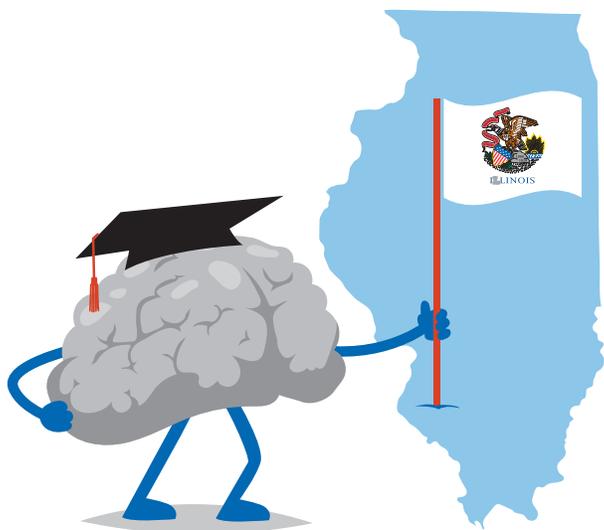


Stop Illinois Brain Drain Legislative Package



More Illinois high school graduates go to out-of-state colleges than any other state except New Jersey. Moreover, there's a second brain drain happening right here at home: we are failing to fully tap the potential of our next generation. Consider these stark facts:

- Thirty-seven percent of our high schools do not offer Calculus and about one-quarter do not offer Physics. Illinois' teacher shortage has only exacerbated our problems with equitable course access.
- Illinois has the sixth-worst counselor-to-student ratio in the country, with one counselor for every 664 students. The recommended ratio is one to 250.
- Fewer than half of Illinois high schoolers take a Career and Technical Education (CTE) course and only five percent of high schoolers are CTE "concentrators," meaning they have taken two courses in a CTE sequence.
- The State's Monetary Awards Program (MAP) appropriation falls drastically short, serving only half of eligible students and covering just one-third of the cost of tuition and fees at a public university.

These bills and budget initiatives will boost opportunities for our graduates right here in Illinois:

The Course Equity Act of 2019 - SB 1212 (Lightford). The Illinois Virtual School (IVS) provides access to high-quality online coursework in partnership with school districts. The State Board of Education (ISBE) has recently released a Request for Sealed Proposals (RFSP) opening the door for other high-quality virtual providers to further boost course offerings across Illinois. This bill expands equitable course access by establishing a sliding fee structure to make courses more affordable for the most under-funded school districts. It also allows students across the state to earn dual credits through any virtual provider partnership with a community college. The bill allows students to receive transcript recognition and funding for IVS courses if those classes are recommended for admission to a public university in Illinois and not available in the student's home district.

CTE alignment with jobs market - HB 2093 (Crespo/Bertino-Tarrant). Only 12% of CTE enrollments are in the three career areas comprising over half of Illinois' jobs. With the federal re-authorization of the Perkins Act, this is the ideal time to re-think how Illinois utilizes its federal and state CTE funding to incentivize students to enroll in high-demand career areas and complete pathways and programs of study, rather than one-off CTE courses unaligned to a credential or endorsement. This bill restructures CTE funds to provide reimbursements to districts, community colleges, and career centers that drive meaningful CTE participation connected to Illinois' economy. The bill also creates a grant program to support regional partnerships among schools, community colleges, employers, and other local organizations to build infrastructure for these pathways and programs of study.

Freshman-on-Track Early Warning System grants - SB 1303 (Manar). Students who are "on-track" to graduate after freshman year are three times more likely to graduate high school. Illinois has been a leader in identifying this powerful metric and including it in our accountability system. Dedicated freshman-on-track grants will jumpstart systems in high schools with low rates of freshman-on-track and graduation to focus on intervening before it's too late for these students.

Budget priorities. Supporting high school success measures in the budget is critical to creating an ecosystem that keeps our kids close to home. Most importantly, Stand supports \$450 million in new Evidence-Based funding (\$350 million for the FY20 distribution, \$50 million to make up for FY19's shortfall, and \$50 million to be diverted to property tax relief). Stand supports increased appropriations for MAP grants, CTE, competency-based learning programs, and freshman-on-track pilots.

For more information, please visit stand.org/stopilbraindrain or contact Jessica Handy at 312-404-0223 or jhandy@stand.org.



THE COURSE EQUITY ACT OF 2019

SB 1212 (Lightford)



Our students compete in the same global economy for jobs after graduation. They compete for admission into the same prestigious universities. But they come from districts that offer vastly different opportunities to take advanced coursework and earn early college credits. Over one-third of Illinois high schools do not offer Calculus and almost one-quarter do not offer Physics. While some universities ask for students to have completed two to four years of foreign language, many high schools struggle to offer more than two years of a world language, teach any language besides Spanish, or find qualified foreign language teachers. Students in one-third of Illinois' counties – all of them rural—do not have access to AP courses.

The Illinois Virtual School (IVS) operates through a state contract to provide supplemental course access to Illinois students, funded about half through a state appropriation and half through tuition charged to the student's home school district. The assumption is that students from lower-income and smaller, rural districts would benefit most from this opportunity, but according to the Virtual Education Review Committee's 2016 report, most students who enroll in IVS courses are from wealthier school districts.

ISBE's new Request for Sealed Proposal will allow other high-quality providers to sign up as well, opening doors to more course variety and provider options. This Course Equity Program would be funded through a \$1.2 million state appropriation, which could be more strategically used to maximize access for the students who need it the most. The Course Equity Act does three things to improve this access:

- **It makes courses more affordable for needy schools and students.** First, it creates a sliding payment structure that bases tuition charged to districts on how adequately-funded they are under the Evidence-Based Funding Formula. Districts funded above 100% of adequacy would pay the full cost of courses, while districts that are further from adequacy would have a greater proportion of costs covered by the state. It continues to allow school districts to pass on the tuition costs to students generally, but grants waivers of fees to low-income students.
- **Students may opt in to courses that are recommended for college admission and not offered in their home district.** Currently, school districts decide whether to allow students to take a virtual course or not. The Course Equity Act changes that under the very narrow circumstance that a student needs a course for high school graduation or college admission that is not offered in the school district. In these cases, the school must allow the student to enroll and recognize the credit on the student's transcript.
- **It opens doors to dual credit and transitional math opportunities.** Right now, IVS offers only one dual credit course through partnership with one community college. Only students in that community college district may enroll. The Course Equity Bill allows students across the state to enroll in these sorts of dual credit courses whether or not the student lives in-district, unless the partnership agreement explicitly limits it to in-district students. As transitional math courses are developed and offered to high school seniors, virtual delivery systems will be key to ensuring students across the state have access to this opportunity to avoid remediation and place into credit-bearing math courses in college.

CTE ALIGNMENT WITH JOB TRENDS

HB 2093 (Crespo/Bertino-Tarrant)

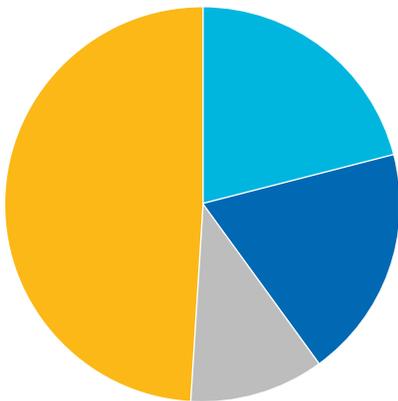


There is significant misalignment between the Career and Technical Education (CTE) courses offered to Illinois students and the demand for jobs in associated sectors. Case in point: three pathway areas—Manufacturing, Energy, and Health Sciences—account for over half of the jobs in Illinois, but represent just 12% of CTE course enrollment.

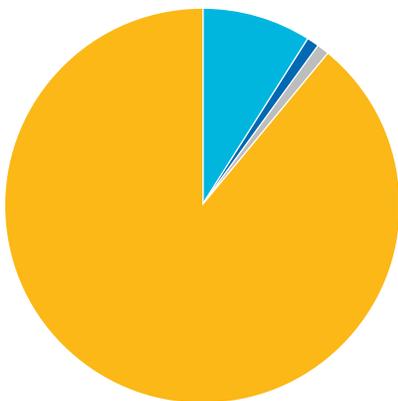
Nearby states are ahead of Illinois in the CTE race to the jobs of tomorrow. A new Indiana plan incentivizes completion of career pathways and programs of study in high-demand, high-wage career areas by reimbursing those programs at higher rates. Illinois' allocation to CTE programs has been largely stagnant since 2004 at \$38 million. If the state's contribution had kept up with inflation, it would be about \$52 million today. Perhaps due to this lack of funding, participation in CTE has been decreasing since 2012.

Illinois has an opportunity to rethink its CTE plan and create a truly modern and holistic approach to college and career readiness. The federal Perkins Act was reauthorized recently, as was the Workforce Innovation and Opportunity Act. As Illinois drafts its new aligned Perkins plans, we can change our approach to be nimble and market-driven. The state can incentivize enrollment in high-demand areas and completion of pathways, rather than one-off CTE courses.

Percent of Total Illinois Employment



Percent of Illinois CTE Enrollment



The bill accomplishes this in several ways:

- **First, it requires ISBE to rework its process for funding CTE courses.** Rather than simply funneling all Perkins funding and state CTE money to Education for Employment centers (EFEs), the bill would ask ISBE to set aside Perkins reserve funds and allowable state funds to more meaningfully fund programs that prepare students for available jobs. Similar to the Indiana model, the bill asks the Workforce Innovation Board to annually develop a matrix of career areas that are high-demand, moderate-demand, and low-demand with those that are high-wage, moderate-wage, and low-wage. Based on that matrix, ISBE would provide higher reimbursement rates for completion of **high-demand, high-wage career areas courses**.
- The bill would also **differentiate reimbursement rates by course sequence**, providing smaller amounts for introductory courses and greater rates for subsequent courses within a sequence, internships, and other workplace learning experiences.
- Finally, it would **establish a grants program** to support local partnerships among schools, community colleges, employers, and other local organizations in order to facilitate creation of locally-relevant pathway endorsements and programs of study.

FRESHMAN-ON-TRACK EARLY WARNING SYSTEM GRANTS



SB 1303 (Manar)

Students who are “on-track” to graduate after freshman year are three times more likely to graduate high school. Illinois has been a leader in identifying this powerful metric, stemming from years of evidence analyzed at the Consortium of Chicago School Research over the last decade. Freshman on-track is more predictive of a student’s odds of graduating from high school than all other factors combined. Freshman year GPA predicts later educational attainment twice as well as test scores.

The freshman on-track measure has been integrated into Illinois’ new accountability system, recognizing the value of keeping freshman on-track for graduation. But Illinois has never provided dedicated funding to incentivize districts to implement early intervention systems.

Chicago Public Schools have been focusing on improving freshman on-track rates for over a decade. From 2006 – 2016, CPS’s freshman on-track rate has increased by 27 percentage points from 61% to 88%. Over the same 10-year period, its graduation rate increased 17 percentage points (from 57% to 74%) and its four-year college enrollment rate increased 11 percentage points (from 33% to 44%).

Dedicated freshman-on-track grants will jumpstart systems in high schools with low rates of freshman-on-track and graduation to focus on intervening before freshmen fall behind.

Subject to appropriation, districts with less than 90% of adequate funding would be eligible for a Freshman Success grant if they include at least one high school with five-year graduation rates and ninth grade on-track rates of 80% or less on the most recent school report card.

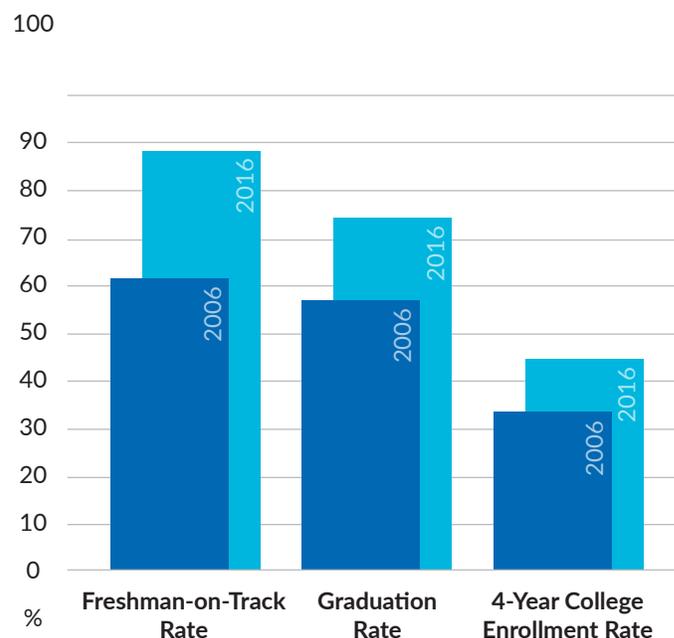
By December 1, 2019 and each December 1 thereafter, the State Board of Education would release its grant application and a list of school districts eligible to apply for a grant. Qualifying districts could apply for grants of up to \$100,000 to implement freshman-on-track intervention systems.

The board would review all applications and determine whether the district has developed a promising plan to increase freshman-on-track rates and demonstrated the leadership and capacity to implement the plan with the grant assistance.

Allowable uses of grant funds include hiring a dedicated staff member to support ninth grade students, providing professional development to existing staff members to integrate practices that improve freshman attendance, increasing tutoring or other support services for ninth graders who are failing a core course, providing in-school mentoring opportunities to freshmen to boost the number of students who have a strong relationship with an adult in the school building, or other practices that are likely to lead to improved freshman success.

As a condition of receiving a Freshman Success grant, applicants must agree to produce and submit to the board and the General Assembly a report that accounts for the expenditure of the funds and the results of the effort in increasing freshman-on-track rates.

Chicago Public Schools’ Growth with Focus on Freshman-on-Track



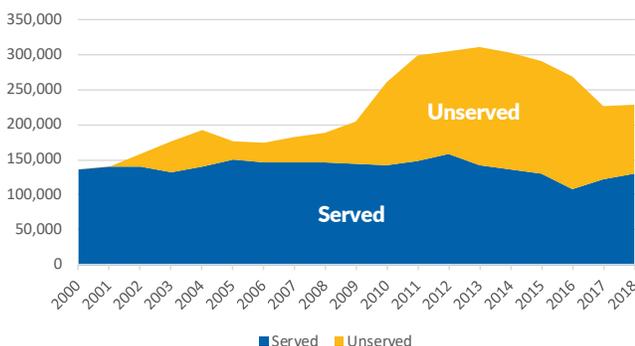
BUDGET PRIORITIES



Supporting high school success measures in the budget is critical to creating a supporting environment that keep Illinois students in Illinois. Here are Stand's budget priorities:

1. **A \$450 million increase for the Evidence-Based Funding Formula.** Most importantly, we support \$450 million in new Evidence-Based Formula funds. Passed in 2017, the new law outlined a goal of investing \$350 million into the formula each year, aspiring to reaching full funding for all school districts within a decade. However, the first \$50 million allocated beyond a \$300 million increase is diverted toward property tax relief grants. These are important grants to help abate property taxes in high-taxing, under-funded districts. But, it also necessitates a \$400 million appropriation to the formula to ensure the \$350 million investment each year. The \$450 million request would provide \$350 million for this year's distribution, \$50 million to make up for last year's shortfall, and \$50 million for property tax relief grants.
2. **A \$100 million increase for Monetary Award Program (MAP) grants.** MAP grants make college affordable for low-income students in Illinois. But the State's Monetary Awards Program (MAP) appropriation falls chronically short, serving only half of eligible students and covering just one-third of the cost of tuition and fees at a public university.
3. **A \$12.6 million increase for Career and Technical Education (CTE).** The allocation for CTE has been largely flat since 2004, and before then, it was even higher. If the \$38 million CTE appropriation had kept pace with inflation since 2004, it would be \$50 million today. Coupled with the bill to invest CTE funds more strategically, a boost in the allocation will further support CTE enrollment and alignment between CTE opportunities and labor market trends.
4. **A new \$5 million appropriation for freshman success grants.** Keeping freshmen on-track is a proven way to boost graduation rates, but no dedicated state funding has been provided to increase programs aimed at increasing freshman success.
5. **A new \$1.2 million appropriation for CTE infrastructure.** Regional partnerships among schools, community colleges, businesses, and other local organizations are critical to building out pathway endorsements, programs of study, internships, and other workplace experiences. Local 60 by 25 networks have come together to support this development, but with no state support, partnerships rely on a local partner stepping up to fund the efforts. A small state appropriation can go a long way to ensuring all regions have the support they need to create and maintain these critical regional partnerships.

How Many Eligible MAP Students are Served?



How Much of Public University Tuition and Fees Does MAP Cover?

