Research for Impact

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Influencing Policy and Practice

- How do decision-makers utilize research?

- What and who are the influencers on education policy?

- What can you do to make your research more *impactful*?

Research to Policy?

- How different are the research and policy communities?

- As Ness (2010) summarizes "*researchers believe that knowledge accrues through theory and method and thus they emphasize reliability and validity, in contrast with policymakers, who believe that knowledge emerges from experience and thus emphasize common sense*" (p.7)

Major Differences of the use and need for evidence

1. Time

2. Cumulative evidence

3. Causality

4. Abstraction

5. Simplification

(Henig , 2008, 2009)

Research and Policy Nexus

- Research most often used in development stage by policy makers.

  – Intermediary orgs most often used in policy formation or "persuasion" stage

  – Insiders most often used in voting decision stage

(Mooney, 1991)

- Ed Agencies often provide testimony and summarize key studies to legislators.

  – Studies published through intermediary orgs, e.g., Lumina, SREB

  – Known researchers in field, e.g., Susan Dynarski & Sara Goldrick-Rab for financial aid

  – Respected publications or white papers, e.g., National Bureau of Economic Research

Influence of Conservative and Progressive Orgs

HE Conservative TTs State Policy Network	HE Progressive TTs Progressive States Network
1. Efficiency and Productivity	1. State Funding
2. Cost/ Affordability	2. Cost/ Affordability
3. State Funding	3. Diversity/ minority students
4. College Readiness & HEI's promote liberalism	4. Community Colleges
5. Community Colleges	5. Efficiency & Productivity

Ness & Gándara (2014).

Diffusion across States

Patterns of adoption across states

• Not necessarily due to nearest state neighbors

• Early adopting states:

– *Kentucky*, 1st to adopt CC

– Early adopters of teaching evaluations*: Colorado, Delaware, New Jersey, Pennsylvania, Rhode Island, and Tennessee*

– Early adopters of performance funding 2.0: *Indiana, Ohio, and Tennessee*

• Diffusion through networks of states by intermediary orgs

• Although internal state characteristics, e.g., student patterns, constitutional concerns, also affect state adoption of policies

Intermediary Organizations

- State higher ed interest group activity influences state spending on higher education (Tandberg, 2010a, 2010b).

- Intermediary organizations focusing on national policy via the states:

    – Traditional Influencers – Universities & colleges, AAUP, NEA, AFT

    – Regional Compacts, e.g., WICHE, SREB

    – Complete College America, Education Commission of the States, National Governor's Association, NCHEMS

    – Foundations: Lumina, Gates, Kresge

      Example, Dougherty & colleagues found that Performance Funding 2.0 in 3 states was largely influenced by Gates and Lumina Foundations, CCA, HCM Strategists, and NCHEMS
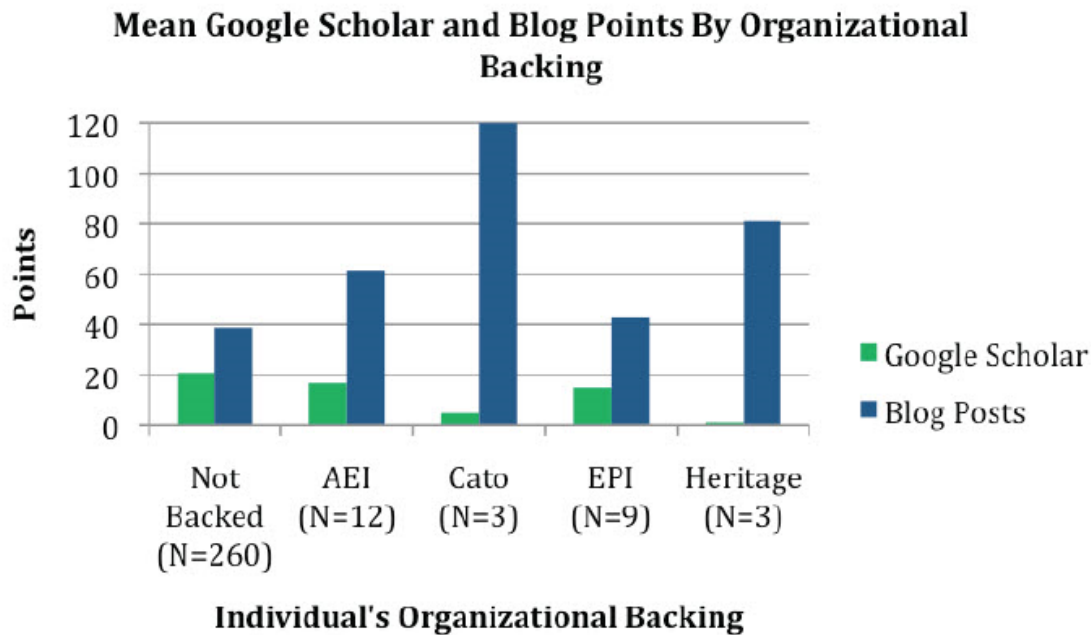
Expertise Dilemma

- In domains with varied findings, intermediary orgs tend to highlight one of many studies rather than summarizing the preponderance of evidence.

- Media tends to cite point with counterpoint.

- Malin & Lubienski (2015) empirical analysis of expertise (Google scholar citations) and media attention found no relationship

- However, if experts were backed by Think Tanks, amount of media coverage increased considerably.

- "…*many of the individuals expected to have some expertise on social issues are often far removed from the popular and policy conversations on these issues. In the vacuum their absence creates, other agenda-driven organizations and individuals are well positioned to step in and offer their perspectives, even when those perspectives may not be informed by traditional measures of expertise.*" p. 15)

From Malin & Lubienski, 2015
http://dx.doi.org/10.14507/epaa.v23.1706

Mean Google Scholar and Blog Points By Organizational Backing

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Scholars with Influence

Most influential scholars

1. Linda Darling-Hammond (Stanford)
2. Diane Ravitch (NYU)
3. Howard Gardner (Harvard)
4. Gary Orfield (UCLA)
5. Gloria Ladsen-Billings (U Wisconsin)

Influential Scholars from IL

James Spillane (NW; #55)

David Figlio (NW; #62)

Chris Lubienski (U of I; #91)

Stephen Raudenbush (U Chi; #99)

Margaret Beale Spencer (U Chi; #137)

Steven Rivkin (UIC; #144)

Elaine Allensworth (U Chi; #146)

Carol Lee (NW; #147)

Charles Payne (U Chi; #161)

Melissa Roderick (U Chi; #171)

Kirabo Jackson (NW; #190)

Know the State Policy Context & Culture

- Governor's education advisors and legislative education committee chairs

- State education agency organization

  – State institutional context

- Points at which public or professionals interact with the policy system

  – State listening tours

  – Committees in which state agency personnel seek out academic expertise

  – Broad stakeholder committee meetings

- Constitutional restrictions

ILLINOIS CONTEXT

Some Key Committees

- Illinois Secretary of Education chairs or co-chairs most education committees

- State Education Agency (ISBE, IBHE, ICCB, ISAC) board meetings

- Illinois P-20 Council and committees

- Early Learning Council and subcommittees

- Joint Education Leadership Committee

- Workforce Data Quality Initiative – ILDS Technical Advisory Committee
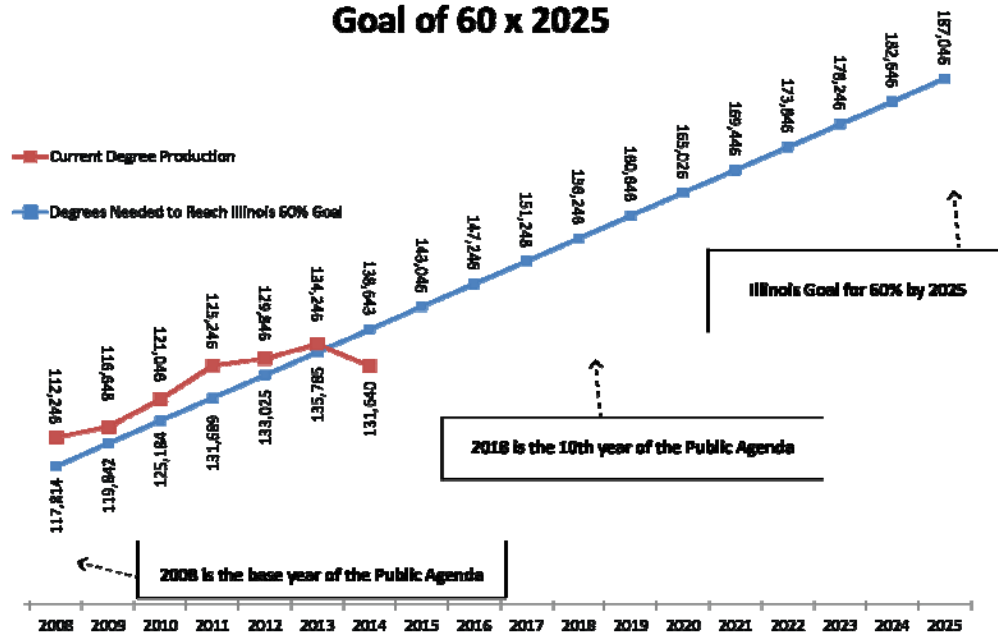

Education Policy Initiatives in Illinois

- ESSA Plan for K-12

- 60 by 2025

- Educational Affordability

- Illinois Longitudinal Data System

- Math Pathways

- Co-requisite Developmental Ed

- Performance Funding

- Career Pathways for traditional and non-traditional students

Goal of 60 x 2025

Source: IBHE and Complete College America, 2015

IERC Model and Influence

Illinois Education Research Council

- Founded in 2000 from Joint Education Commission in Illinois to provide research support for the Illinois education agencies

- Housed at Southern Illinois University Edwardsville

    – Report to the Associate Provost for Research

- Research arm of Illinois P-20 Council

- Mission is to provide objective and reliable evidence to support Illinois P-20 education policy making and program development

IERC Activities

- Attend state meeting regularly
  - Offer input and volunteer to help with data gathering and analysis as needed
  - Listen for new initiatives and possible studies that are needed
  - Present our findings and disseminate our research at state meetings whenever possible
- Advisory board includes state agency personnel, IL secretary of education or a Governor's office representative, teacher and school leader representatives, education scholars, education research org representatives and others
  - Keep us up to date on new policy initiatives and research needs
  - Connects research to policy initiatives
 - Serve as reviewers for our research

Annual IERC Symposium

- **Conduct longitudinal studies of Illinois cohorts**
- **Teacher & leader quality, pipeline, and effectiveness**
- **Early childhood workforce pipeline**
- **Transitions to the workforce**

Research on Illinois Education Trends

Outmigration and Human Capital:
Homeward Bound or Gone for Good (2014–1)

Study Group Composition Prior to Matching
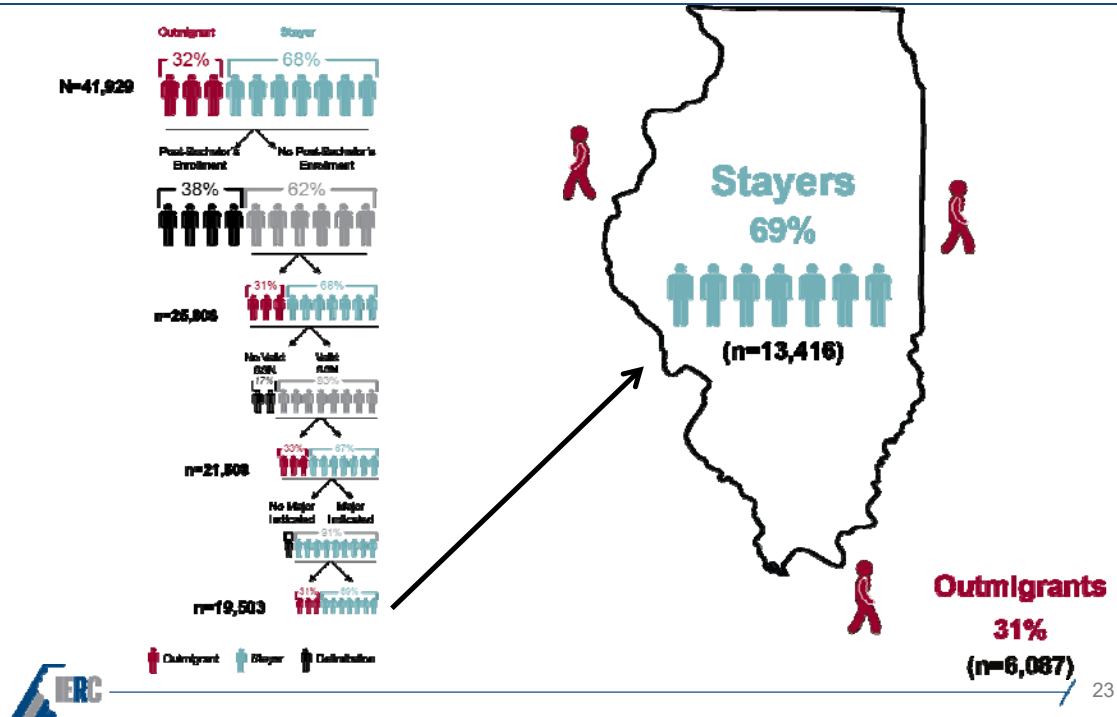
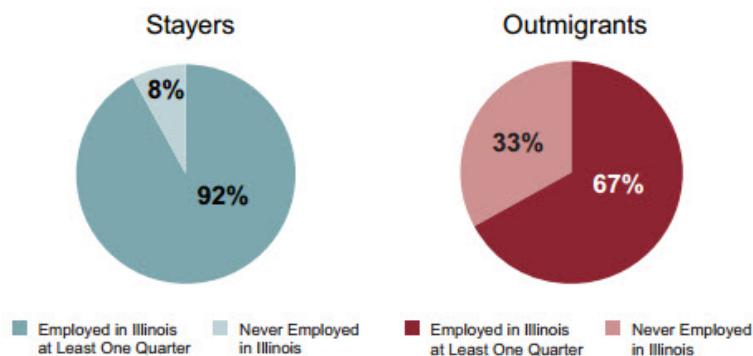# Impact on Illinois Education Policy

• Outmigration Study

Figure 7: Overall rate of Illinois employment.

Outmigration Study Impact

- Used by IBHE and others in citing the need to recruit students back to the Illinois workforce and the economic impact of this loss.

- Both reports have helped frame the discussion around providing affordable college options for Illinois students and statewide retention strategies

- This study was also used by ISAC in the *Pay It Forward, Pay It Back* study that it delivered to the General Assembly on December 1, 2014.

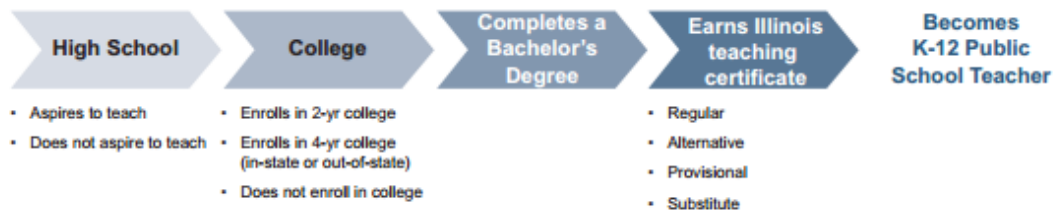## The Student Becomes the Teacher (2013 – 3)

The IERC teacher supply pipeline study

- **We track the 2002 and 2003 cohorts of Illinois high school students** (N=225,196) **for about 10 years through the new teacher supply pipeline**

Figure 1.
Conceptual Model of Stages in the Teacher Pipeline

| High School	College	Completes a Bachelor's Degree	Earns Illinois teaching certificate	Becomes K-12 Public School Teacher
• Aspires to teach • Does not aspire to teach	• Enrolls in 2-yr college • Enrolls in 4-yr college (in-state or out-of-state) • Does not enroll in college		• Regular • Alternative • Provisional • Substitute	

- **We examine the composition of the pipeline at each stage to measure the extent to which transitions to each successive stage affect our ability to attract a diverse, academically skilled teaching force**

What proportion of students progress through each stage of the pipeline?
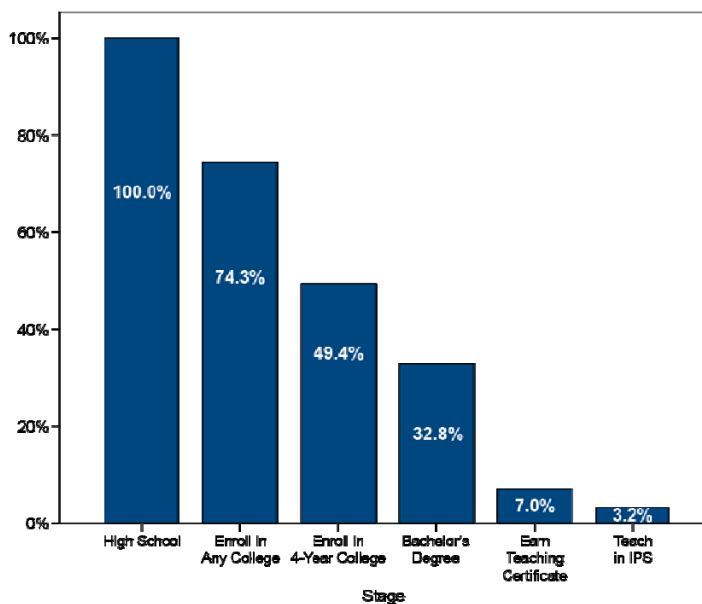
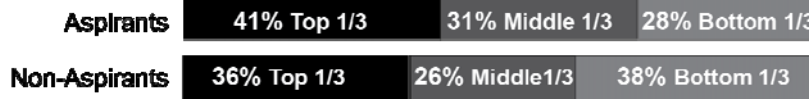- 3.2% (7,209) of the 225,196 students from these cohorts became teachers in Illinois public schools

Bar chart values by stage:
- High School: 100.0%
- Enroll in Any College: 74.3%
- Enroll in 4-Year College: 49.4%
- Bachelor's Degree: 32.8%
- Earn Teaching Certificate: 7.0%
- Teach in IPS: 3.2%

Who is interested in teaching during high school?

Race/Ethnicity
Aspirants: 77% White | 7%
Non-Aspirants: 62% White | 13%

Legend: 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

Race and ACT
Aspirants: 4% | 36% | 17% | 42%
Non-Aspirants: 6% | 30% | 28% | 36%

Legend: Minority, Top 1/3 | White, Top 1/3 | Minority, Bottom 2/3 | White, Bottom 2/3
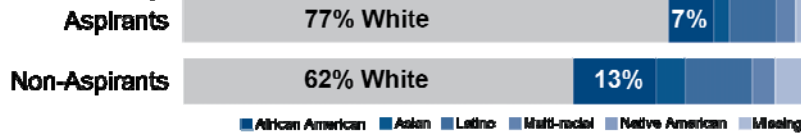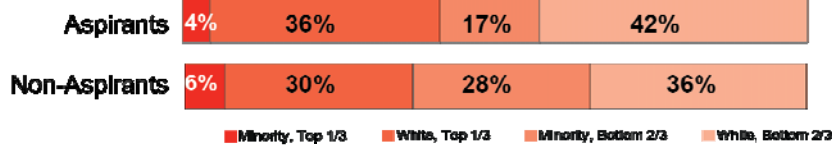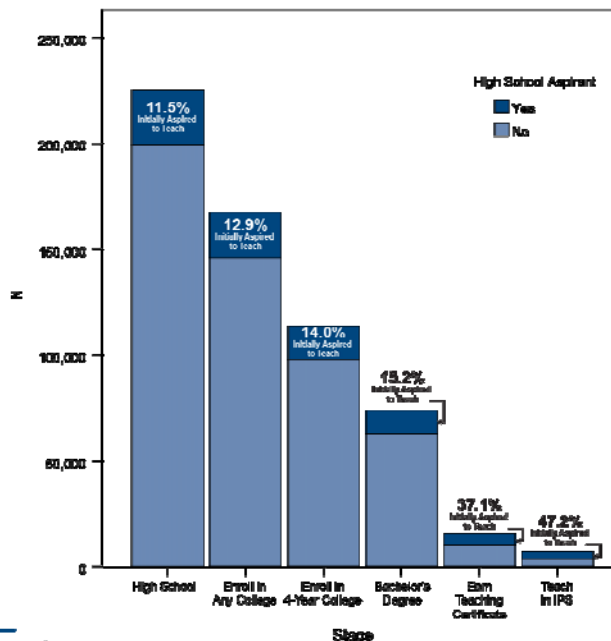
- Based on anticipated major or career from ACT questionnaire

- Non-white students and students from the bottom 1/3 of the ACT distribution (and men) were underrepresented amongst aspirants
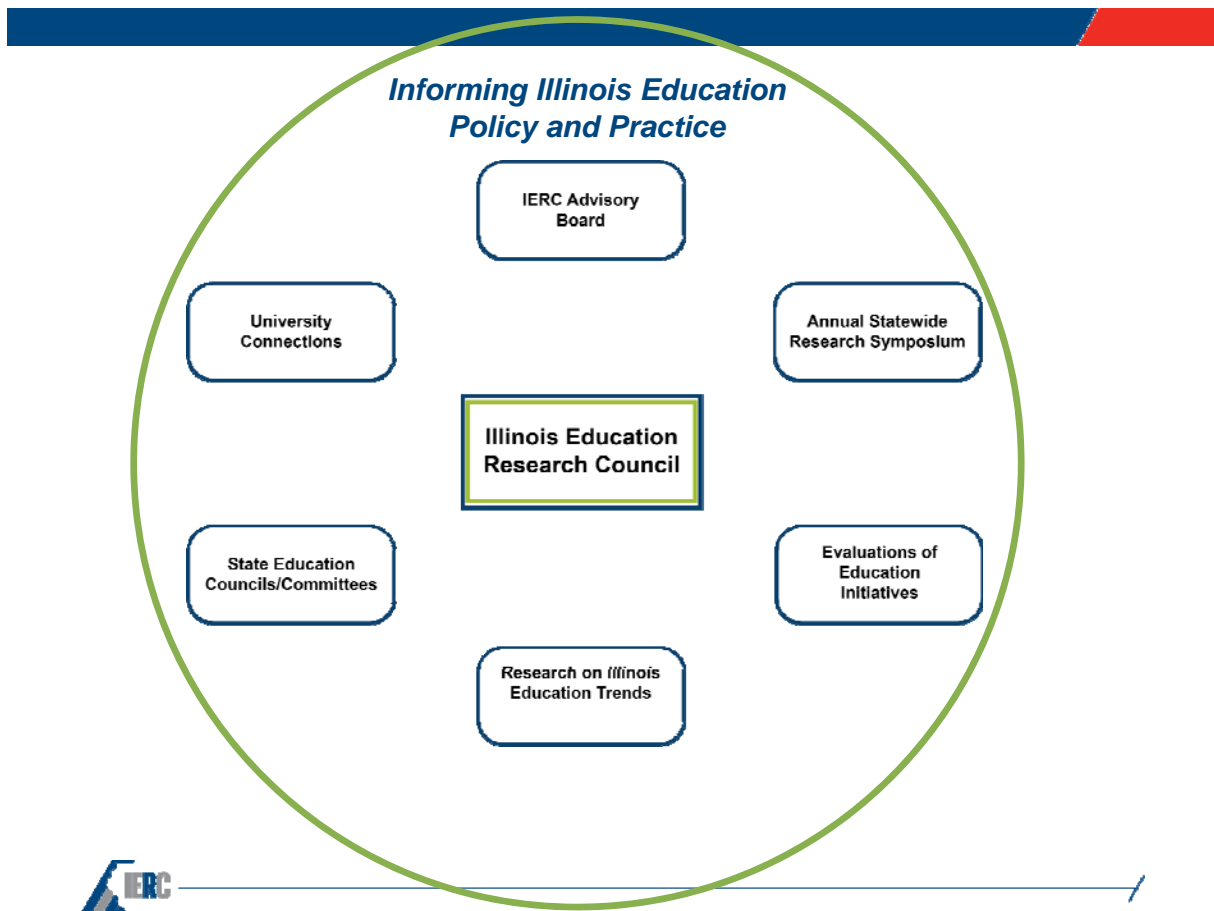

High school aspirations matter.

Chart: High School Aspirant — Yes / No. Stages: High School (11.5% Initially Aspired to Teach), Enroll in Any College (12.9% Initially Aspired to Teach), Enroll in 4-Year College (14.0% Initially Aspired to Teach), Bachelor's Degree (15.2% Initially Aspired to Teach), Earn Teaching Certificate (37.1% Initially Aspired to Teach), Teach in IPS (47.2% Initially Aspired to Teach).

- 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.

Informing Illinois Education Policy and Practice

IERC Advisory Board

University Connections

Annual Statewide Research Symposium

Illinois Education Research Council

State Education Councils/Committees

Evaluations of Education Initiatives

Research on Illinois Education Trends

IERC

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