

60 x 2025

A new report, [*The College Enrollment and Completion Patterns of Gateways Credential Holders*](#), provides a description of the early childhood workforce who have been trained through the **Illinois Gateways to Opportunity** credentials program. Specifically data on Gateways Credential holders' demographics of age, race, and gender, as well as attributes of their enrollment, persistence, and degree completions at Illinois community colleges and bachelor's degree granting institutions, both public and private, are provided.

In partnership with the **Illinois Community College Board (ICCB)**, **Illinois Network of Child Care Resource and Referral Agencies (INCCRRA)**, and the **Governor's Office of Early Childhood Development**, the **Illinois Board of Higher Education (IBHE)** conducted this descriptive study focusing on the Gateways Credential holders (N=10,420) with one or more of the following credentials: Early Childhood Credential (ECE), the Infant/Toddler Credential (ITC), and the Illinois Director Credential (IDC). This work aligns with and was supported by Illinois' Race to the Top – Early Learning Challenge grant.

Findings from the study will help to expand the field's understanding of current education and professional development pathways for early childhood educators, which will help target efforts to increase the number of educators who receive Gateways Credentials from postsecondary institutions. The complete study, including extensive data on community college and baccalaureate programs serving Gateways Credential holders, [can be found here](#).

Major Findings

Diversity of the Gateways Credential Holders. The current study documents that Gateways Credential holders add to the overall diversity of the early childhood workforce in Illinois. Not only are they more diverse than the overall early childhood workforce in Illinois, but the Gateways Credential holders who matched to IBHE or ICCB postsecondary completions records were even more diverse than the larger study group of all Gateways Credential holders.

Degree Completion, Retention, and Persistence. Although many of the study group members who matched to a record of enrollment were continuing students and specific to those enrolled at bachelor's degree granting institutions, many had upper division class status, a high proportion had earned awards and degrees, or were still enrolled at the end of the study. More importantly, in the case of Illinois community colleges, the rates of year two retention among matched Gateways Credential holders were comparatively higher than other community college students from that same timeframe with a similar enrollment status at the beginning of the study. This arguably contradicts commonly held perceptions about the "persistence" of individuals in early childhood working toward certificates and degrees.

Some College, No Degree with a Gateways Credential. The study demonstrates how Gateways Credentials could be used to better establish progress towards the 60% by 2025 goal. For example, less than half of the individuals with a Gateways ECE Credential of Level 4 who matched to ICCB records had earned an associate's degree, suggesting that the other half were utilizing the requirement of 60 credit hours. With current reporting mechanisms, such individuals would get counted as having some college, but no degree. However, the continued integration of the Gateways Registry into the Illinois Longitudinal Data System (ILDS) will help to ensure more of individuals with some college and no degree who also have obtained an employer recognized credential (such as the ECE Credential Level 4) are counted in the future. Also important, it can help ICCB, IBHE, and INCCRRA better understand course-taking patterns of students to better align ECE Credentials with degrees and certificates.

Data reported by the states in the latest **Grapevine** survey indicate that initially-approved state fiscal support for higher education nationwide increased by a modest 1.6% from FY17 to FY18. This is the lowest annual percent increase in the past five years (see chart below). Almost all of the increase between FY17 and FY18 was accounted for by appropriations in only three relatively large states: California, Florida, and Georgia. Total funding across the remaining 47 states rose by only 0.2%.

Of the 50 states:

- 19 reported decreases between FY17 and FY18 ranging from -0.1% in Ohio to -14.6% in North Dakota;
- 12 reported increases of less than 2.0% (ranging from 0.2% in Kentucky to 1.9% in New York); and
- 18 reported increases ranging from 2.1% in Michigan to 11.3% in Florida.

Funding in one other state (Maine) remained essentially the same from FY17 to FY18, increasing by only 0.02%.

Over the longer term, total FY18 appropriations to higher education nationwide are 5.9% higher than funding made available two years ago in FY16. This two-year rise in funding is skewed by the anomalous 30.2% two-year increase reported by Illinois as it recovers from low levels of stop-gap funding appropriated in FY16 during the state's recent budget impasse.¹ Thirty-four other states in addition to Illinois reported two-year gains ranging from 0.1% in Arkansas to 18.7% in Hawaii. But the remaining 15 states reported that their higher education systems now operate with levels of fiscal support that are 0.1% to 13.3% lower than the fiscal support available in FY16.

In terms of five-year trends, state support for higher education increased by 20.7% from FY13 to FY18. Forty states reported five-year increases ranging from 1.1% to 52.5%. But in ten states, FY18 fiscal support for higher education is lower than the fiscal support available in FY13. Alaska, West Virginia, and Oklahoma experienced the largest five-year declines from FY13 to FY18: 12.2%, 14.5%, and 20.6%, respectively.

About Grapevine: *Grapevine* data are collected annually as a joint project of the Center for the Study of Education Policy at **Illinois State University** and the **State Higher Education Executive Officers**. [Tables summarizing the results of the FY18 Grapevine study can be found at the Grapevine website.](#)

¹ Findings from the FY18 survey include figures from Illinois, which were excluded from *Grapevine* tables last year because of the state's unprecedented budget impasse covering FY16 and FY17. The Illinois data reported this year include monies for the new fiscal year (FY18); appropriations for FY17, which eventually was funded at the FY15 levels; and the partial funding appropriated for FY16. Illinois also revised its figures for previous years to provide a more accurate accounting of non-general-fund monies appropriated to higher education.

Annual Percent Changes in Total State Fiscal Support for Higher Education Nationwide, FY14 to FY18

Fiscal Year	% Change from Previous FY
2018	+1.6%
2017	+4.2%
2016	+2.4%
2015	+5.0%
2014	+5.9%

Note: Each year, Grapevine asks states for data on initial appropriations in the new fiscal year as well as revisions to data reported in previous years. Because of these revisions, the percent changes reported here may differ from those detailed in earlier Grapevine reports.



[Analysis by the Illinois Board of Higher Education](#) provides context on outmigration of Illinoisans focusing on the residence and migration patterns of college freshmen into and from Illinois. Using trend data

from the **National Center for Education Statistics/IPEDS** finds that the enrollment of Illinois residents at Illinois colleges was at a recent low, while enrollment of Illinois residents at out-of-state institutions was at an all-time high in 2016.

Illinois (-19,278) currently ranks second to New Jersey (-28,932) in terms of net loss due to student migration patterns. Eliminating the net loss would result in more than \$277 million in additional tuition and fees revenue to Illinois colleges and universities (using the average tuition and fees for Illinois public universities, but not including the increased revenues to communities from other normal student expenditures for room, board and living expenses).

[A second analysis includes data from the Illinois State Board of Education](#) specific to three recent high school graduating cohorts and their enrollment patterns the fall semester following high school graduation (2014, 2015, and 2016). Of all the graduates from Illinois public high schools from 2016 who went to four-year colleges, 46% or 23,304 students attended college out-of-state. The rate of out-of-state enrollment among such students has increased by over 57% since 2002.

People in the News

Southern Illinois University Edwardsville Provost and Vice Chancellor for Academic Affairs **Denise Cobb**, PhD, has named [Jessica Harris, PhD, as interim assistant provost](#), effective January 1, 2018. She will serve in the role through next year or until the successful completion of a search to fill the position permanently. A full search for the permanent position will occur in spring 2019.

Harris is an associate professor of historical studies in the SIUE College of Arts and Sciences and director of the interdisciplinary Black Studies program. Harris' work at SIUE has included a special assignment as a Provost Fellow for Diversity and Inclusion. In this role, she collaborated with faculty colleagues, undergraduate and graduate students, the Honors Program, the Office of Academic Affairs and the Office of Student Affairs to launch a pilot of Sustained Dialogue, a powerful five-stage social action model encouraging dialogue across differences, as a curricular and co-curricular program.



Events

[Complete College America](#) will be conducting a series of webinars about the CCA Game Changers beginning next week. There is no charge to participate, so please take advantage of these great informational sessions. Simply click on the blue headings below to register for each webinar. (All times are Central Standard Time.)

15 to Finish Implementation Plan for Minority Serving Institutions

January 29, 2018 | 2:00 pm February 1, 2018 | 9:00 am

15 to Finish is a degree completion strategy that encourages students to register for 30 credit hours per year so that they can graduate on time. Data shows that students who take 15 credits do better academically and are more likely to persist. All institutions interested in learning more about the strategy and how to implement it are encouraged to register. Both webinars (January 29 and February 1) will cover the same information.

Corequisite at Scale – Data Collection Strategies | January 30, 2018 | 1:00 pm

Join CCA Fellow Dr. Angela Bell as she describes two approaches to corequisite data collection. Dr. Bell will discuss the data collection systems of West Virginia and Georgia. CCA Fellow Dr. Loretta Griffy will share corequisite data collection strategies at the institution-level. There will be ample time for discussion and questions. This webinar is highly recommended for CCA Alliance State Team Data leads, institutional researchers, and state- and system-level data practitioners.

A Better Deal for Returning Adults Webinar | February 23, 2018 | 1:00 pm

The attainment goals set by state and national leaders cannot be met unless significantly more adults and other nontraditional students return to higher education and complete a degree or credential. This NEW Game Changer addresses the needs of these students, and more importantly, the strategies that help returning adults complete college. Participants will learn how to increase degree attainment by inviting adult learners back to complete their education. Panelists will discuss the redesign of systems that offer accelerated courses, year-round enrollment and predictable schedules. Additionally, experts will discuss awarding credit for prior learning and experience, and additional support to help students navigate the system.



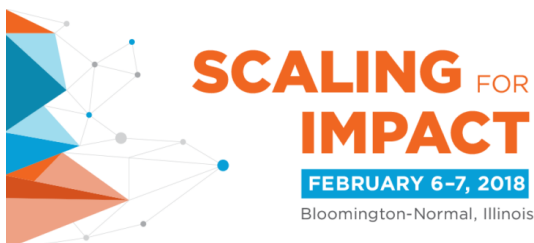
COLLEGE CHANGES EVERYTHING®

Call for Proposals due March 9, 2018 | College Changes Everything Supporting Students' Futures through College and Career Readiness Partnerships

Please mark your calendars to attend the eighth annual College Changes Everything® (CCE) Conference – the state's preeminent annual college access and success and career readiness event. This one day conference focuses on effective practices and showcases resources available to help with increasing college access and college completion for students in support of the state's Goal 2025 – to increase the proportion of adults in Illinois with high-quality degrees and credentials to 60% by the year 2025. The conference will take place on Thursday, July 19, 2018, at the Tinley Park Convention Center.

The Conference Planning Committee is making a call for interest session proposals for the 2018 conference. Help make this conference a valuable professional development experience by sharing with colleagues your best practices, perspectives, and knowledge. The online session proposal form is available on the [conference website](#).

As the conference draws a broad group of professionals and stakeholders, we welcome proposals that cover a wide range of topics related to college access and completion and career readiness. Such topics might include, but are not limited to: college and career readiness; student retention, persistence, and completion; educational equity; partnerships; career development experiences; education, business, and the economy; and college costs, financial aid and affordability. Each one-hour session should provide in-depth information, practical ideas, and best practices for the audience and demonstrate positive steps taken and lessons learned to address college access and completion and career readiness issues.



Higher education, K-12 and early childhood educators and stakeholders, as well as community and business leaders, will come together for the **5th Annual Illinois 60 x 25 Conference** February 6-7 at the DoubleTree by Hilton in Bloomington. The focus of the conference is on collective impact strategies

to advance educational equity and increase degree attainment in Illinois communities to increase the proportion of adults in Illinois with high-quality degrees and credentials to 60% by the year 2025. Guest speakers include **Dr. Tony Smith, Illinois State Board of Education; Dr. Laz Lopez, Illinois Community College Board;** and **Dr. Al Bowman, Illinois Board of Higher Education.** [Register for the Conference Here.](#)

IBHE News

Administrative Rules for the **Illinois Board of Higher Education's** Division of Academic Affairs have been updated, effective December 19, 2017. These rules include changes in fees and authorizations for private institutions to operate and grant degrees in Illinois, changes in review of programs from Illinois public universities, as well as changes to fees and approvals for Private Business and Vocational Schools (PBVS). Updates were also made to dual credit course approvals for public and private institutions (does not apply to Illinois community colleges). Visit the [IBHE website](#) for copies of the updated rules and information about the IBHE approval and review procedures.

IBHE Student Art Exhibition

Alexis Alvarado, Eastern Illinois University



Going Under



Lovely Sad



Southern Winds

Student Laureates

Chicago State
University



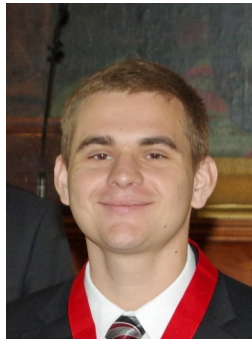
Kristen Leiani
Gardner

Columbia College
Chicago



William Ojeda

Concordia
University Chicago



Joseph David
Reineke

DePaul
University



Ivana Rihter

Dominican
University



Renee Hogan

In Case You Missed It

Champaign-Urbana News-Gazette: Record number of Illinois college freshmen heading out of state, January 12, 2018.

Chronicle of Higher Education: Colleges are key players in cities' bids to host Amazon's 2nd headquarters, January 18, 2018.

State-Journal Register: IBHE: There is a need for bold changes for Illinois' higher education system, January 22, 2018.

Inside Higher Ed: Rural recruiting problems, January 23, 2018.

Belleville News-Democrat: Eastern Illinois University spring enrollment up 5 percent, January 26, 2018.

