

College and Career Interest Task Force

November 8th, 2018

Springfield, IL

Eric J. Lichtenberger



Charge of the Taskforce (HB 4781)

- The taskforce shall study the feasible methods by which the college or career interest data of a high school student in this state may be collected and shared amongst public institutions of higher education.
- The Task Force shall submit the findings of the study to the General Assembly by January, 30 2019, at which time the task force is dissolved.



Composition of the Taskforce

- One member for each of the public universities;
- One member from both ISAC and ICCB;
- The State Superintendent, or a designee;
- One member representing each of the following: regional offices of education; school boards; school principals; school administrators; Chicago Public Schools; large unit school districts; suburban school districts; south suburban school districts; a statewide research-based education policy organization; an education advocacy organization; and a high school district organization; and
- Two members representing teachers.

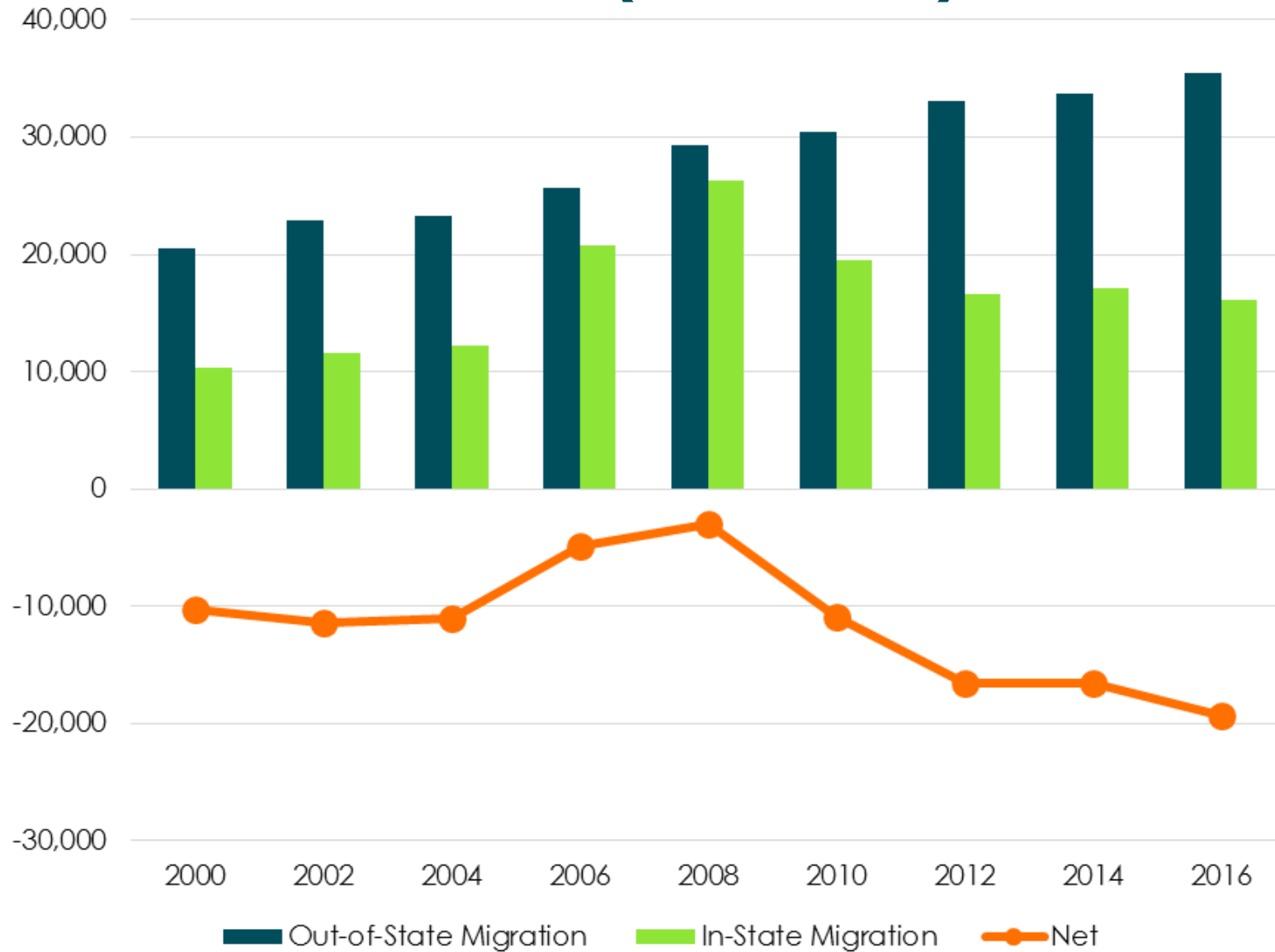


Genesis of the Taskforce and House Bill 4781

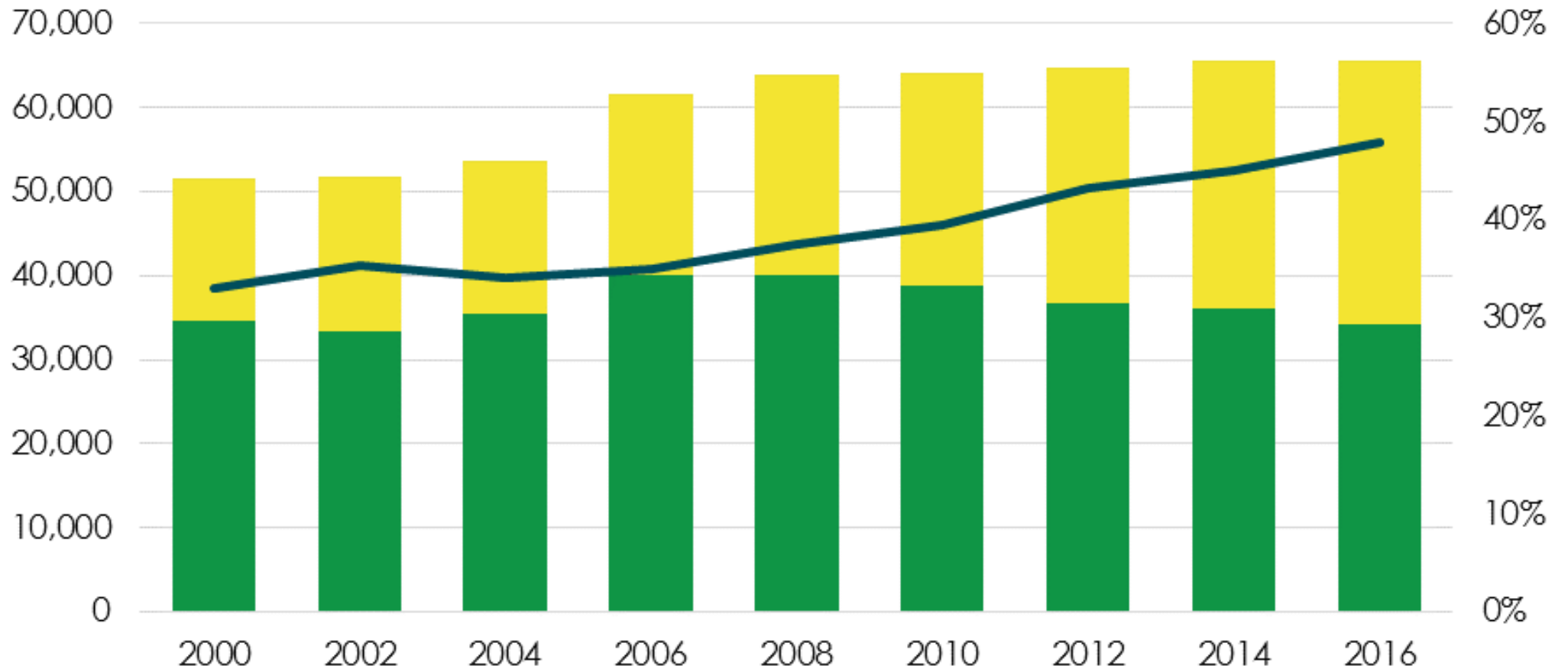
- Higher Education Working Group
 - Bi-cameral and bi-partisan
- Strengthening Illinois' colleges and universities
- Legislation
 - SB 2354: academic advising; reverse articulation of college credits; and removing tuition waiver limits IBHE imposes on the public universities.
 - SJR 76: examines the transferability of college courses between institutions around the General Education Core Curricula
 - SB 2927: Created the AIM High Grant pilot program-new merit-based scholarships
 - SB 2969: Expanded debt limits at the state's public universities to allow them to address deferred maintenance.
 - **HB 4781: Authorizes ISBE to conduct a brief survey of all IL students taking the state assessments on their contact information, career interests, intended fields of study, and GPA. All Illinois public higher education institutions will receive the information unless students opt out.**



RESIDENCE AND MIGRATION OF FRESHMEN STUDENTS INTO AND FROM ILLINOIS (2000-2016)



ENROLLMENT AMONG ILLINOIS RESIDENTS WHO RECENTLY GRADUATED HIGH SCHOOL AND ENROLLED AS COLLEGE FRESHMEN AT FOUR-YEAR INSTITUTIONS



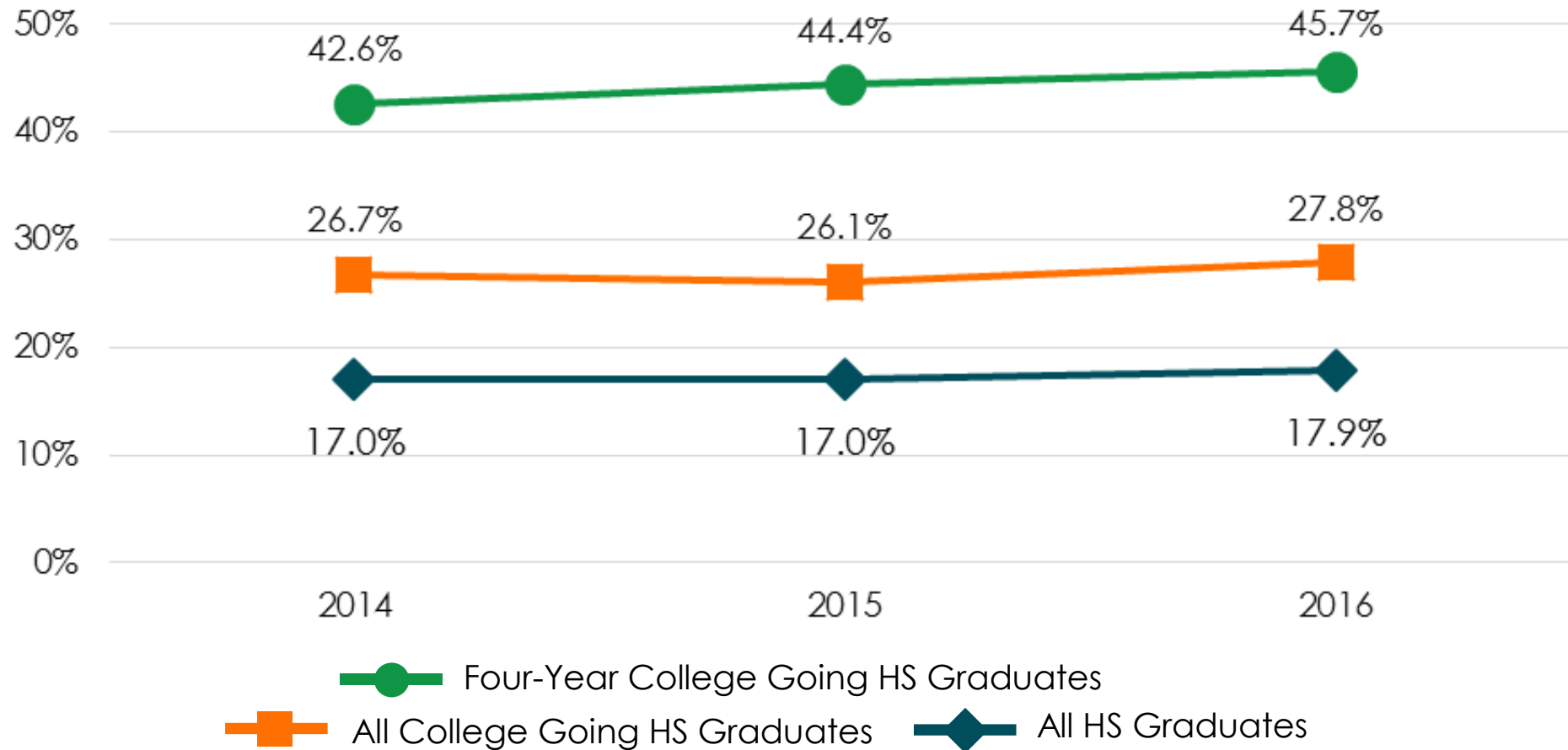
IL Residents Enrolled in IL

IL Residents Enrolled Out-of-State

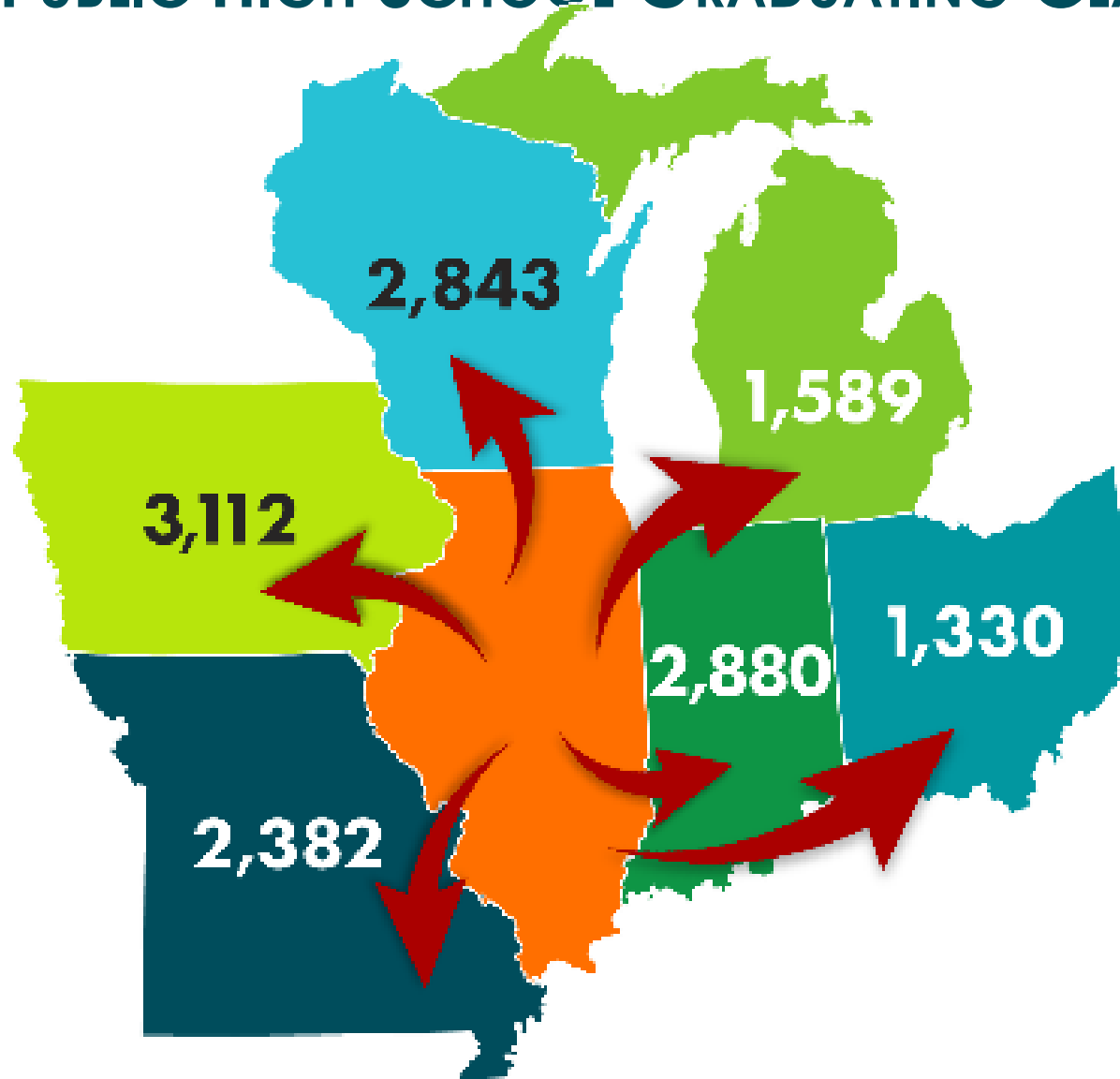
Percent Out-of-State



PERCENT OF RECENT ILLINOIS PUBLIC HS GRADUATES ENROLLED OUT-OF-STATE: ALL GRADUATES, COLLEGE GOING GRADUATES, AND FOUR-YEAR COLLEGE GOING GRADUATES

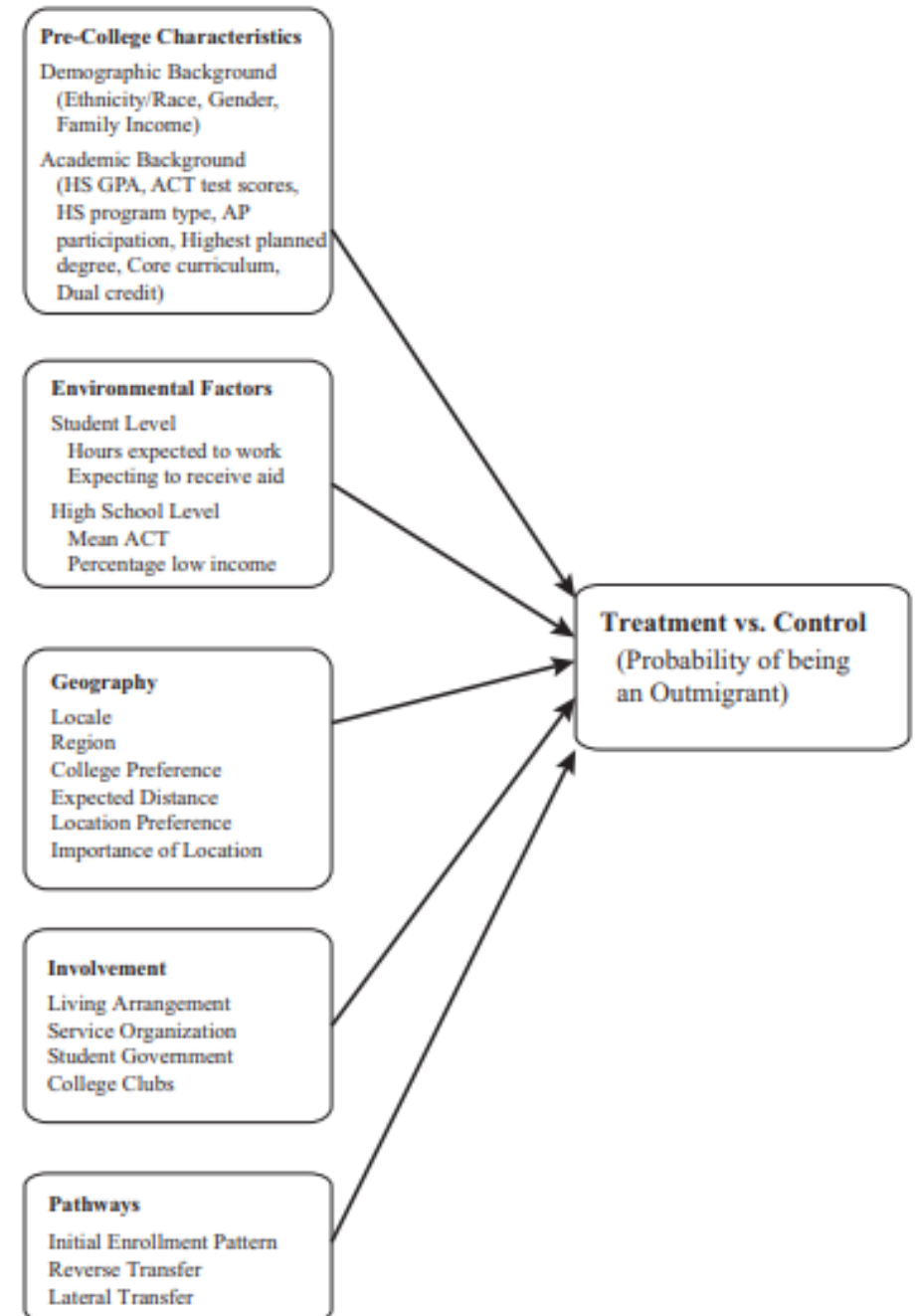


TOP STATES FOR OUT-OF-STATE FOUR-YEAR COLLEGE ENROLLMENT FOR THE ILLINOIS PUBLIC HIGH SCHOOL GRADUATING CLASS OF 2016



Use of College Interest Information for Research/ Public Policy Purposes

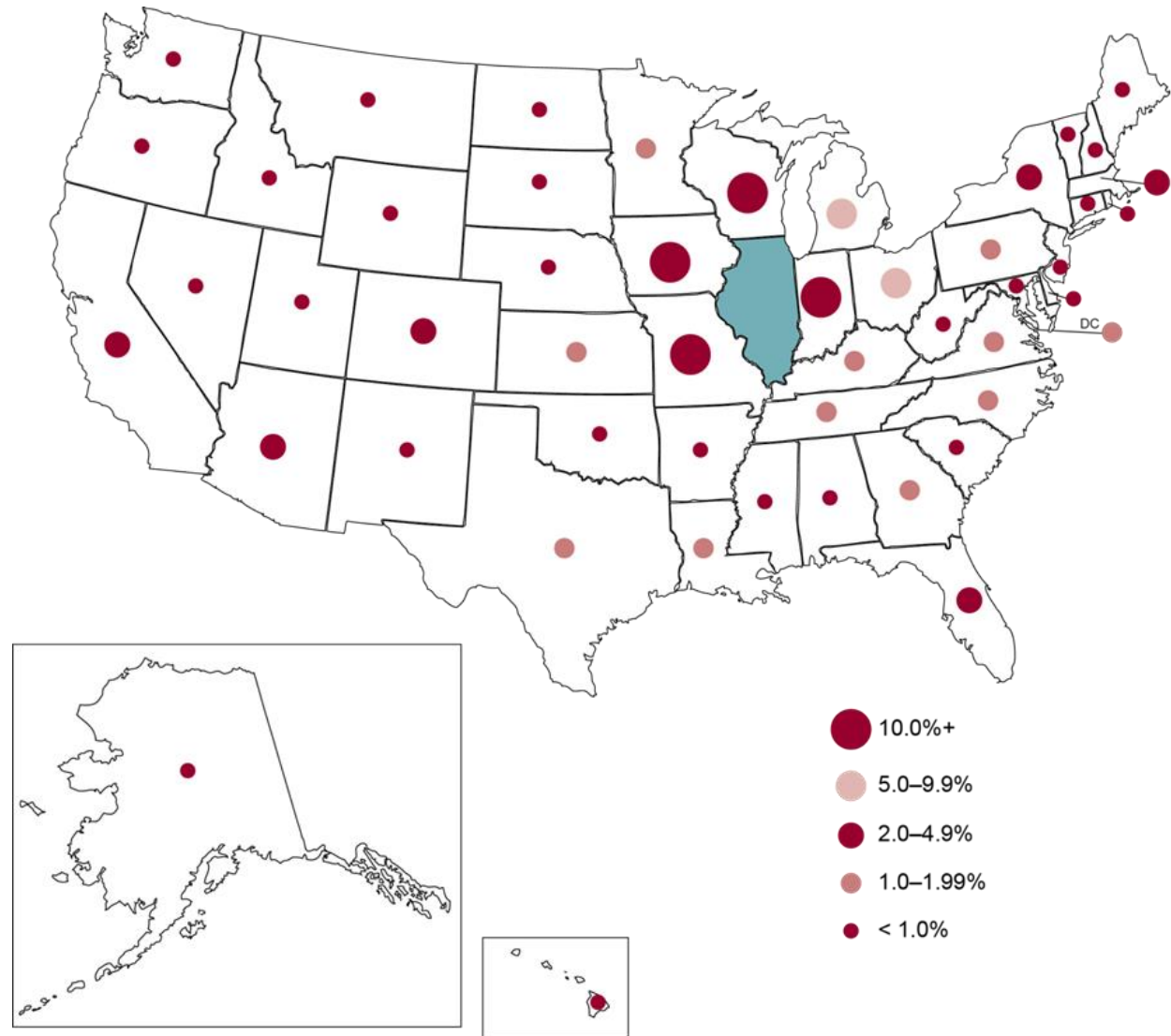
- Lichtenberger, E. J., & Dietrich, C. (2014). *Outmigration and Human Capital: Homeward Bound or Gone for Good?* Policy Research: IERC 2014-1. Illinois Education Research Council.



Profile of Illinois Outmigrants

- Students who graduate from high schools with: higher aggregate test scores; fewer traditionally underserved students; a teaching corps with stronger academic qualifications; higher per pupil funding; are more likely to enroll outside of Illinois.
- Outmigrants are disproportionately white.
- Outmigrants tend to demonstrate stronger academic qualifications relative to those who stay in Illinois for college.
- Outmigrants are less likely to anticipate needing financial aid and to have a stated need to work during college.
- They are also more likely to emanate from wealthier families relative to students who enroll in-state.
- Outmigrants are more likely to come from suburban locales, particularly the Chicago suburbs.

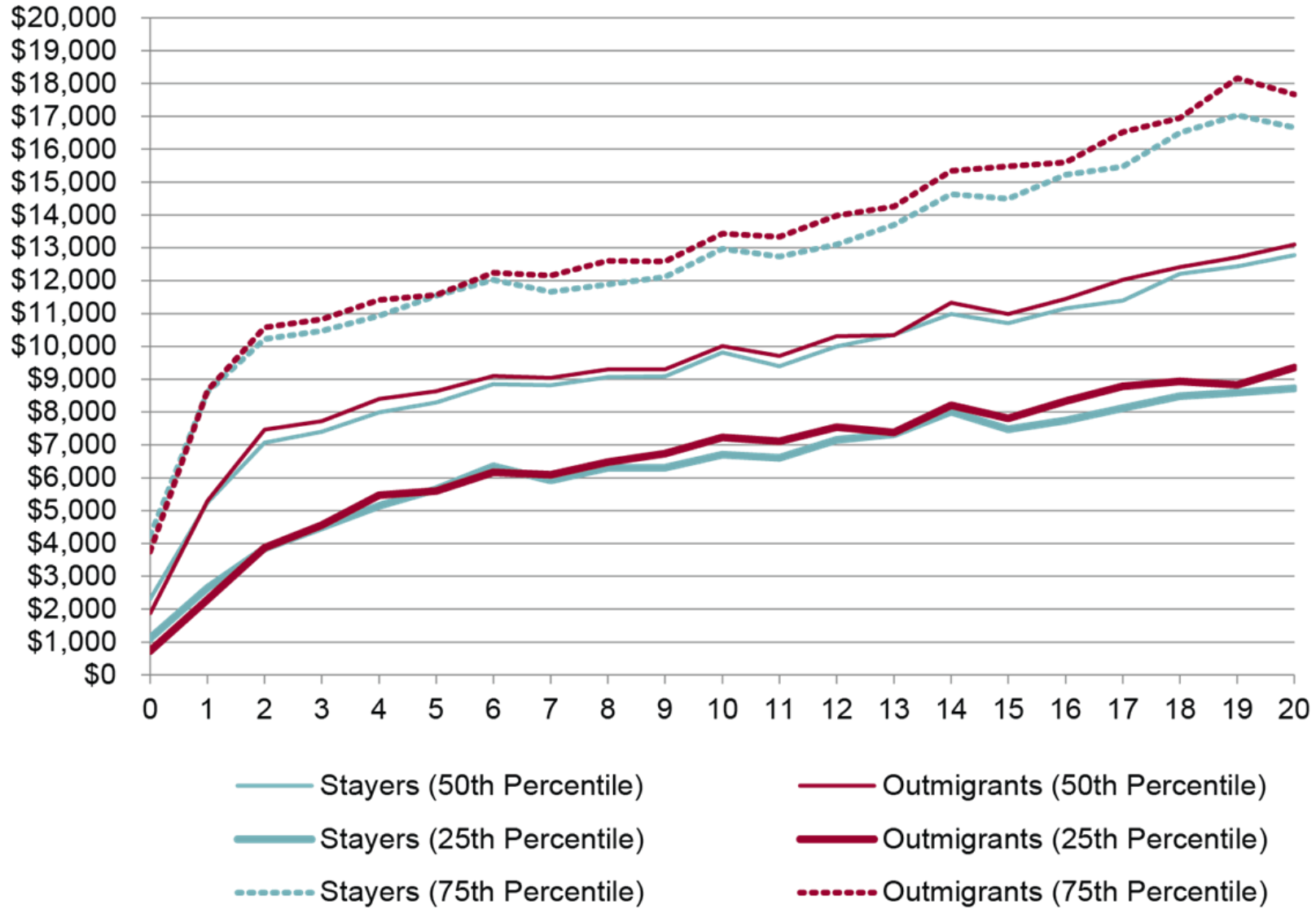




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Quarterly Wages over Time

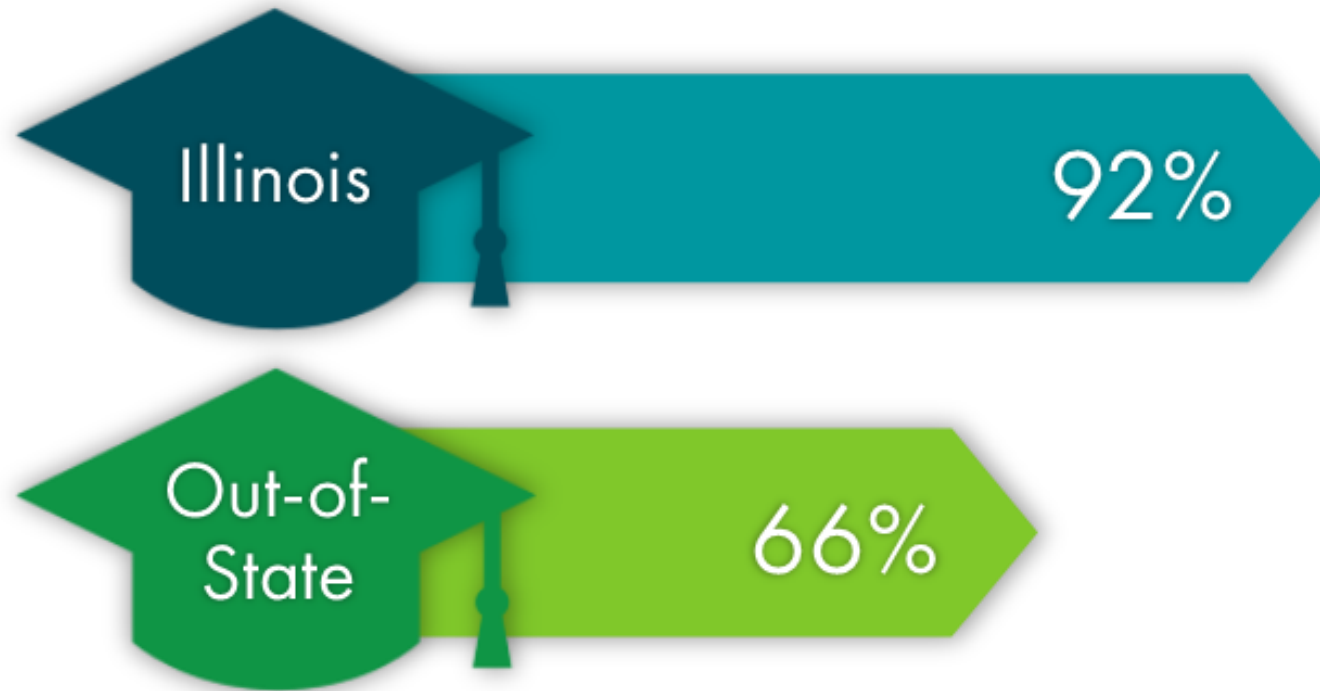


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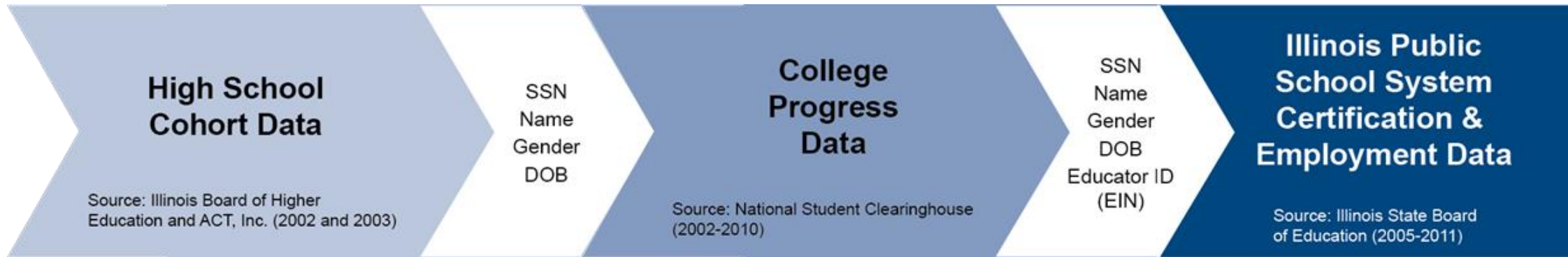
Illinois Employment Rates

Illinois high school graduates and where they completed college



Lichtenberger, E. J., & Dietrich, C. (2014). *Outmigration and Human Capital: Homeward Bound or Gone for Good?* Policy Research: IERC 2014-1. Illinois Education Research Council.

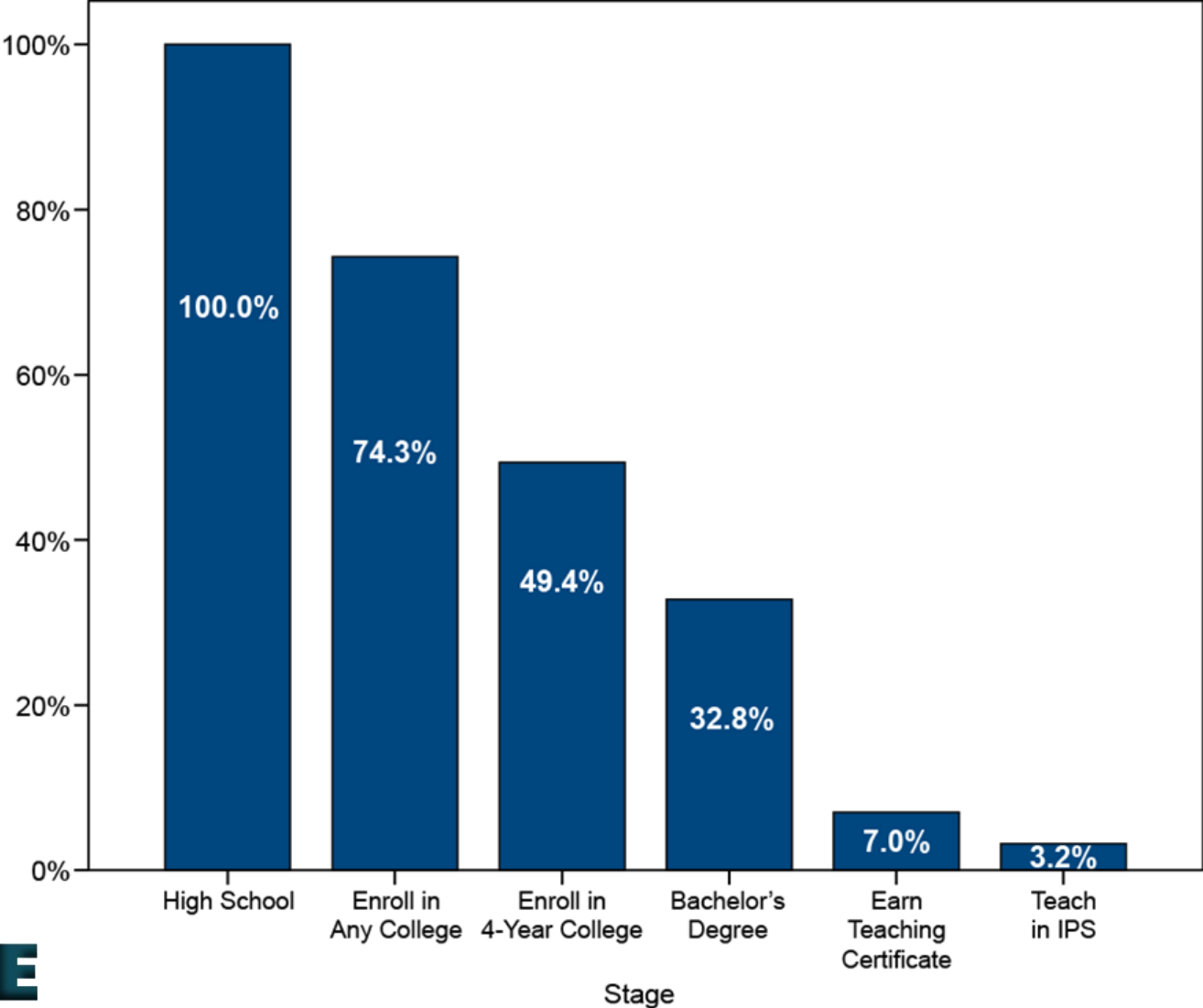
Use of Career Interest Information for Research Purposes



- Tracks students through the following stages:
 1. High school
 2. Enroll in *any* college
 3. Enroll in a *four-year* college
 4. Graduate with bachelor's degree (in any field)
 5. Earn teaching certificate
 6. Teach in a public school in Illinois

White, B., DeAngelis, K., & Lichtenberger, E. (2013). *The student has become the teacher: Tracking the racial diversity and academic composition of the teacher supply pipeline*. Illinois Education Research Council: Edwardsville, IL.

What proportion of students progresses through each stage of the pipeline?

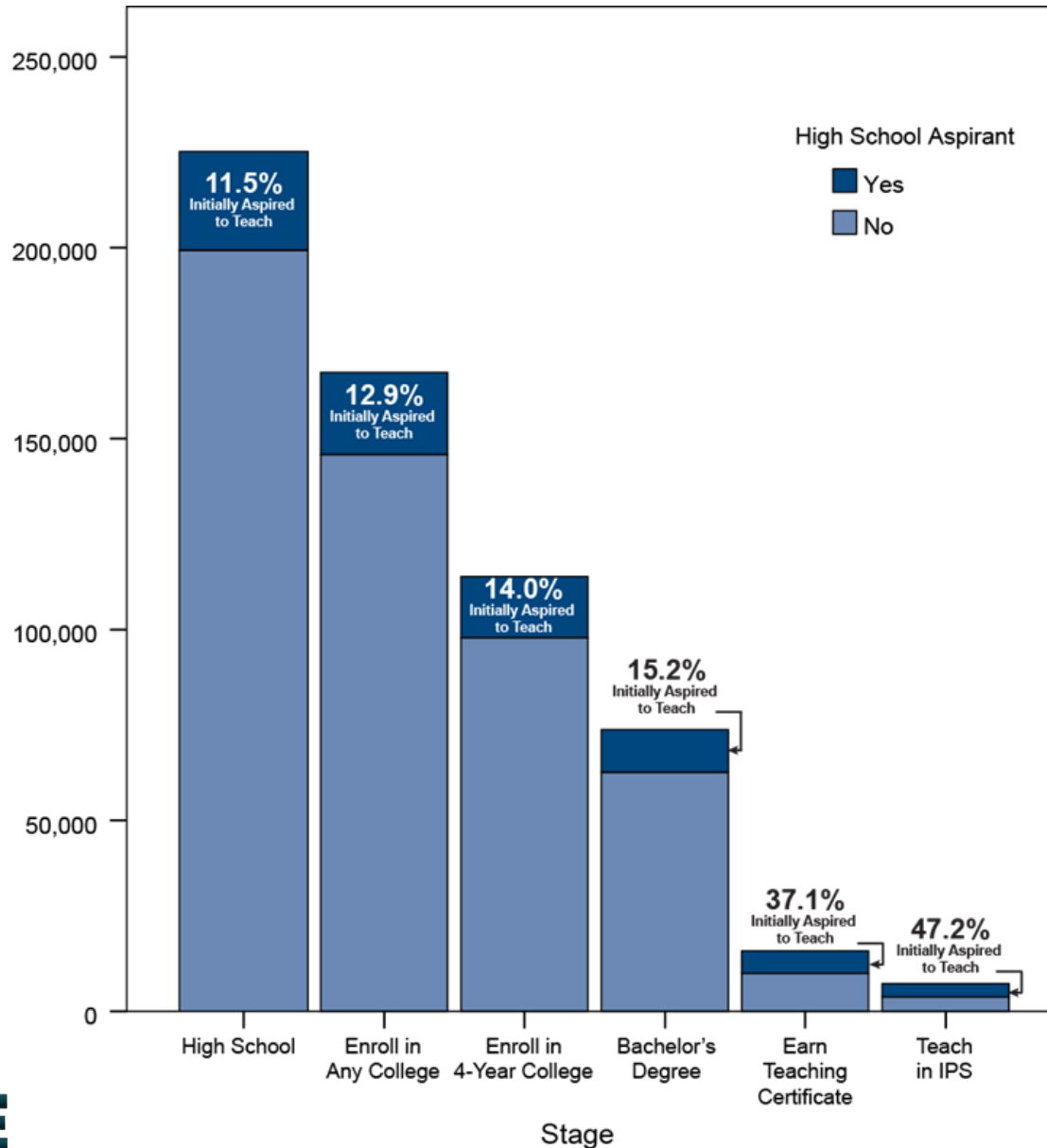


- 3.2% (7,209) of the 225,196 students from these cohorts became teachers in Illinois public schools



High school aspirations matter.

11.5% of all high schoolers were interested in majoring or pursuing a career in education...



- Students who aspired to become teachers while in high school advanced to each successive stage in the teacher pipeline at higher rates than non-aspirants.
- But still, only 13% of those who aspired to teach while in high school eventually became teachers, and more than half of the teachers from this study did not aspire to teach while in high school.

...but these aspirants made up nearly half of the students from our cohorts who became Illinois public school teachers



Who is interested in teaching during high school?

Race/Ethnicity

Aspirants

77% White

7%

Non-Aspirants

62% White

13%

■ African American ■ Asian ■ Latino ■ Multi-racial ■ Native American ■ Missing

ACT Composite

Aspirants

41% Top 1/3

31% Middle 1/3

28% Bottom 1/3

Non-Aspirants

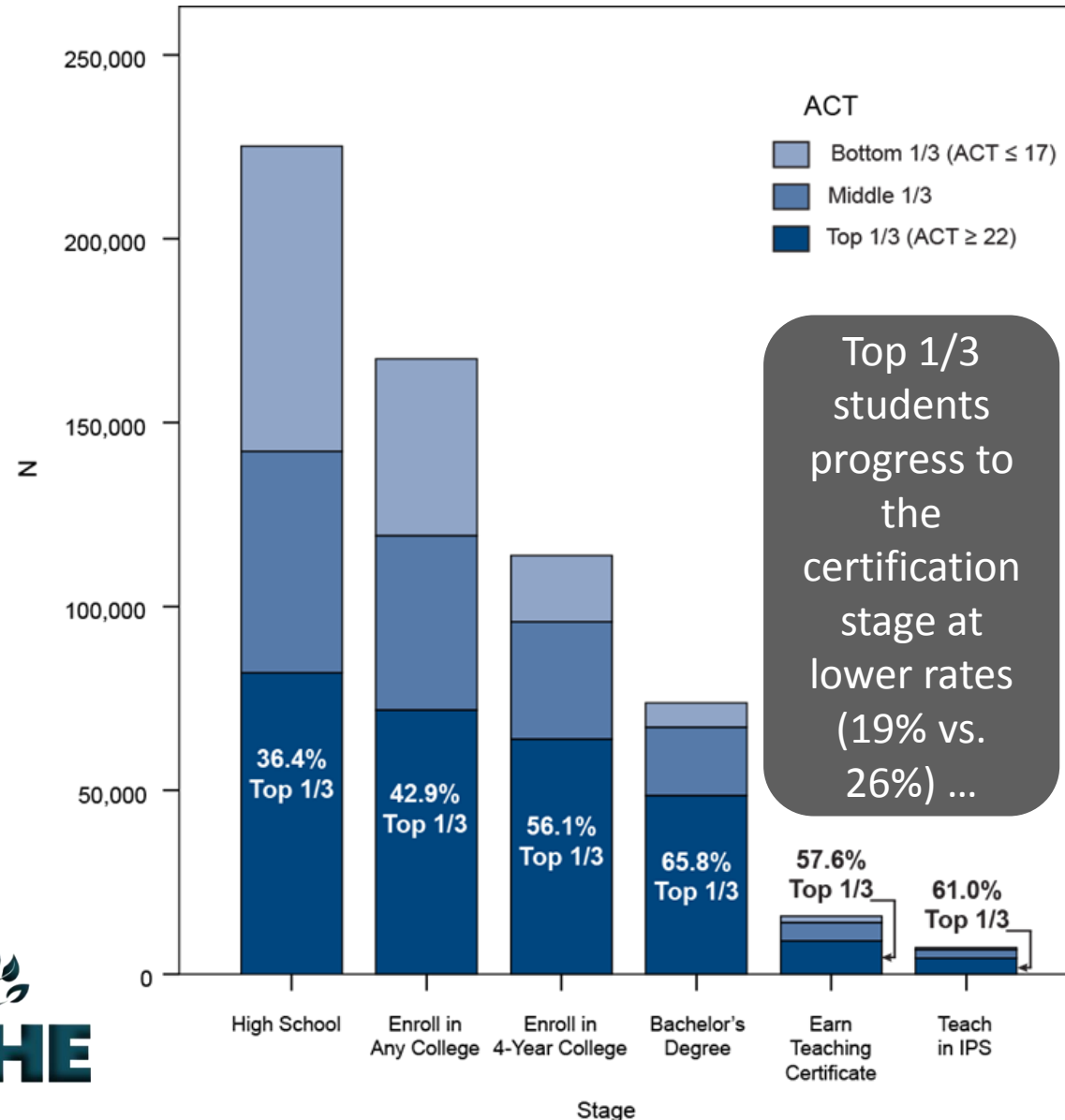
36% Top 1/3

26% Middle 1/3

38% Bottom 1/3

- Based on anticipated major or career from ACT questionnaire
- Non-white students and students from the bottom 1/3 of the ACT distribution (and men) were underrepresented amongst aspirants

How does the academic composition of the pipeline change at each stage?



- Students from the top 1/3 of the ACT distribution make up an increasingly larger share of the pipeline – until the certification stage

...but then transition to teaching at higher rates (>45% vs. 31% for bottom 1/3)



College and Career Information from a Research Perspective

- Having career and college aspirations, combined with actual information on college enrollment and careers, was highly useful in conducting policy research.
- Tracking similar information year over year would probably be more useful.
- Similar information, if systematically shared, could be useful for determining enrollment projections and for making decisions about program array at numerous levels.
- However, outside of matching, personally identifiable information is not required for research purposes.



Future Dates and Meetings

- **December 6th 1:00 to 3:00 (Springfield and Chicago ISBE offices)**
- **January 14th?**
- Additional webinar meetings if needed:



Future Topics

- Student Privacy
- FERPA
- Current sources of college and career interest information
- Utility of the various sources of information for high school students and public colleges
- Sharing mechanisms
- Barriers (financial, administrative/legal, technological, etc.)
- Private colleges?

