Education
Strategy Mapping Team

Steering Team Report
Presentation to ICCB
November 16, 2012
BFR Background

• BFR process codified in 2010 by PA 96-958

• Commission appointed in 2011 by PA 96-1529

• Commission meets monthly – held five public hearings in 2011 and 2012

• Includes representatives from the legislature, advocacy organizations, philanthropic community, research universities, policy institutes, finance & investment experts
BFR Annual Report

• Issued first report in 2011

• Released 2\textsuperscript{nd} annual report on November 1, 2012
  – Updates to original recommendations
  – New recommendations
  – Next steps
    • BFR Implementation
    • Continued review of mandatory expenditures
    • Stakeholder engagement

• Available at
  http://www2.illinois.gov/gov/budget/Pages/results.aspx
Results Teams

- Seven Results areas have been identified by the Commission
  - Economic Development
  - Education
  - Government Services
  - Health
  - Human Services
  - Public Safety
  - Quality of Cultural, Historic, and Natural Resources

- Teams of stakeholders in each Result area were formed to provide input to the BFR Implementation Team, internal steering team with representation from the Governor’s Office and the Office of Management and Budget
Education Team

- **Team Lead:** Julie Smith, Governor’s Office
- **Team Members (in alphabetical order):**
  - Lindsey Amerson, Governor’s Office of Management and Budget
  - Miguel Del Valle, *P-20 Council*
  - Dr. Karen Hunter-Anderson, *Illinois Community College Board*
  - Amber Kirchhoff, *Governor’s Office*
  - Dr. Gudelia Lopez, *The Chicago Community Trust*
  - Dr. Alan Phillips, *Illinois Board of Higher Education*
  - Dr. Barbara Radner, *DePaul University*
  - Dr. Diane Rutledge, *Large Unit District Association*
  - Robin Steans, *Advance Illinois*
  - Robert Wolfe, *Illinois State Board of Education*
  - Eric Zarnikow, *Illinois Student Assistance Commission*

- **BFR Fellow:** Ryan Martin
- **Lead Researcher:** Dr. Stacy Wenzel, *Loyola University Chicago*
Result Statement

Illinois prepares all individuals for lifelong learning, rewarding work and civic engagement
Primary Indicators

**Primary Indicator 1** - % of adults with post-secondary credentials

- Goal: 60% of Illinois adults have a post-secondary credential by 2025

**Primary Indicator 2** – No achievement gaps greater than 10% in any of the following indicators in any sub group

- Goal: Elimination of achievement gaps
Secondary Indicators*

**Secondary Indicator 1** - % of high need children birth to 5 enrolled in high quality early care & education programs

**Secondary Indicator 2** - % of kindergarteners demonstrating school readiness

**Secondary Indicator 3** - % of 3rd graders meeting or exceeding State reading standards

**Secondary Indicator 4** - % of 8th graders meeting or exceeding State composite math & reading standards

**Secondary Indicator 5** - % of high school students graduating college and career ready

**Secondary Indicator 6** - % of high school graduates completing post-secondary in 150% of the time

**Secondary Indicator 7** - % of adult education students advancing to developmental or college-level courses

*Metrics associated with indicators may change as new assessments and data become available*
Governor Pat Quinn

Budgeting for Results

Sufficient & sustained funding for high quality education & safe learning environments
- Core Funding
- Tools for Learning
  - Technology
  - Timely and Relevant Data
- Assessments that Inform Instruction
- Facilities & Infrastructure

High-quality learning with broad opportunities
- Affordability
- Capacity and Availability
- Assurance of Quality
- Awareness
- Convenience
  - Location
  - Time

Families & communities engaged in learning
- Opportunities for Family Learning
- Ongoing Adult Education
- Community Partnerships
- Positive Relationships between Educators and Families

Adequate Resources

Access to High Quality Education

Family & Community Involvement*

Learning Climate*

Illinois prepares all individuals for lifelong learning, rewarding work and civic engagement

Ambitious Instruction*

Professional Capacity*

Leadership*

Educators engaging students in learning ambitious content
- Rich & Rigorous Learning Standards
- Assessments for Learning
- Relevant & Comprehensive P-20 Curriculum
- Differentiated Instruction & Assessment

Educators with strong knowledge and skills
- Licensure Standards
- Strong Teaching Preparation
- Recruit & Retain High Quality Educators
- Teacher Collaboration Focused on Student Learning
- Evaluations to Inform Practice & Policy
- Ongoing Effective Professional Development

Safe, stable & supportive environment
- Support for Social/Emotional Development
- Support for Physical and Mental Health
- High Expectations
- Tools for Learning
- Recruit & Retain High Quality Educators and Leaders
- Data to Inform Practice & Policy

Distributed and inclusive leadership focused on student learning and success
- Licensure Standards
- Strong Preparation
- Recruit & Retain High Quality Leaders
- Strong Instructional Leadership
- Ongoing Effective Professional Development
- Data to Inform Practice & Policy

Factor Discussion

Team prioritized 3 factors, combining professional capacity and leadership for the priority list

- Access to high quality education
- Adequate resources
- Professional capacity and leadership
Priority Factor

• **Access to high quality education** - high quality learning with broad opportunities
  • Affordability
  • Capacity and Availability
  • Assurance of Quality
  • Awareness
  • Convenience
    • Location
    • Time
Priority Factor

• **Adequate Resources** – Sufficient and sustained funding for high quality education and safe learning environments
  • Core funding
  • Tools for learning
    • Technology
    • Timely and relevant data
    • Assessments that inform instruction
  • Facilities and infrastructure
Priority Factor

• **Leadership** – Distributed and inclusive leadership focused on student learning and success
  • Recruit and retain high quality leaders
  • Strong preparation
  • Strong instructional leadership
  • Licensure standards
  • Ongoing effective professional development
  • Data to inform policy and practice
Priority Factor

• **Professional Capacity** – Educators with strong knowledge and skills
  • Strong teaching preparation
  • Licensure standards
  • Recruit and retain high-quality educators and leaders
  • Teacher collaboration focused on student learning
  • Evaluations to inform practice
  • Ongoing effective professional development
Framework

Team developed a framework which represents relationships between the levels of education including the State, the community level, and the learner in achieving student success.
BFR Education Framework

Illinois prepares all individuals for lifelong learning, rewarding work, & civic engagement

% of adults with high quality post-secondary credentials (Goal: 60% by 2025)

No achievement gaps greater than 10% (Goal: Eliminate achievement gaps)

% of high need children 0-5 enrolled in high quality early learning programs
% of Kindergarteners demonstrating school readiness
% meeting or exceeding state reading standards in 3rd grade
% meeting or exceeding state composite standards in 8th grade
% of high school students graduating college & career ready
% of high school graduates completing postsecondary in 150% of time
% of adult education students advancing to post-secondary

Access to High Quality Education

Adequate Resources

Professional Capacity
Leadership
Ambitious Instruction
Learning Climate
Family & Community Involvement

Policies & Programs
Professional Preparation, Certification & Development
Instructional Standards & Assessments
Technology & Infrastructure
Longitudinal Data System

Investing in Success

Support with Accountability
Effectiveness & Quality Assurance
Budget Strategies

Based on the factors and indicators, team identified 5 priority budget strategies that leverage the limited resources of the State.

A. Promote a comprehensive approach to implementation of new academic standards
B. Increase access to high quality early learning
C. Enhance the availability of the full spectrum of support services across the P-20 system
D. Ensure access to postsecondary education and support timely completion
E. Collect and provide comprehensive, timely and relevant data
Budget Strategy

A. Promote a comprehensive approach to implementation of new academic standards

1) Provide and support use of assessments for learning

2) Improve teacher and leader preparation which builds both pedagogical and content knowledge as well as skills in family engagement, community collaboration, cultural and linguistic competency, and responsiveness to students with special needs.

3) Promote and support high quality professional learning through effective professional development.

4) Ensure adequate infrastructure, equipment and other tools for learning including online assessments, personalized resource materials, training supports.
Budget Strategy

B. Increase access to high quality early learning

1) Enhance availability of high quality home visiting services for high need families with infants and toddlers.

2) Improve access to high quality early care and education programs for high need children ages birth – 5.
Budget Strategy

C. Enhance the availability of the full spectrum of support services across the P-20 system

1) Increase access to adequate wrap around support services including mental health services as well as health screening and referrals.

2) Support comprehensive advising services including college and career counseling, study supports, mentoring, and financial advising.
Budget Strategy

D. Ensure access to postsecondary education and support timely completion

1) Offer broad range of options to enable students to complete postsecondary education in a timely, cost effective manner.

2) Ensure access to postsecondary education through financial assistance and lower tuition and fee costs.
Budget Strategy

E. Collect and provide comprehensive, timely and relevant data

1) Longitudinal, P-20 data should support student learning by informing policy & practice
Next Steps

• Continue to work with all sectors in education to refine the budget strategies and to measure performance outcomes
• Continue to identify evidence based research that supports factors, indicators, and strategies
• Convene meeting of Education Team and education agency leadership to discuss report
Questions?