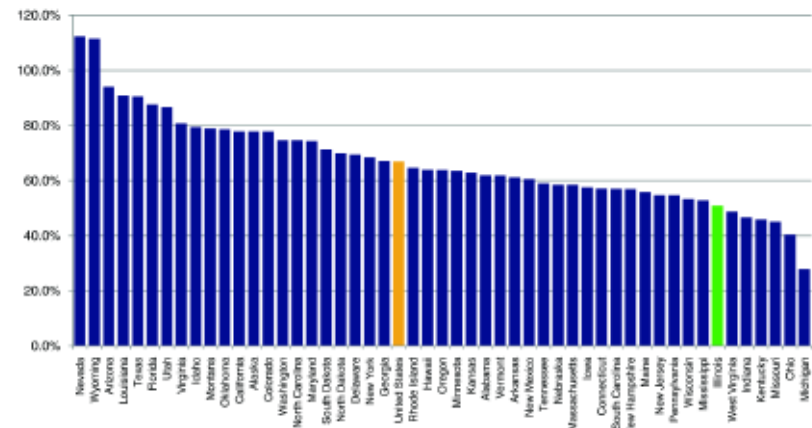
- Illinois received an overall grade of "C" in 2007 from the Corporation for Enterprise Development for innovation assets,³⁹ based on factors such as the number of science and engineering graduate students, academic R&D investment, and the number of businesses created via university research and development.
- Illinois ranks slightly above the national average for initial public offerings (IPOs) of stocks to finance new companies, but ranks low in the amount of venture capital provided.⁴⁰ Most small business startups, including those that tend to bring to the marketplace the products derived from university basic

and applied research, depend upon venture capital and angel investors to finance their formative stage.⁴¹

- Illinois does an average to below-average job in creating, retaining, and growing technology startups. The state's scores on innovation assets, initial public offerings, and venture capital show that Illinois needs to step up or risk being left behind in the New Economy.⁴²

Illinois' colleges and universities are central to the development of the state and regional economies, but the roles they play must expand and the connections between higher education and the economy must become stronger. The state must capitalize on the extensive research capacity of Illinois' colleges and univer-

Illinois Endures Economic Stagnation



Source: Bureau of Economic Analysis, <http://www.bea.gov/regional/gsp/> ⁴³

Figure 42. Change in gross state product, 1997-2007. Like its Midwestern neighbors, Illinois' economic growth over the past decade has been far below the national average.

sities and partner with them to help them become more nimble in addressing the workforce needs of regions and employers.

- Illinois universities are in the top 10 states in all major fields with regard to university research and development expenditures, with particular strength in math and computer science.⁴⁴ This has not translated into entrepreneurial activity that drives a revitalized economy.
- The disparate rankings on the two measurements of how investment financing is secured in new business development (i.e., IPOs and venture capital) may be one of the reasons Illinois ranks fairly high in federal research and development expenditures but relatively low in innovation assets and new business startups.

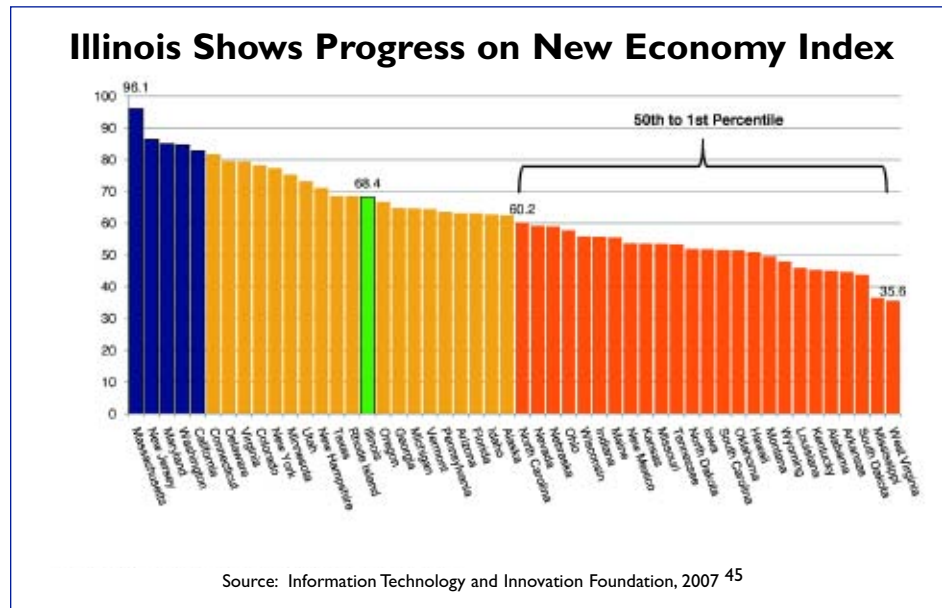


Figure 43. In spite of its slow economic growth over the past decade, Illinois has many competitive advantages. Illinois ranks 16th in the most recent State New Economy Index, having moved up six places since 1999.

Strategies to Meet the Economic Needs of the State and its Regions

STRATEGY: Develop resource pools and incentives that capitalize on state and regional strengths and address state and regional weaknesses.

Action Steps:

- 1) Create pooled state and private sector matching funds to assist colleges and universities pursuing federally sponsored research grants.

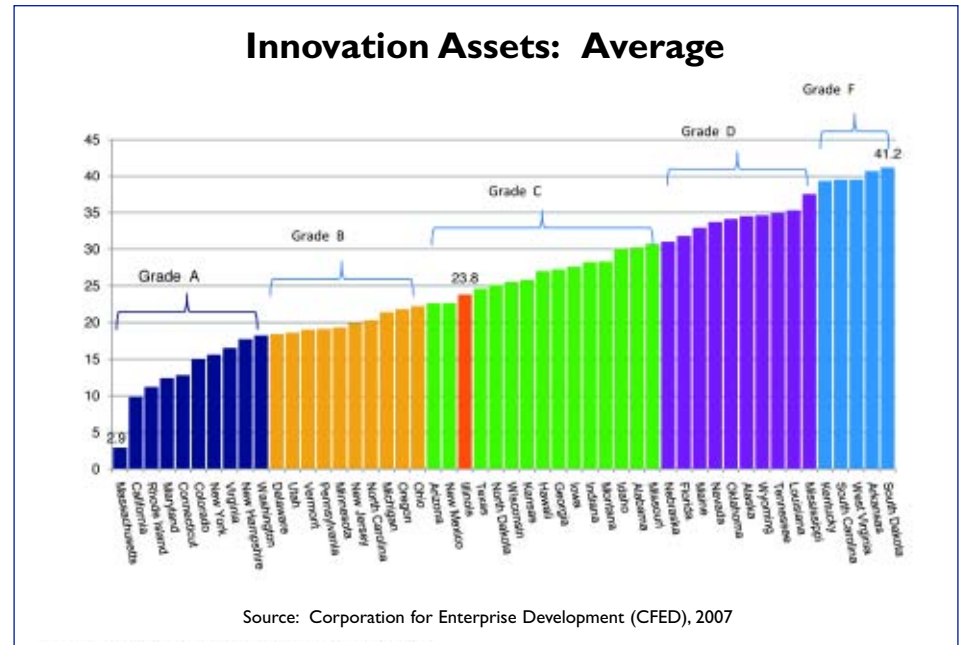
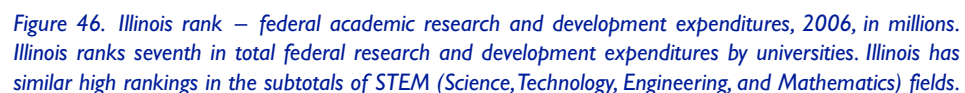
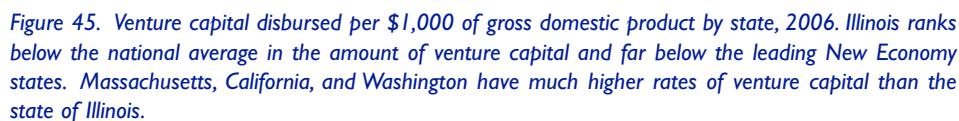


Figure 44. Overall state scores on measures of innovation assets, 2007. Illinois performs at a "C" level in the amount of assets commonly required for future innovation and growth of the state economy.





STRATEGY: Develop cutting-edge educational programs across the P-20 spectrum that will prepare students to succeed in the global economy.

Action Steps:

- 8) Expand state learning standards to include innovation economy knowledge, such as National Educational Technology Standards and multidisciplinary skills.
- 9) Develop, expand, and fund master's degree science interdisciplinary programs focusing on communication and problem solving skills, entrepreneurship, and innovation.
- 10) Expand Illinois Mathematics and Science Academy's reach throughout the state in both teacher professional development and STEM education programs for students.
- 11) Expand career cluster initiatives in Illinois focusing on key areas such as healthcare, manufacturing, transportation and logistics, and other sectors critical to state and regional economic development.

STRATEGY: Remove barriers that impede the entrepreneurial spirit without jeopardizing public service, protection, and safety.

Action Steps:

- 12) Review and improve state policies to create an environment that encourages entrepreneurial activity among faculty, helps create startup businesses, leverages capital, provides business incubator services and support services, and attracts venture capital.

- 13) Discuss industry and labor expectations of the state approval process for new workforce training programs with the intent to streamline and expedite processes.
- 14) Provide assistance, including the extension of affordable broadband Internet service to all rural communities and incentives for regional collaboration for innovation and economic development.

RECOMMENDATION:

Performance Measures

Proportion of jobs considered to be “living wage” jobs.

Spin-off companies created per billion dollars of academic research.

Patents and commercial licensing agreements.

Commercialization of technology first developed at an Illinois institution of higher education.

Number of Cooperative Work Study Grant recipients employed by Illinois companies after graduation.

Benchmarked Against

Illinois trends over one-, five-, and ten-year periods.

Five best-performing U.S. states.

Putting the Public in the Public Agenda

In spring 2007, the Illinois General Assembly adopted House Joint Resolution 69, directing the Illinois Board of Higher Education (IBHE) to develop a Public Agenda for higher education and the state. The IBHE assisted the Office of the Governor in creation of the Public Agenda Task Force to study the challenges and opportunities facing postsecondary education in Illinois, the state's workforce needs, demographic trends, and higher education funding and student financial aid. The National Center for Higher Education Management Systems (NCHEMS), a nonprofit public policy research center based in Boulder, Colorado, provided counsel, research, and technical assistance for the planning process.

From the beginning, the Task Force was committed to an open, transparent, and collaborative process. The Task Force held six official meetings and convened working groups to shape the Public Agenda goals. The Task Force conducted regional public forums at 17 community colleges throughout the state where nearly 700 people offered insights and suggestions on the state's educational and economic challenges. The Task Force also held briefings for a variety of stakeholders, including presidents and trustees from all higher education sectors, business executives, labor representatives, civic leaders, elected officials, and faculty and students. The Task Force sponsored public hearings at six public universities across the state to receive feedback on the preliminary Public Agenda, and created a special web portal for interested groups or individuals to comment. Finally, while the Task Force numbered 25 members, an advisory group of interested constituents and stakeholders who attended various meetings, briefings, and forums totaled nearly 1,000 individuals.

On November 21, 2008, the Task Force unanimously endorsed the Public Agenda. On December 9, 2008, the Illinois Board of Higher Education voted unanimously to approve **The Illinois Public Agenda for College and Career Success**.

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Public Outreach 2008

Public Agenda Task Force Meetings

March 20 DePaul University, Chicago
May 1 Roosevelt University, Chicago
June 20 Robert Morris College, Chicago
August 12 Kendall College, Chicago
October 6 Harold Washington College, Chicago
November 21 Robert Morris College, Chicago

Regional Forums

June 9 Richland Community College, Decatur
June 10 Black Hawk College, Moline
June 11 Illinois Central College, East Peoria
June 12 Kankakee Community College, Kankakee
..... John Wood Community College, Quincy
June 1 Waubensee Community College, Sugar Grove
June 16 South Suburban Community College, South Holland
..... Southwestern Illinois College, Belleville
June 17 College of DuPage, Glen Ellyn
..... John A. Logan College, Carterville
June 18 College of Lake County, Grayslake
..... Illinois Eastern Community College, Olney
June 19 Oakton Community College, Des Plaines
..... Danville Area Community College, Danville
June 20 Richard J. Daley College, Chicago
June 23 Rock Valley College, Rockford
June 24 Olive Harvey College, Chicago

Public Briefings

March 11 Roosevelt University, Chicago
March 13 Illinois Community College Board, Springfield

Legislative Briefings

March 12..... Legislative Breakfast, Springfield
 House Higher Education Committee Briefing, Springfield
 March 13..... Education Caucus, Springfield
 November 20.... Senate Higher Education Committee Briefing, Springfield

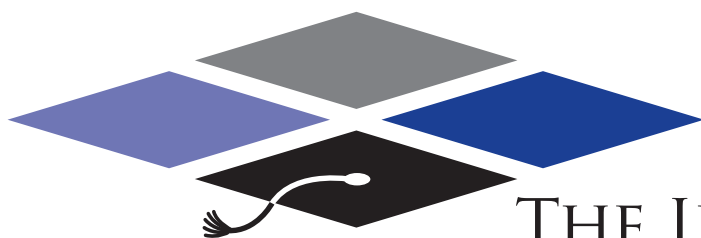
Public Hearings

October 17. Southern Illinois University, Carbondale
October 20. Northern Illinois University, DeKalb
October 22. Eastern Illinois University, Charleston
October 27. Western Illinois University, Moline
October 31. University of Illinois, Springfield
November 10. . . . Chicago State University, Chicago



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 - ⁶ National Center for Higher Education Management Systems, 2008
 - ⁷ Illinois State Board of Education, 2008
 - ⁸ Illinois Community College Board, 2007
 - ⁹ Illinois Community College Board, 2008
 - ¹⁰ Illinois Board of Higher Education , 2008
 - ¹¹ Strategic Planning Leadership Committee, 2008
 - ¹² National Center for Higher Education Management Systems, 2008
 - ¹³ The Council for Adult and Experiential Learning w/ NCHEMS, 2008
 - ¹⁴ National Center for Higher Education Management Systems, 2008
 - ¹⁵ Strategic Planning Leadership Committee, 2008
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 - ¹⁸ National Center for Higher Education Management Systems, 2008
 - ¹⁹ National Center for Higher Education Management Systems, 2008
 - ²⁰ National Center for Higher Education Management Systems, 2008
 - ²¹ Illinois Student Assistance Commission, 2007
 - ²² Mortenson, 2008
 - ²³ The Project on Student Debt, 2007
 - ²⁴ State Higher Education Executive Officers, 2008
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 - ³¹ The Council for Adult and Experiential Learning w/ NCHEMS, 2008
 - ³² Illinois Board of Higher Education, 2008
 - ³³ Illinois Community College Board, 2007
 - ³⁴ Deason, 2008
 - ³⁵ Illinois Community College Board, 2005
 - ³⁶ National Center for Higher Education Management Systems, 2008
 - ³⁷ Holzer & Lerman, 2007
 - ³⁸ Atkinson & Correa, 2007
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 - ⁴¹ Williams, 2008
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THE ILLINOIS PUBLIC AGENDA FOR COLLEGE AND CAREER SUCCESS

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