

# Illinois Community College Board

## 335th Meeting Agenda and Materials

### Business Session

June 14, 2002  
9:15 a.m. - 12:00 noon

Crowne Plaza Hotel  
Governor's Room, 3rd Floor  
Springfield, Illinois



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Agenda  
335th Meeting of the  
Illinois Community College Board  
Crown Plaza Hotel  
Governor's Room  
3<sup>rd</sup> Floor  
Springfield, Illinois

June 14, 2002

8:30 a.m. - Continental Breakfast

8:45 a.m. - Presentation of Awards for Excellence in  
Workforce Development and  
Leadership and Core Values

9:15 a.m. - Business Session

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Agenda Item #5  
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Illinois Community College Board

**ELECTION OF ILLINOIS COMMUNITY COLLEGE BOARD  
VICE CHAIR FOR FISCAL YEAR 2003**

Nominations for Vice Chair of the Illinois Community College Board will be accepted from the Board at its meeting on June 14, 2002.

**RECOMMENDED ACTION**

(Oral nominations will be received from the Board.)

**BACKGROUND.** As stated in Statute 110 ILCS 805/2-3 of the Illinois Public Community College Act, "...At a regular meeting by the end of June each year the vice-chairman shall be selected by members of the board for an annual term beginning July 1 next. The vice-chairman shall act as chairman in the absence of the chairman..."

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD REAPPOINTMENT  
TO THE MIDWESTERN HIGHER EDUCATION COMMISSION**

The ICCB is required each year to appoint/reappoint one of its members to serve on the Midwestern Higher Education Commission. Lee Walker served as the ICCB's representative to the Commission. Mr. Walker's term has ended and a new appointment is recommended in the following action.

**RECOMMENDED ACTION**

(Oral nominations will be received from the Board.)

**BACKGROUND.** The Midwestern Higher Education Commission is composed of ten states (Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, and Wisconsin) with five resident members from each state. The Commission's purpose is to provide greater higher education opportunities and services in the Midwestern region. Under Chapter 45 of the Illinois Compiled Statutes Act 155 Section 2, Illinois is represented by a member of the Illinois Community College Board, a member of the Illinois Board of Higher Education, a member of the Illinois House of Representatives, a member of the Illinois State Senate, and the Governor of Illinois.

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Illinois Community College Board

**STATE LEGISLATIVE REPORT**

An oral report will be presented to the Board at its meeting on June 14.

Agenda Item #9.2  
June 14, 2001

Illinois Community College Board

**FEDERAL LEGISLATIVE REPORT**

An oral report will be presented to the Board at its meeting on June 14.

Illinois Community College Board

**STATUS REPORT ON THE PLAN FOR ENHANCING THE ROLE OF  
COMMUNITY COLLEGES IN TEACHER PREPARATION/QUALITY**

At a planning retreat in December 2000, members of the Illinois Community College Board identified as one of the Board's top priorities the enhancement of the role of community colleges in teacher preparation/quality. This is an appropriate priority for ICCB given the fact that over 60 percent of the graduates of public university teacher preparation programs in Illinois have some credit from a community college and, more importantly, 44 percent of teacher education graduates complete a year or more of their programs at a community college. Clearly, the community colleges are integral to the preparation of teachers in Illinois.

Subsequent to the Board's December retreat, the Board and ICCB staff identified three goals to guide implementation of a plan to enhance the role of the colleges in teacher preparation/quality:

**Goal 1:** Capitalize on the accessibility of the statewide community college system to tap new pools of students, particularly in communities with large minority populations and/or those located in hard-to-serve areas.

Strategies to accomplish the goal include creating and/or supporting partnerships between K-12 school districts, community colleges, and universities to support "grow your own" teacher recruitment/preparation programs supported by dual admissions to the community college and the university; establishing baccalaureate-completion and alternative certification opportunities on community college campuses; and, expanding state scholarship programs to encourage mature/experienced nontraditional community college students to pursue careers as teachers.

**Goal 2:** Provide incentives to community colleges to support further involvement in teacher preparation and professional development.

An important strategy for this goal is to encourage increased numbers of full-time teacher preparation faculty at community colleges where appropriate.

**Goal 3:** Develop additional teacher preparation programs in the state that build on existing related community college programs.

Two important pathways that are targeted for development are capstone Associate in Applied Science degree programs to prepare career and technical education teachers and articulated teacher aide and early childhood programs that transition into teacher preparation programs.

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Since the last status report to the Board, there has been evidence of a growing consensus in Illinois regarding the need for community colleges to be full partners in teacher preparation and professional development if we are to be successful in addressing the current challenges of teacher shortages and the need for quality instruction in all of the state's classrooms.

- On November 19, 2001, Governor George Ryan hosted an Education Summit in Springfield to highlight the dual concerns of educator supply and quality in the state's schools. Over 100 delegates, leaders representing business/industry, the legislature, education, parent organizations, and others, attended the Summit and collaboratively developed an initial set of recommendations on how the state should address these critical issues. After public feedback on the Summit recommendations was collected, the delegates reconvened on January 28, 2002 to develop the initial recommendations for a legislative and budget agenda for consideration during the spring 2002 session of the General Assembly. Many of the Summit recommendations support the goals identified by the ICCB.
- On March 6 and 7, 2002, a conference titled "Quality Teachers for All Illinois Students: The Future Role of Community Colleges in Teacher Preparation" was held at Illinois State University to provide an opportunity for discussion among public and private universities and community colleges on the role of community colleges in teacher education. The conference was sponsored by the Illinois Board of Higher Education, ICCB, Illinois State University, University of Illinois, Education Commission of the States, and the Office of the Governor. Conference attendees identified issues and priorities that will form the agenda for committees to address over the next several months, with the goal of developing a final report and recommendations. Many of the issues and priorities identified by conference participants mirror the goals identified by the ICCB.

Following are brief descriptions of activities and initiatives related to the goals established by the Board that involve ICCB staff and/or community colleges. Some of the activities/initiatives have been reported to the Board previously, and this will be an update. Others are new undertakings since the last report to the Board.

- **Federal Grant Activities**

**Teacher Quality Enhancement Grant (TQE):** ICCB is a partner along with IBHE and ISBE in a TQE grant that focuses on the development of middle school teacher preparation curricula done collaboratively by partnerships of community colleges and public universities. The grant is in its second year. To date four partnerships have been created and each has established teams of faculty and staff to develop seamless four-year teacher preparation curricula for middle school teachers. The partnerships are as follows: 1) Truman College, College of Lake County, Wright College and Northeastern Illinois University; 2) Kennedy-King College, Malcolm X College, Olive-Harvey, and Chicago State University; 3) Southwestern Illinois College, Lewis & Clark Community College,

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and Southern Illinois University-Edwardsville; and 4) Logan College, Southeastern Illinois College, Shawnee Community College, Rend Lake College, and Southern Illinois University-Carbondale.

**Preparing Tomorrow's Teachers to Use Technology (PT3):** ICCB is the lead agency for this federal grant that is just beginning the second year of funding. The grant focuses on the creation of technology-infused postsecondary general education curricula that will provide teacher preparation candidates with opportunities to learn through a program that models appropriate use of learning technologies. Partnerships of community college and university faculty have been formed to develop curricula that they will implement at their own institutions during the 2002-2003 academic year. The partnerships are as follows: Humanities - Harry S Truman College, College of Lake County, Wilbur Wright College, and Northeastern Illinois University; Communications - Kennedy-King College, Malcolm X College, Olive-Harvey College, and University of Illinois-Chicago; Math - Southwestern Illinois College, Lewis & Clark Community College, and Southern Illinois University-Edwardsville; Science - John A. Logan College, Southeastern Illinois College, Shawnee Community College, Rend Lake College, and Southern Illinois University-Carbondale.

Illinois is also a partner in a PT3 grant led by the Education Commission of the States that will identify and reform policy barriers that impede the ability of two-year colleges to assist in the preparation of technology-proficient educators. The grant proposes to raise the discussion of the role of the community college in teacher preparation to the national level.

- **Alternative Certification:** Waubonsee Community College is the fiscal agent and provides coordination for a HECA grant that supports the development of a consortium model for the delivery of alternative certification programs to increase the capacity of all the consortium partners to prepare teachers. In addition to Waubonsee, the consortium includes Northern Illinois University, Aurora University, and the West Aurora school districts. The partners are collaborating to identify students, place them in alternative certification programs, and identify placements for program completers. The ultimate goal of the consortium is to design an alternative certification program in which the universities and the community college all deliver courses, as appropriate. The partners are currently working to identify the policy issues, both their own and at the state level, that must be addressed in order to accomplish this goal.
- **Baccalaureate Completion Programs:** Rock Valley College is working with Northern Illinois University to bring a number of baccalaureate completion programs to RVC's campus. One of the programs being planned is elementary education. Faculty from the two institutions are working to insure that their curricula are properly aligned, and plan to implement the program in Spring 2003 using a cohort full-time model.

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- **Recruiting and Retaining Teachers in Hard-to-Serve Areas:** Through a HECA grant, Shawnee Community College is partnering with a Regional Office of Education, a number of local schools, and Southern Illinois University-Carbondale to recruit and retain teachers in the area. First year efforts have focused on the creation of staff development programs for teachers and administrators in the partner schools, some of which is delivered at the college's new teaching and learning center.
- **Recruitment and Preparation of Career and Technical Education (CTE) Teachers:** During fiscal year 2002, ICCB was able to direct some of the Perkins postsecondary leadership funds it received to support grants to colleges to develop model recruitment and teacher preparation programs that address the current and future shortage of quality CTE instructors at the secondary and postsecondary level. Through an RFP process, grants were awarded to Elgin Community College, Highland Community College, and Rend Lake College to develop integrated recruitment and teacher preparation capstone program models in partnership with one or more university and school district partners, and to Kankakee Community College to develop a CTE teacher recruitment program. Program development will continue through fiscal year 2003. The models developed through these grant projects will be shared with community colleges and universities throughout the state.
- **Early Childhood Education:** The ICCB is working with the Governor's Office to develop higher education grants as part of the implementation plan for Illinois Preschool, a Futures for Kids initiative. Futures for Kids is the Ryan Administration's children's policy agenda in which early childhood education plays a key role. Staff from ICCB serve on the steering committee for this initiative and are currently creating higher education grants focusing on articulation and minority faculty development as part of this effort.

The ICCB also was recently awarded a mini-grant through the Frank Porter Graham Child Development Center at the University of North Carolina, Chapel Hill. Entitled "Natural Allies," the three-year project focuses on infusing special education across the early childhood preparation curriculum at community colleges throughout the state. The primary goals of the grant are: 1) create a collaborative model that would define the content of early childhood curricula at the community college level, specifically addressing the needs of young children with exceptionalities being served in diverse settings; 2) enhance opportunities for early childhood special education professional development on community college campuses; and 3) promote partnerships and collaborative efforts among early childhood and early intervention stakeholders.

- **Illinois Articulation Initiative:** This spring, the four education panels of the Illinois Articulation Initiative met to continue their work on revising their recommendations from a course-based model to a standards-based model to align with Illinois' standards reform. To date, the Early Childhood Education, Elementary, Secondary and Special Education panels have conducted a review of a range of standards related to teacher preparation

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programs and have identified those standards and indicators which they believe are appropriate to be addressed in the first two years of postsecondary preparation. Further work will be done this fall to craft the new recommendations and review processes.

- **Teacher Aide Programs:** The reauthorization of the federal Elementary Secondary Education Act, titled “No Child Left Behind (NCLB), was enacted January 8, 2002. Under NCLB, education paraprofessionals hired after January 8, 2002 to assist with instructional duties in schools/programs that receive federal Title I funds must have either completed two years of study at an institution of higher education, obtained an associate’s degree or higher, or met a rigorous standard of quality through a formal state or local assessment. Currently in Illinois, paraprofessionals are required to have completed 30 semester credit hours of higher education. The requirements of NCLB obviously have broad implications for both schools and individuals who wish to be paraprofessionals. A number of Illinois community colleges offer programs to prepare paraprofessionals. The majority of the programs are at the certificate level, since state requirements have not generated a demand for the associate degree. ICCB and Illinois State Board of Education staff are currently in discussion about the development of a statewide model associate degree curriculum to 1) prepare paraprofessionals who can meet the NCLB requirements, and 2) closely align with the first two years of teacher preparation and provide a pathway for paraprofessionals to complete a teacher preparation program if they desire.
- **Associate of Arts in Teaching Degree:** There is growing consensus expressed through the Governor’s Education Summit recommendations, the issues identified at the March 7<sup>th</sup> conference described earlier in this report, and in various other conversations that the development of an Associate of Arts in Teaching (AAT) degree would be a productive step toward clearly defining the community college role in teacher preparation. It would also provide community college students with a clear set of expectations for their first two years of study and how that preparation relates to the full teacher preparation program. Through a P-16 initiative, the University of Illinois-Urbana/Champaign is working with ICCB and Illinois State University to bring community colleges together with universities to develop an AAT degree program.
- **Basic Skills Test:** The General Assembly recently passed legislation requiring students to pass the Basic Skills Test prior to admission to a teacher education program. The law formalizes what has been practice at many teacher preparation institutions. There has been consensus among community colleges for some time that as partners in teacher preparation, they are willing to accept the responsibility and accountability for their students’ success on the Basic Skills Test. Eight community colleges – Harper College, Kishwaukee College, Moraine Valley Community College, Morton College, Prairie State College, South Suburban College, Triton College, and Truman College – have formed the Collaborative to Enhance Teacher Preparation in Communities: Preparing Students for the Basic Skills Test. The goal of the collaborative is to “develop a model for Illinois community colleges to prepare their pre-service teacher education students to pass the

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Basic Skills Test at a success rate equal to or higher than the average for all undergraduate students in the state of Illinois who take the test.” The collaborative will focus on informing community college arts and sciences faculty and administrators about the Basic Skills Test, aligning the general education curriculum with the standards of the enhanced Basic Skills Test, and developing support methods and materials for students who are preparing for the test. The collaborative is currently seeking funds to support its work through a HECA grant.

Clearly, there is broad agreement emerging that community colleges have an important role to play in teacher preparation and there are multiple efforts underway to define and enhance that role. The challenge to all involved is to ensure that the work of these various partnerships and collaboratives is mutually supportive and targeted upon a common goal. ICCB staff will continue to work directly with these initiatives where appropriate and give support and coordination to the overall effort in order to move forward with the Board’s Plan for Enhancing the Role of Community Colleges in Teacher Preparation/Quality. Status reports will be presented to the Board periodically.

**INFORMATION ONLY**

Agenda Item #11.1  
June 14, 2002

UNAPPROVED

Minutes of the 334<sup>th</sup> Meeting of the  
Illinois Community College Board

**Work Session**

May 17, 2002

James R. Thompson Center

Room 2-025

100 West Randolph

Chicago, Illinois

Item #1 - Roll Call and Declaration of Quorum

Acting Chairman Berkel called the meeting to order. Roll call was taken with the following members present: James Berkel, Inez Galvan, Dawood Nagda (Student Member), Martha Olsson, Gwendolyn Rogers, Lee Walker, and James Zerkle. Edward Duffy, Laurna Godwin, Joseph Neely, and Delores Ray were absent.

Item #2 - Announcement and Remarks by James Berkel, Acting Chairman

Mr. Berkel made opening remarks and reported that Chairman Duffy and Vice Chairman Neely are unable to be in attendance today.

\* \* \* \* \*

President Joe Cipfl reported that Governor Ryan has announced that Lee H. Walker's term on the Illinois Community College Board will end on June 1, 2002. The Governor has announced that Edward J. Welk of Rochester will fill the position held by Mr. Walker and Judith A. Rake of Glen Carbon will fill the vacant position on the Board formerly held by E. Dave Davis. The terms of Mr. Welk and Ms. Rake will be effective on June 1, 2002, and will expire on June 30, 2007.

Martha Torres, Secretary III, in the ICCB Chicago office was introduced to the Board. Ms. Torres began her duties in January 2002.

Item #3 - Consent Agenda

Lee Walker made a motion to approve the following items, which was seconded by Inez Galvan:

Item #3.1 - Minutes of the February 15, 2002 Meeting

The Illinois Community College Board hereby approves the minutes of the February 15, 2002, meeting as recorded.

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Item #3.2 - New Units of Instruction

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

**PERMANENT PROGRAM APPROVAL**

Elgin Community College

- Entrepreneurship AAS (63 credit hours)
- Advanced Entrepreneurship Certificate (48 credit hours)
- Intermediate Entrepreneurship Certificate (30 credit hours)

Illinois Valley Community College

- Graphic Design Technology AAS (65 credit hours)

Morton College

- Early Childhood Education (63 credit hours)
- Early Childhood Education Certificate (30 credit hours)

Southwestern Illinois College

- Respiratory Care AAS (71 credit hours)

Waubonsee Community College

- TV/Internet/Radio Broadcasting AAS (67 credit hours)
- TV/Internet/Radio Broadcasting Certificate (30 credit hours)

Item #3.3 - Authorization to Enter into Contract for the Purchase of EDP Equipment

The Illinois Community College Board hereby authorizes its President/CEO to enter into a contract for up to \$160,000 for the purchase of a mid-range computer system.

The motion was approved by unanimous roll call vote. Voting aye were Inez Galvan, Martha Olsson, Gwendolyn Rogers, Lee Walker, James Zerkle, and James Berkel. Student advisory vote: Yes.

Dr. Cipfl will keep the Board apprised of the contract negotiations for the purchase of EDP equipment.

Item #4 - Information for Future Action

Item #4.1 - Proposed Policy Guidelines for Restricted Grant Expenditures and Reporting for Fiscal Year 2003

Policy guidelines are proposed for Board review for Workforce Development, P-16 Initiative, Advanced Technology, Special Populations, Deferred Maintenance and Retirees Health Insurance. Formal approval will be requested on June 14, 2002.

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Item #5 - Work Session

As co-chair of the Community College System Funding Task Force, Lake Land College President Dr. Robert Luther made a presentation on progress to date of the task force's review of the current funding formula. Recommendations for modifying the formula will be made on October 18, 2002. In addition to Dr. Luther, the committee is co-chaired by Lin Warfel, a trustee at Parkland College. The consultant/facilitator is Brenda Albright of the Franklin Education Group.

Following the transfer of administration for Adult Education and Family Literacy from the Illinois State Board of Education to the Illinois Community College Board, a commitment was made by ICCB staff to study the allocation of state and federal resources to adult education providers. ICCB staff have been encouraged by field representatives to undertake an official adult education funding study to evaluate various funding methodologies which have not been addressed for many years, and many changes have occurred in the funding of programs and issues. This suggested study was also endorsed by the ICCB's Adult Education and Family Literacy Advisory Council.

Lee Walker made the following recommendation which was seconded by James Zerkle:

The Illinois Community College Board hereby approves the formation of an Adult Education and Family Literacy Funding Study to evaluate the current funding methodology in statute and develop recommendations.

The motion was approved by unanimous voice vote. Student advisory vote: Yes

A presentation was made by Sue Petrilli, Senior Director for Adult Education, on adult education professional instructional standards. A letter from the Illinois Professional Development Partnership Center citing recommended standards was distributed to the Board. Board consensus was to set standards in policy with a baccalaureate degree, and to move forward to work with ad hoc groups to make recommendations. Formal recommendations will be presented to the Board for action.

A *GED Illinois* demonstration was presented by David Baker, Associate Director for Adult Education Staff Development/Training and Marketing, featuring the ready access of this technology-based delivery system. The program's success and challenges were highlighted. ICCB staff are requesting Board input that will support implementation and continuance of the system.

Tom Ryder, Vice President for External Affairs, presented an overview of state and federal legislation which affects the Illinois Community College System. A "Watch List" of bills and a listing of bills from the Governor's Education Summit were distributed to the Board.

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Carol Lanning, Senior Director for Program Planning and Accountability, briefed the Board on changes currently being negotiated with the Illinois State Board of Education (ISBE) regarding state and federal Career and Technical Education (CTE) programs. The transfer of administration of federal Perkins postsecondary programs from the ISBE to the Illinois Community College Board is underway and will be finalized by June 30, 2002. On June 14, recommendations will be made to the Board regarding Perkins' administration and fiscal matters.

Ray Hancock, Center for Policy Studies Fellow, made a presentation on the efforts and successes to date of the Illinois Community College System's international initiative. China is interested in establishing a system of community colleges, similar to the system in Illinois, and several meetings and visits with Chinese officials have been held. A Mission Statement for the International Education Advisory Committee was distributed and reads as follows:

To assist the citizens, institutions, and business communities of Illinois in developing the competencies to function in today's global society by expanding their knowledge, understanding, and appreciation of international issues, institutions, and cultures.

Goals:

- Facilitate linkages between those who provide information and programs and those who need them
- Advocate awareness of global issues
- Promote and provide support for international exchange experiences, including study and work abroad
- Assist community colleges in developing a globally competent workforce

The Illinois Community College Board has formed a task force for community college education in China.

Item #6 - Adjournment

Inez Galvan made a motion, which was seconded by Dawood Nagda, to adjourn the meeting at 3:10 p.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

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A. James Berkel, Acting Chair

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Joseph J. Cipfl, President/CEO

Agenda Item #11.2  
June 14, 2002

Illinois Community College Board

**REVIEW OF EXECUTIVE SESSION MINUTES**

The Illinois Open Meeting Act requires public bodies to review, at least twice a year, minutes of the executive sessions to determine if the contents of such minutes continue to require confidentiality or if they may be made available for public inspection.

The last review of executive session minutes was made on January 18, 2002. The next review of executive session minutes will be made on January 17, 2003.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby determines that minutes of its executive session held on June 15, 2001, are available for public review. No additional minutes of executive sessions remain confidential.

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Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD  
FISCAL YEAR 2004 CALENDAR OF MEETINGS**

Each fiscal year, the Board will conduct three business sessions and three work sessions around the state. Two sessions will be held in Springfield, one in Chicago, and the June session will be held at a location to be determined by the Trustees Association.

**RECOMMENDED ACTION**

It is recommended that the following motions be adopted:

The Illinois Community College Board hereby adopts the following fiscal year 2004 calendar of meetings.

Fiscal Year 2004

July 18, 2003	(Subject to Call)
September 19	9:00 a.m. - ICCB Office, Lincoln Land Community College Campus, Springfield (Work Session)
October 17	9:00 a.m. - Danville Area Community College, Danville (Business Session)
December 5	(Subject to Call)
January 16, 2004	9:00 a.m. - ICCB Office, 401 E. Capitol, Springfield (Work Session)
February 20	9:00 a.m. - William Rainey Harper College, Palatine (Business Session)
May 21	9:00 a.m. - ICCB Office, James R. Thompson Center Chicago (Work Session)
*June	9:00 a.m. - (Day and Springfield location to be determined) (Business Session)

\* June meetings of the ICCB are held in conjunction with the ICCTA and the Presidents Council

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**BACKGROUND.** Invitations to host Board meetings for fiscal year 2004 have been received from presidents of the Danville Area Community College and William Rainey Harper College. The Board last met at Danville Area Community College on July 16, 1982, and at William Rainey Harper College on September 16, 1994.

For the Fiscal Year 2003 Calendar of Meetings, invitations were received from Oakton Community College and Black Hawk College and meetings were approved by the Board in June 2001 to be held on those campuses.

An invitation has been received from Parkland College to host an ICCB meeting in October 2004 for the Fiscal Year 2005 Calendar of Meetings. The Board is awaiting an invitation from a second hosting college for that fiscal year. Board approval will be requested for the Fiscal Year 2005 Calendar of Meetings in June 2003.

Also, an invitation has been received from Lake Land College to host the October meeting in 2005 which will be reflected on the Fiscal Year 2006 Calendar of Meetings. The Board is awaiting an invitation from a second hosting college for that fiscal year. Board approval will be requested for the Fiscal Year 2006 Calendar of Meetings in June 2004.

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**POLICY GUIDELINES FOR RESTRICTED  
GRANT EXPENDITURES AND REPORTING  
EFFECTIVE JULY 1, 2002**

In order to have ICCB restricted grant policy guidelines in place by July 1, 2002, the Board is now being presented with a set of policy guidelines which include the following programs: Workforce Development, P-16 Initiative, Advanced Technology, Special Populations, Deferred Maintenance, and Retirees Health Insurance. These were presented as proposed guidelines at the May 17, 2002 board meeting. ICCB staff have made these proposed policy guidelines available to various constituent groups from the community college system on the ICCB website. No comments have been received. There are no new grants proposed for fiscal year 2003. Unless changes are proposed in a subsequent fiscal year and approved by the Board, these guidelines will remain in effect.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the externally attached policy guidelines for restricted grant expenditures and reporting and authorizes its President/CEO to implement the policy guidelines effective July 1, 2002.

Illinois Community College Board

**PROPOSED AMENDMENTS TO  
ILLINOIS COMMUNITY COLLEGE BOARD RULES  
CONCERNING FOUNDATION MATCHING GRANTS**  
*(Initial Approval)*

Legislation was passed in the spring of 1999 that allows community college foundations to request a state matching grant of \$2 for every \$3 received in local funds if appropriated funds become available. Emergency rules were filed with the Secretary of State's office in February 2001 and no comments were received regarding those rules. The Emergency rules now have lapsed and the Illinois Administrative Code requires the ICCB to proceed to make them permanent.

The Illinois Community College Board received an appropriation to disburse challenge grants to Illinois Community College Foundations during fiscal year 2002. However, the appropriation was subsequently reduced to zero in the November 2001 appropriation reductions. No funds are currently available and no funds included in the Governor's proposed FY 2003 Illinois Community College System appropriation request. However, the ICCB must have rules in place, should funds become available, before applications may be received and funds distributed.

**RECOMMENDED ACTION**

The Illinois Community College Board hereby adopts and initially approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its President/CEO to process these amendments in accordance with the Illinois Administrative Procedures Act.

SUBPART F: FINANCE

**1501.523 Foundation Matching Grants**

- a) An eligible community college foundation, as referred to in this subsection, is defined as a 501c3 entity formed to benefit a community college district, students, and taxpayers of a community college district as provided for in the Public Community College Act and meets the criteria to receive an award as provided for in these rules. A foundation shall establish its eligibility by submitting a copy of its articles of incorporation (the first year of application only), a copy of its most recent signed federal 990 tax return and a copy of the foundation's most recently completed external audit with the other components of an application.
- b) Requests for foundation matching grant awards (herein referred to as challenge grants) must be submitted in a format prescribed by the ICCB no later than December 1 of each year.

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- c) Each community college foundation shall have the opportunity to apply for a \$25,000 challenge grant. The award amount shall be prorated to a reduced amount if sufficient funds are not available in the state's Academic Improvement Trust Fund to provide an initial grant of \$25,000 to those eligible foundations that submit an application no later than December 1.
- d) In order to be eligible to receive a challenge grant, the community college foundation board must establish, as part of the application process, that the foundation board has:
  - 1) established an academic improvement trust fund as a depository for private contributions and awarded challenge grants, and
  - 2) \$3 of local match available (contributions received after July 1, 1999, for the purpose of matching the state challenge grants) for each \$2 of state funds, and
  - 3) raised a minimum of \$10,000 from private sources and the contributions must be in excess of the total average annual cash contributions made to the community college foundation in the three fiscal years before July 1, 1999 (fiscal years 1997, 1998, 1999).
- e) Any unmatched excess funds remaining in the state's Academic Improvement Trust Fund, on April 1<sup>st</sup> of the fiscal year in which an appropriation is received, for community college foundations after the award of the initial \$25,000 challenge grants will be available for matching by any community college foundation. No community college foundation will receive more than \$100,000 in challenge grants in any one state fiscal year.
- f) The community college foundation board is responsible for determining the use of the proceeds of the challenge grants and such uses may include 1) scientific equipment, 2) professional development and training for faculty, and 3) student scholarships and other activities appropriate to improving the quality of education at the community college. The community college foundation may not use the proceeds of the challenge grant for a capital campaign or program.
- g) Each community college foundation receiving grant funds shall file a report with the ICCB in a format prescribed by the ICCB detailing how the funds were utilized within 60 days of the foundation's fiscal year end and submit a copy of the external audit of the fiscal year just ended as soon as it is completed.

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**NEW UNITS OF INSTRUCTION**

The Illinois Community College Board is requested to approve new units of instruction for the following community colleges:

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

**PERMANENT PROGRAM APPROVAL**

Illinois Valley Community College

- < Horticulture A.A.S. degree-Landscape Management Option (64 semester credit hours)
- < Horticulture A.A.S. degree-Floriculture Option (64 semester credit hours)

Kaskaskia College

- < Culinary Arts A.A.S. degree (66 semester credit hours)
- < Advanced Cooking Certificate (45 semester credit hours)

Richland Community College

- < HVACR A.A.S. degree (64 semester credit hours)
- < Refrigeration Certificate (30 semester credit hours)

Southwestern Illinois College

- < Network Design & Administration A.A.S. degree (64-69 semester credit hours)

Waubonsee Community College

- < Massage Therapy A.A.S. degree (66.5 semester credit hours)

**BACKGROUND**

**Illinois Valley Community College** is seeking approval to offer an Associate of Applied Science degree program in "Horticulture" with options in "Landscape Management" and "Floriculture". The program's Landscape Management option will prepare individuals for employment as landscape technicians, designers and garden center/nursery manager. The program's Floriculture option will prepare individuals for employment as floral designers, design assistants, plant propagators, greenhouse or floral shop managers. The curriculum consists of core coursework that includes

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introductory horticulture, annuals and perennials, basic and advanced pest management, and woody plants in addition to general education studies. The Landscape Management option allows students to focus their course work in the areas of introductory and advanced landscape design, golf course/turfgrass management, evergreens and groundcovers and small engine repair. The Floriculture option allows students to focus their course work in the areas of introductory and advanced floral design, greenhouse and floral crop production, and interior plants. This program meets the Illinois Occupational Skill Standards for Landscape Technician, Floristry, Retail Garden Center and the Greenhouse/Nursery clusters. Alternate labor market information provided by the college illustrates student interest in and district employer support for a degree program in horticulture. Labor market supply and demand data also supports the need for a training program in horticulture within this district. The college anticipates a combined enrollment of five full-time and seven part-time students the first year, increasing to 10 full-time and 12 part-time students by the third year. The program will require one existing full-time and one existing part-time instructor the first year. The combined costs of implementing this program will be approximately \$6,000 the first year, \$17,000 the second year, and \$13,500 the third year.

**Kaskaskia College** is seeking approval to offer a 66 semester credit hour Associate of Applied Science degree program in “Culinary Arts”. This program will prepare individuals for employment as restaurant chefs, cooks or food service managers. This curriculum builds upon three related certificate programs offered by the college and consists of course work in food service, food sanitation and safety, cold pantry, breakfast and short order cooking; stock, soup and sauces; meat, poultry and fish; produce, pastas and grains; sweets production; ethnic foods; meal preparation, culinary arts design and presentation, and two food service field experience courses, one in food preparation and one in catering, service and management, in addition to general education studies.

**Kaskaskia College** is also seeking approval to offer a 45 semester credit hour certificate program in “Advanced Cooking”. The curriculum builds on the college’s “Basic Cooking” certificate program and feeds directly into the AAS degree program. This certificate will expand the student’s knowledge of culinary arts and increase their skill level in food preparation.

These programs meet the Illinois Occupational Skill Standards for the Food Service Cluster. The college anticipates a combined enrollment of 12 full-time and eight part-time students the first year, increasing to 18 full-time and 10 part-time students by the third year. The programs will require one existing full-time and one new part-time instructor the first year. The costs for implementing these programs will be approximately \$69,250 the first year, \$56,500 the second year, and \$62,500 the third year. Higher first year costs reflect faculty salaries, equipment purchases and material upgrades for the program.

**Richland Community College** is seeking approval to offer a 64 semester credit hour Associate of Applied Science degree program in “Heating, Ventilation, Air Conditioning and Refrigeration (HVACR)”. This program will prepare individuals for employment as HVACR technicians capable of installing, maintaining and repairing heating, ventilation, air-conditioning, and refrigerating systems in both residential and commercial settings. This curriculum builds upon

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three related certificate programs offered by the college and consists of coursework in refrigeration fundamentals and applications, residential heating and air conditioning systems, commercial heating and air conditioning systems, residential and commercial ventilation, residential and commercial refrigeration, HVACR troubleshooting, tools and piping, electricity and motors and controls, and a workplace simulation project in addition to an internship and general education studies. This program meets the Illinois Occupational Skill Standards for HVACR Technicians and the national standards set forth for HVACR programs by the Air Conditioning and Refrigeration Institute (ARI) and the Partnership for Air Conditioning, Heating, and Refrigeration Accreditation (PAHRA). RCC plans to earn PAHRA accreditation by the end of fiscal year 2003 for its HVACR degree program. The college anticipates 10 full-time and 5 part-time enrollments the first year, increasing to 15 full-time and 8 part-time students by the third year. Labor market information provided by the college supports the need for an HVACR degree program both within their district and central Illinois. There are currently no other HVACR A.A.S. degree programs being offered by a central Illinois community college. The program will require one existing full-time and part-time, and one new part-time instructor the first year. The college does not anticipate any new costs during the first year, however second and third year costs will be approximately \$17,000 and \$11,000 per year respectively.

**Richland Community College** is also seeking approval to offer a 30 semester credit hour certificate program in "Refrigeration". This program will focus on the installation, maintenance and repair of residential and commercial refrigeration systems. Currently, there are no other community colleges in the central Illinois area offering a refrigeration certificate. Program enrollment and cost estimates have been figured into those provided for the A.A.S. degree program.

**Southwestern Illinois College** is seeking approval to offer a 64-69 semester credit hour Associate of Applied Science degree program in "Network Design and Administration". The program will prepare individuals for employment in a variety of fields as networking technicians. The curriculum will allow students to specialize in the hardware, operating systems or network professional areas and consists of course work in Cisco basic and advanced networking and router theory, TCP/IP, local area networks, wide area networks, telecommunications, network security, operating systems, servers, multi-layer switching and troubleshooting, in addition to general studies. The degree program builds upon SWIC's existing Cisco Certified Network Specialist certificate program by adding advanced course work and a networking internship. Additionally, the program was developed using the skill standards for information technology as set forth by the Northwest Center for Emerging Technologies and prepares students for various professional credentialing exams including Cisco Certified Network Associate (CCNA), Cisco Certified Network Professional (CCNP), Cisco Certified Design Associate (CCDA), CompTIA's Network+ and A+ Certifications, Microsoft Certified Professional in Networking (MCP), Certified Novell Administrator (CNA), and Linux Certification. Labor market information provided by the college supports the need for skilled network technicians both within the district and the Metro-East Area. The college anticipates an enrollment of 30 full-time and 40 part-time students the first year, increasing to 50 full-time and 60 part-time students by the third year. The

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program will require one new full-time, two new part-time, four existing full-time and 10 existing part-time instructors the first year. The costs for implementing this program will be approximately \$100,000 the first year and reflect faculty salaries and equipment purchases.

**Waubonsee Community College** is seeking approval to offer a 66.5 semester credit hour Associate of Applied Science degree program in “Therapeutic Massage”. This program prepares individuals for employment as massage therapists in medical or rehabilitative settings, in addition to health maintenance/personal wellness settings, and self-employment. The program builds on the college’s existing certificate program in Therapeutic Massage by expanding the student’s educational and career ladder in the massage therapy field. The curriculum consists of course work in advanced massage therapy techniques, advanced clinical practice, outcome based massage, nutrition, neuro-musculoskeletal systems, kinesiology and pathology, life-span psychology and a therapeutic massage internship, in addition to general education studies. WCC’s program was designed to meet the newly established Illinois Department of Professional Regulation requirements for licensure as a massage therapist in Illinois, and meets the standards set forth by the American Massage Therapy Council of Schools-American Massage Therapy Association (AMTA). In addition to being prepared for mandatory State licensure, students will also be prepared for completing AMTA’s optional national certification exam. Labor market information provided by the college supports the need for qualified massage therapists both district wide and statewide. The college anticipates an enrollment of seven full-time and four part-time students each year for the first three years. The program will require one new part-time faculty member and four existing faculty members the first year. The costs for implementing this program will be approximately \$12,800 the first year, \$54,752 the second year, and \$15,000 the third year. Higher second year costs reflect the addition of one full-time faculty salary and equipment purchases.

### **TEMPORARY PROGRAM APPROVAL**

- < Moraine Valley - Medical Assistant Certificate (37 semester credit hours)
- < Statewide Model Curricula - A.A.S. in Corrections (64 semester credit hours)

### **BACKGROUND**

**Moraine Valley Community College** is requesting temporary approval to offer a 37 semester credit hour “Medical Assistant” certificate program. This program will prepare individuals for routine administrative and clinical tasks in hospitals, group practices, clinics, long-term care facilities, and medical offices. The curriculum consists of course work in clinical laboratory skills and procedures, medical terminology, health information management, computers in allied health and ICD-9CM coding, insurance and billing procedures, and medical assistant office procedures in addition to a medical assistant work-based learning experience. This program meets the Illinois Occupational Skill Standards for the Medical Office Cluster where appropriate. The college will determine the success of this program based on the enrollments, successful completion of required course work with 2.0 or higher, successful completion of the internship course, the number of students passing

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related certification exams, and the number of students placed in the field after program completion. Temporary approval will allow the college to meet the immediate demands for medical assistants within their district. Permanent approval for this program will be considered at the end of the three years, based on program outcomes.

### **APPROVAL OF STATEWIDE MODEL CURRICULA**

**Associate of Applied Science in Corrections program** - Temporary approval for an A.A.S. degree program in "Corrections" is being proposed as statewide model curricula available to all community colleges in Illinois. The degree program has two options: Correctional Officer/Youth Supervisor and Parole Officer. Based on the need to expand the educational and career ladders for new and existing employees a training program was developed by the Illinois Department of Corrections and the Illinois Community College Board staff in consultation with representatives of colleges where correctional institutions exist within district. The resulting A.A.S. in Corrections program will build on the knowledge, skills and specialized training IDOC new recruits and existing employees receive through Academy training and continuing education. The curricula consists of coursework in criminal justice, criminal law, criminology, sociology in the areas of race/ethnic relations or social problems, and management/supervision in addition to general education studies. Students' elective course work options focus in the areas of Correctional Officer/Youth Supervisor or Parole Officer, and include security, correctional counseling, investigations, parole/probation, Spanish for law enforcement, CPR/First Aid and Special Topics courses in either criminal justice, protective services/security, or addictions studies. The 64 semester credit hour curriculum builds on the 16-18 semester credit hours of coursework students complete through IDOC training as Correctional Officers/Youth Supervisors or Parole Officers, and adds 15-19 semester credit hours of general education requirements and 23-28 semester credit hours of required occupational/technical education requirements.

Colleges that wish to offer this degree program will be required to apply for approval by providing evidence of appropriate course offerings and submitting the appropriate application materials to staff. Temporary approval will allow the colleges to begin offering the program immediately. Permanent approval for this program will be considered at the end of the three years based on program outcomes.

### **INFORMATION ITEM - BASIC CERTIFICATE APPROVAL**

Following is a list of basic certificates that have been approved on behalf of the Illinois Community College Board by the President/CEO since the last Board meeting:

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Kaskaskia College

- < Culinary Arts Management Certificate (10 semester credit hours)
- < Basic Cooking Certificate (28 semester credit hours)
- < Prep Cook's Certificate (14 semester credit hours)

Richland Community College

- < Residential HVAC Certificate (27 semester credit hours)
- < Commercial HVAC Certificate (27 semester credit hours)

Illinois Community College Board

**ICCB STATUTORY RESPONSIBILITIES FOR COMMUNITY COLLEGE  
RECOGNITION EVALUATION AND APPROVAL**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. During fiscal year 2002, ten community college districts underwent in-depth recognition evaluations. Nine of these districts are being recommended for recognition continued status. Review of the tenth is being continued into fiscal year 2003 with recommended status to be presented next February. This agenda item not only presents the staff recommendations for the colleges having completed the evaluation, but gives background on the recognition evaluation and approval process for the Board’s information.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby grants a status of “recognition continued” to the following districts:

- Elgin Community College, District 509
- Illinois Eastern Community Colleges, District 529
- Kaskaskia College, District 501
- Lake Land College, District 517
- Parkland College, District 505
- Carl Sandburg College, District 518
- Sauk Valley Community College, District 506
- South Suburban College of Cook County, District 510
- Southwestern Illinois College, District 522

**BACKGROUND**

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110 ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless action is taken by the Board to interrupt it. To determine a district’s recognition status the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) the determination of a district’s compliance with the Public Community College Act and ICCB Administrative Rules; 2) the provision of assistance to districts in achieving compliance with the Act and rules; 3) identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts.

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Based on a five-year cycle, ICCB staff conduct recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff make an assessment on each individual standard and on a global basis. On individual standards, districts are identified as either in compliance or not in compliance. Recommendations are either mandatory, when a college is “out of compliance”, or otherwise advisory. On an overall, global basis, there are three categories of recognition status:

*Recognition continued* - The district generally meets ICCB standards. A district which has been granted a status of “recognition continued” is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

*Recognition Continued-with Conditions* - The district generally does not meet ICCB standards. A district which has been assigned the status of “recognition continued-with conditions” is entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it is given a specified time to resolve the conditions which led to the assignment of that status. A follow-up evaluation is scheduled no sooner than three nor later than nine months after ICCB action on the assignment to determine the district’s progress in resolving the conditions.

*Recognition Interrupted* - The district fails to take corrective action to resolve the conditions placed upon it under “recognition continued-with conditions” within a prescribed time period. A district which has been assigned a status of “recognition interrupted” may apply for recognition at such time as all requirements set forth by the ICCB have been satisfied. A district will have state funding suspended on a prorata, per diem basis for the period of time for which such status is in effect.

Standards identified for focused review during the fiscal years 2001 through 2005 were selected from the following categories: accountability, finance/facilities, instruction, workforce development, and technology/telecommunications. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior the staff evaluation.

Evaluations for the nine districts included in this item have been completed through receipt of responses to draft reports. The responses include the districts’ planned actions for the compliance recommendations as well as reactions to quality or advisory recommendations when the districts chose to provide them. Each of these nine districts is judged by staff to be in general compliance with ICCB recognition standards and, therefore, recommended for continuation of its recognized status. The final report of each, including district responses, is externally attached.

Illinois Community College Board

**COMMUNITY COLLEGE PROGRAMS AND SERVICES  
FOR UNDERREPRESENTED GROUPS**

*The Promise for Illinois* — the statewide strategic plan for the Illinois Community College System — promotes the need and value of providing programs, services, and events to encourage diversity and foster knowledge of other cultures. *The Promise* notes that postsecondary education can empower individuals to live and work in a multi-cultural society and thrive in a competitive international economy. Illinois community colleges are committed to fostering campus environments where equity and diversity are respected, encouraged, and valued. A diverse and inclusive college community provides an enriching atmosphere for learning and growth among all students, faculty, and staff.

Campus diversity provides educational benefits for all students—minority and Caucasians alike. . . these benefits cannot be duplicated in a racially and ethnically homogeneous academic setting. These findings should cause us to take a fresh look at efforts . . . to increase diversity, viewing them not only as a means of providing equal opportunity, but as a critical academic tool in offering students the best education possible. – Stanley O. Ikenberry, commenting on *Does Diversity Make a Difference?* (2000)

Efforts and strategies to increase participation and achievement among minorities, women, and individuals with disabilities are reported upon annually through the Underrepresented Groups Report. Report production is required through legislation (Public Act 85-283) and provides community colleges with an opportunity to furnish updated information on activities and initiatives aimed at strengthening participation and progress among traditionally Underrepresented student populations. Community colleges blanket the state and provide affordable high quality educational opportunities to individuals very close to home and work. Illinois Community College Board staff furnish summary information from community colleges to officials from the Illinois Board of Higher Education where it is combined with materials from the public universities and presented to the Governor and General Assembly.

The externally attached report begins with an overview of the demographics of community college students with external comparative information furnished where available. Next the focus topic in this year's Underrepresented Groups Report – Campus Climate – is addressed. This section of the report includes selected college responses to the request for climate information. Additional report sections highlight selected community college programs and services for minorities, women, and individuals with disabilities. Appendix tables are included which contain additional information.

## **Summary of Results**

The campus climate, diversity of approaches used to address the subject, and varied reporting styles adopted across the system makes a summary highlighting local results and initiatives undertaken on the campuses appropriate. Progress will only occur at the local level and the commitment and expertise exists throughout the system to identify challenges and successfully address them. The flexibility colleges exercised in their analysis allows local professionals to identify opportunities for further development and then to move forward with purposeful improvement strategies. When examining campus climate it is important to establish baseline information at the local level, identify areas for improvement, develop action plans to address challenges that arise, and revisit the topic after allowing time for interventions to have an impact. Focus groups, targeted surveys or internet based data collection strategies can also be useful in gaining a more complete understanding of issues that arise. While colleges exercised substantial latitude in their approaches to campus climate analysis, they remain responsible and accountable both locally and at the state level for creating appropriate action plans to address issues that arise. Approaches undertaken by colleges have been highlighted in this report and complete reports are on file. The next time in the review cycle that campus climate is addressed institutions will be expected to reference the baseline comparative data collected through their current efforts.

## **Future Directions**

The structure of the Underrepresented Groups Report is evolving in an effort to focus activities and resources on high impact initiatives. A series of focused topics have been identified structured around a three-year repeating cycle. Topics scheduled to be addressed to increase participation of minorities, women, and persons with disabilities include:

Fall 2002: Recruitment and Preparation – Programs and initiatives related to the recruitment and retention of diverse student, faculty and staff; as well as activities related to the student transition (high school to college, adult education to college, developmental education to college, etc.), and public-private partnerships are scheduled to be addressed.

Fall 2003: Academic Achievement – Initiatives related to college success and transition to the workplace are scheduled for examination (i.e., persistence, completion, time to degree, programmatic diversity, etc.).

Fall 2004: Campus Climate – Programs and initiatives associated with diversifying campus academic and social environments have been identified for emphasis.

Beginning in Fall 2005 the cycle will start repeating. A set of review questions will be furnished each year. An additional topic may be added periodically to address other priority issues or concerns as they arise.

## **Recommendations**

Colleges are encouraged to create and strengthen initiatives, programs, and services which make the local college learning environment one where equity and diversity are respected, encouraged, and valued.

College officials are encouraged to address those areas identified in local analysis that provide the greatest opportunity to improve the campus climate. Campus climate will be re-visited in the Fall 2004 submission and college officials will be expected to reference and assess progress against the baseline comparative data collected through their current efforts.

Efforts to facilitate and encourage women to pursue high wage, high growth nontraditional occupations are encouraged. Research suggests that women employed in nontraditional careers generally earn higher wages than those employed in traditionally female occupations.

Encourage and expand the number and scope of cooperative agreements between Office of Rehabilitation Services and community colleges to promote student achievement and employability among individuals with disabilities.

Collaboratively pursue additional funding to provide the assistive technology and auxiliary services necessary for individuals with disabilities to more fully participate in higher education opportunities.

Fully cooperate with additional information requests about the types of disabilities which individuals possess who are enrolled in community colleges.

## **Conclusion**

Higher education institutions exist to equip, enable, and empower individuals to function effectively in a multi-cultural society which through advances in technology is becoming increasingly interrelated. Cultivating an understanding of diverse cultures and heritages is a part of the community college mission. The colleges accept the challenge to foster a campus climate where an appreciation of diversity exists and students can more fully develop their academic, life, citizenship, career, and technical skills.

## **INFORMATION ONLY**

Illinois Community College Board

**PROPOSED**  
**ILLINOIS COMMUNITY COLLEGE BOARD RULES**  
**CONCERNING LINCOLN'S CHALLENGE**  
*(Future Consideration)*

The Lincoln's Challenge Scholarship Program helps students who have dropped out of high school to improve their likelihood of success by providing financial support for them to attend an Illinois community college after graduation from the Lincoln's Challenge program operated by the Illinois National Guard since July 1993. This program offers 16-18 year old young men and women the social and employment skills necessary to be contributing members of society and moves many of them to complete the GED. The Illinois Community College Board is a partner with the Lincoln's Challenge program through an annual appropriation that provides scholarships to its graduates. These scholarships provide an opportunity for graduates of Lincoln's Challenge to transition easily into higher education by attending one of the 48 public community colleges in the state.

Current administrative rules do not address situations in which the number of applications exceeds available funds. This agenda item proposes changes and additions to existing ICCB rules needed to administer the program. The proposed changes are needed to: (1) identify the requirements that students must meet for scholarship eligibility and (2) more clearly define the roles and responsibilities of the colleges to receive reimbursements. The proposed changes are being presented for systemwide review prior to ICCB action.

SUBPART E: FINANCE

**Section 1501.501 Definition of Terms**

Lincoln's Challenge Scholarship Grants. The Lincoln's Challenge Program is administered by the Illinois Department of Military Affairs. Upon successful completion of that program, students qualify for a scholarship to a community college. The Lincoln's Challenge Scholarship Grant is a special appropriation received by the ICCB from the Governor and the General Assembly. These scholarships provide an opportunity for graduates of Lincoln's Challenge to transition easily into higher education by attending one of the ~~48~~ 49 public community colleges in the State. The scholarship grants can be used to cover the cost of education that includes tuition, books, fees and required educational supplies.

**Section 1501.520 Lincoln's Challenge Scholarship Grants**

- a) Lincoln's Challenge Scholarship Grants shall be vouchered to community colleges.
- b) Students can qualify for their first Lincoln's Challenge Scholarship Grant if they meet the following criteria:

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- 1) Complete the Lincoln's Challenge program;
  - 2) Complete the GED;
  - 3) Enroll at one of the ~~48~~ **49 Illinois public community colleges in a certificate or degree program the next semester following graduation. (For example, the June Lincoln's Challenge graduates would have to enroll in college by the fall semester.)** within one year after graduation from the Lincoln's Challenge Program;
  - 4) Carry an academic load of at least six credit hours in each fall and spring semester. ~~term except the summer term~~ Scholarships for the summer semester will not be awarded; and
  - 5) Present the "notification of award" letter signed by the President/CEO of the Illinois Community College Board to the community college at the time of registration.
- c) The scholarship amount will be awarded up to ~~is limited to~~ \$1,000 per student per semester; ~~with the exception of the summer semester which is limited to \$500 per student.~~
  - d) **The scholarship grants can be used shall be applied only to cover the cost of education which includes tuition, books, fees, and required educational supplies.**
  - e) The grant will only reimburse the college at the in-district tuition rate.
  - f) In order to receive the reimbursement, colleges must submit **vouchers during the semester the student is enrolled or payment cannot be guaranteed. The following information must be submitted to the ICCB for each student:**
    - 1) Name;
    - 2) Social Security Number;
    - 3) Program of study;
    - 4) Course schedule (including credit hours);
    - 5) ~~Bill with costs~~ Costs broken out by tuition, fees, books, and required educational supplies; and
    - 6) ICCB initial or renewal approval letters. If a renewal, GPA and course completion from the previous semester is required ~~=if continuing students.~~

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- g) In order to remain qualified for a Lincoln's Challenge Scholarship Grant, each student must:
- 1) Submit GPA, course completion, and the letter of application to the Illinois Community College Board requesting continuation of the scholarship for the next semester. The letter must be postmarked by August 1 for application to the fall term; and January 1 for application to the spring term ~~and June 1 for application to the summer term.~~
  - 2) Comply with academic standards as defined by college policy. **Exceptions to this rule, such as extenuating circumstances, shall be documented by ICCB staff and college contacts. The first semester minimum grade point average may be waived as a determining factor of academic standards achievement if the student's academic advisor concludes that extenuating circumstances existed, and**
  - 3) Submit documentation showing successful completion of a minimum of 6 credit hours in the last semester and a GPA of 2.0 or higher acceptable academic status and the number of credit hours completed during the last term of enrollment at the college.
- h) Students ~~may can~~ be awarded scholarship funds for four **successive** semesters, years or a maximum of 64 credit hours (or more if completing an associate in applied science degree requiring additional credit hours) to be used toward the completion of a degree or certificate program.
- i) The number of scholarships awarded each year is contingent upon the amount of funds appropriated. The scholarships cannot be guaranteed to students even if all criteria are met. The distribution of available funds between new and renewed scholarships will be determined by the Illinois Community College Board to maximize use of the funds.