

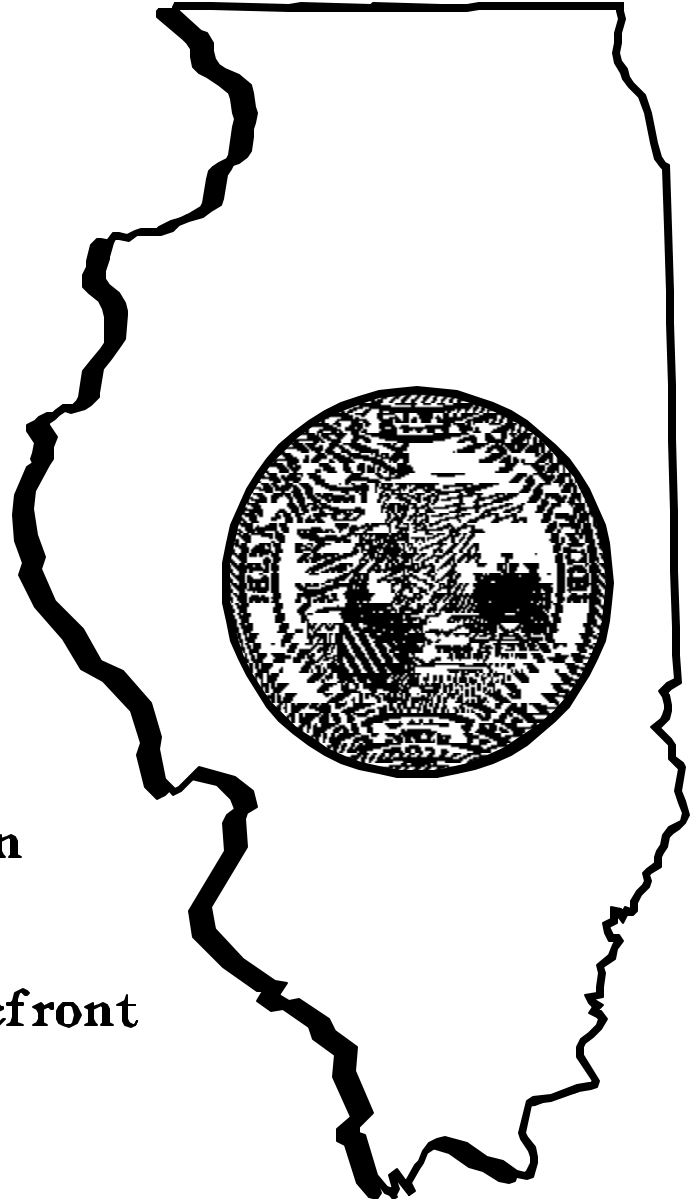
# Illinois Community College Board

**342nd Meeting  
Agenda and Materials**

**Business Session**

**June 20, 2003  
9:00 a.m. - 12:00 Noon**

**Embassy Suites  
Chicago Downtown-Lakefront  
Chicago, Illinois**



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Agenda  
 342nd Meeting of the  
 Illinois Community College Board  
 Business Session  
 Embassy Suites Chicago Downtown-Lakefront  
 Chicago, Illinois  
 June 20, 2003

Committee Meetings

Meeting Site

7:30 a.m. - Adult Education Transition Committee	Wabash River Room
8:00 a.m. - Budget and Finance Committee	Chicago River Ballroom - Salon D

Award Presentations

8:30 a.m. - Excellence in Workforce Development	Chicago River Ballroom - Salon D
<u>9:00 - 12:00 noon - Business Meeting</u>	Chicago River Ballroom - Salon D

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2.	Announcements and Remarks by Edward T. Duffy, Chair	-
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	5.1.1 Adult Education Funding Task Force Status Report	-
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7.	Advisory Organizations	
	7.1 Illinois Community College Trustees Association	-
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	7.3 Illinois Community College Faculty Association	-
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Illinois Community College Board

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Agenda Item #4  
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Illinois Community College Board

**ELECTION OF ILLINOIS COMMUNITY COLLEGE BOARD  
VICE CHAIR FOR FISCAL YEAR 2004**

Nominations will be accepted from the Board at its meeting on June 20, 2003.

**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..."

Agenda Item #8.1  
June 20, 2003

UNAPPROVED

Minutes of the 341<sup>st</sup> Meeting of the  
Illinois Community College Board

**Work Session**

May 16, 2003

State of Illinois Building

Room N-502

160 North LaSalle

Chicago, Illinois

Item #1 - Roll Call and Declaration of Quorum

Vice Chairman Neely called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: Marjorie Cole, Laurna Godwin, Joseph Neely, Martha Olsson, Judith Rake, Gwendolyn Rogers, Mark Weber, Edward Welk, and James Zerkle. Edward Duffy was delayed until 9:30 a.m. James Berkel and Delores Ray were absent.

Item #2 - Announcement and Remarks by Vice Chairman Joseph Neely

Mr. Neely reported that Chairman Duffy's arrival this morning would be briefly delayed.

Item #3 - Consent Agenda

Judith Rake made a motion to approve the following items, which was seconded by Laurna Godwin:

Item #3.1 - Minutes of the February 21, 2003 Meeting

The Illinois Community College Board hereby approves the minutes of the February 21, 2003 meeting as recorded.

Item #3.2 - Minutes of the March 28, 2003 (Conference Call) Meeting

The Illinois Community College Board hereby approves the minutes of the March 28, 2003 conference call meeting as recorded.

Item #3.3 - 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**

### Black Hawk College

- Health Information Management A.A.S. degree (64 semester credit hours)

### Frontier Community College

- Automotive Services Technology II Certificate (33 semester credit hours)

### Heartland Community College

- Digital Media Communications A.A. S. degree (60 semester credit hours)
- Web Media Designer Certificate (33 semester credit hours)
- Web Application Developer Certificate (34 semester credit hours)
- Communication Graphics Certificate (33 semester credit hours)

### Joliet Junior College

- Advanced Certified Nurse Assistant Certificate (31 semester credit hours)

### Lewis & Clark Community College

- Paramedicine A.A.S. degree (60 semester credit hours)
- Paramedicine Certificate (37 semester credit hours)

### Olney Central College

- Massage Therapy Certificate (32.5 semester credit hours)

### Rend Lake College

- Cosmetology Certificate (38 semester credit hours)

### Richland Community College

- Statewide Model Curricula - Certificate in Paraprofessional Education (32 semester credit hours)

### Southeastern Illinois College

- Customized Applied Technology A.A.S. degree (62 semester credit hours)
- Fire Science Technology A.A.S. degree (62 semester credit hours)
- Massage Therapy Certificate (34 semester credit hours)

### Waubonsee Community College

- Surgical Technology Certificate (32.5 semester credit hours)

## **TEMPORARY PROGRAM APPROVAL**

### Illinois Eastern Community Colleges (*Information Item*)

A.A.S. in Corrections: Correctional Officer/Youth Supervisor option (64 sem. credit hours)

A.A.S. in Corrections: Parole Officer option (64 semester credit hours)

### Oakton Community College

- ▶ Game Development Certificate (37 semester credit hours)

### Parkland College

- ▶ Painting/Decorating Apprentice Certificate (35 semester credit hours)

### Rend Lake College

- ▶ Paramedical Services A.A.S degree (64 semester credit hours)
- ▶ Business Management Certificate (30 semester credit hours)

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**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:

Elgin Community College

- ▶ Advanced Web Design Certificate (12 semester credit hours)

Harold Washington College

- ▶ Police Recruit Certificate (16 semester credit hours)

Frontier Community College

- ▶ Welding Certificate (16 semester credit hours)

Joliet Junior College

- ▶ Certified Phlebotomy Technician Certificate (13.5 semester credit hours)
- ▶ Electrocardiography (EKG) Technician Certificate (9.5 semester credit hours)

Lincoln Land Community College

- ▶ Baking and Pastry Certificate (12.5 semester credit hours)

Lincoln Trail College

- ▶ Desktop Publishing Certificate (19 semester credit hours)

Oakton Community College

- ▶ Industrial Design Engineering Certificate (17 semester credit hours)
- ▶ CISCO Certified Network Professional Certificate (16 semester credit hours)

Rend Lake College

- ▶ Emergency Medical Technician-Intermediate (EMT-I) Certificate (17 semester credit hours)

Shawnee Community College

- ▶ Aquaculture Certificate (28 semester credit hours)
- ▶ Enology Certificate (28 semester credit hours)
- ▶ Applied Viticulture Certificate (27 semester credit hours)

Waubonsee Community College

- ▶ Perioperative Nursing Certificate (12 semester credit hours)

Item #3.4 - Paraprofessional Task Force Report

The Illinois Community College Board hereby accepts and endorses the Paraprofessional Task Force Report (April 2003) and directs staff to work toward implementation of the recommendations in the report as appropriate and feasible.

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Item #3.5 - ICCB Statutory Responsibilities for Community College Recognition Evaluation and Approval

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

William Rainey Harper College  
Highland Community College  
Joliet Junior College  
Kankakee Community College

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

Item #4 - Information Items

Item #4.1 - Community College Programs and Services for Underrepresented Groups

This annual report highlights actions and initiatives in Illinois community colleges as they address the promotion of programs, services and events to encourage diversity and foster knowledge of other cultures.

Item #4.2 - Fiscal Year 2003 Salary Report for the Illinois Public Community Colleges

This annual report reflects data gathered on compensation received by employees in Illinois’ 48 public community colleges.

Item #5 - President/CEO Remarks

Joe Cipfl commended Virginia McMillan, Sarah Hawker, Tom Ryder, Don Wilske, and Ellen Andres for their responses to recent directives issued by the Governor’s Office and the Illinois General Assembly.

Virginia McMillan is in Washington, D.C., attending a conference sponsored by the American Association of Community Colleges and the American Association of State Colleges and Universities, which is designed to develop a national understanding to address problems in baccalaureate access.

Dr. Cipfl has appeared before the General Assembly four times during the past few weeks, twice before the House Appropriations Committee and twice before the Senate Appropriations Committee. He has conveyed the community college system’s desire to be cooperative.

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The Illinois Community College System expects record enrollments this year.

A report was made on the community college system's ability to maintain fiscal year 2003 state revenue. The governor's Office of Management and Budget requested the system to reserve only \$524,600 from Adult Education. We were originally asked to reserve over \$19 million. As an agency, however, a reduction of 8 percent in operational dollars was experienced.

An Adult Education Funding Study Advisory Task Force is reviewing the current adult education funding formula.

The City Colleges of Chicago are experiencing a \$16 million loss in revenues in fiscal year 2004. The ICCB has been working with the City Colleges in an attempt to deliver additional dollars to that district.

Item #6 - Work Session

Tom Ryder provided an update on current legislation that could affect the Illinois Community College System. Initiatives and actions of the Governor were also reported. Mr. Ryder also reported that a "super board" for education is not being considered or discussed by the administration at this time, nor is the appointment of executive directors of education agencies under consideration.

Sarah Hawker reported on the State Board of Education's transfer of GED data to the Illinois Community College Board.

Don Wilske reported in detail on the Community College System Budget Issues for Fiscal Year 2003 in the categories of System Budget, Adult Education Budget, and Capital Budget.

At Mark Weber's request, Don Wilske will attend a Student Advisory Committee meeting to explain the budget process.

Ellen Andres reported in detail on the 8 percent reserve in the ICCB Agency Budget for Fiscal Year 2003 and its affect on the office. Existing personnel vacancies within the office, a result of the administration's hiring freeze, were also reported.

Don Wilske reported in detail on the Community College System Budget for Fiscal Year 2004 in the categories of System Budget, Adult Education Budget, Career and Tech Ed Budget, Capital Budget - \$50 million.

Sarah Hawker and Don Wilske reported on the transfer of funding for the Current Worker Training initiative from the Illinois Community College Board to the Department of Commerce and Economic Opportunity.

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Ellen Andres reported in detail on the ICCB Agency Budget for Fiscal Year 2004. The Agency's fiscal year 2004 budget reflects a decrease of 10 percent from its fiscal year 2003 budget. Legislation has passed out of the Senate which would allow our office to use indirect federal funding in a newly created fund. This bill awaits the Governor's signature.

Chairman Duffy provided background information on the Higher Education Funding Equity Study, a BHE study that was never completed. Recently, the Trustees Association took action to separate from the Board of Higher Education in order that community colleges could better compete for higher education funding. Chairman Duffy has met with Board of Higher Education officials in Chicago to discuss the study, and the Board of Higher Education has now agreed to complete the study in a reasonable period of time. The Board received a document *Funding and Enrollment in Higher Education: How Illinois Ranks* which was drafted by Jennifer Presley, Director of the Illinois Education Research Council. This document will be presented to the Board of Higher Education to assist in conducting the Higher Education Funding Equity Study. Joe Cipfl recommended Director Presley address the Board in the near future.

Chairman Duffy made comments and led discussion in regard to concerns with the community college system's funding structure and the "hold harmless" issue. Gwendolyn Rogers inquired as to how ICCB members might assist in seeking necessary "hold harmless" funding from the General Assembly. Laurna Godwin requested that bullet points of community college system issues be provided to ICCB members in order that a consistent message can be used in communication with legislators.

Sarah Hawker provided an update on the Adult Education Funding Study and identified the responsibilities of each of the four subcommittees under this Study. The next meeting of the Adult Education Funding Study Task Force will be held on May 28, 2003, and a final discussion will be made of the preliminary recommendations. A report was also made on *Guiding Principles* drafted by the task force and its subcommittees, and a draft of the *Proposed Guiding Principles* was provided to the Board.

In closing, Chairman Duffy reported that the ICCB President/CEO Search Committee held its first meeting on May 15, 2003. Input from the Illinois Community College System colleagues will be received during the interview process.

Item #7 - Adjournment

Joe Neely made a motion, which was seconded by Laurna Godwin, to adjourn the meeting at 1:10 p.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

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Edward T. Duffy  
Chair

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Joseph J . Cipfl  
President/CEO

Agenda Item #8.2  
June 20, 2003

UNAPPROVED

Minutes of the May 15, 2003 Meeting of the  
Illinois Community College Board President/CEO Search Committee  
James R. Thompson Center  
Chicago, Illinois

At 1:15 p.m., Committee Chairman Joseph Neely called the ICCB President/CEO Search Committee meeting to order. Committee members present were Joseph Neely, Judith Rake, and Edward Welk. Committee members absent were James Berkel and James Zerkle. ICCB member Laurina Godwin was in attendance.

Edward Welk made a motion, which was seconded by Judith Rake, to go into Executive Session for the purpose of discussing the search process for an ICCB President/CEO. The motion was approved by unanimous voice vote.

At 4:00 p.m., the Board returned to open session. Judith Rake made a motion to adjourn the meeting, which was seconded by Edward Welk. The motion was approved by unanimous voice vote.

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Joseph J. Neely, Chairman  
ICCB President/CEO Search Committee

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 17, 2003. The next review of executive session minutes will be made on January 16, 2004.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby determines that minutes of its executive sessions held on June 14, 2002; September 20, 2002; October 18, 2002; January 17, 2003; and May 15, 2003 are to remain confidential. All prior minutes of executive sessions have been made available for public inspection.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD  
FISCAL YEAR 2005 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 2005 calendar of meetings.

Fiscal Year 2005

July 16, 2004	(Subject to Call)
September 17	9:00 a.m. - ICCB Office, Lincoln Land Community College Campus, Springfield (Work Session)
October 15	9:00 a.m. - Parkland College, Champaign (Business Session)
December 3	(Subject to Call)
January 21, 2005	9:00 a.m. - ICCB Office, 401 E. Capitol, Springfield (Work Session)
February 18	9:00 a.m. - Southeastern Illinois College, Ullin (Business Session)
May 20	9:00 a.m. - ICCB Office, James R. Thompson Center, Chicago (Work Session)
*June	9:00 a.m. - (Day and Chicago 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.** The “Fiscal Year 2005 Calendar of ICCB Meetings” presented today for approval includes meeting sites at Parkland College and Southeastern Illinois College in accordance with invitations from the presidents at the two institutions. The Board last met at Parkland College on September 20, 1996, and at Southeastern Illinois College on September 18, 1998.

Invitations for college host sites to be included in the “Fiscal Year 2006 Calendar of ICCB Meetings” and presented for Board approval in June 2004 have been received from the presidents at Lake Land College and Shawnee College.

The Board approved the “Fiscal Year 2004 Calendar of ICCB Meetings” in June 2002. Campus meeting sites during this fiscal year include Danville Area Community College and William Rainey Harper College.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD  
RECOGNITION OF COMMUNITY COLLEGES**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. During fiscal year 2003, seven community college districts are undergoing in-depth recognition evaluations. Four districts received a status of “recognition continued” at the Board’s May 16, 2003 meeting. At this time, the remaining three districts are being recommended for recognition continued status. 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:

City Colleges of Chicago  
Harold Washington College  
Harry S Truman College  
Kennedy-King College  
Malcolm X College  
Olive Harvey-College  
Richard J. Daley College  
Wilbur Wright College  
Illinois Valley Community College  
Kishwaukee College

**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 makes 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 has 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 and 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 to the staff evaluation.

Evaluations for the three districts included in this item have been completed through receipt of responses to draft reports. The responses include the districts’ planned action for the compliance recommendations as well as reactions to quality or advisory recommendations when the districts chose to provide them. Each of these three 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 district, including district responses, is externally attached.

Illinois Community College Board

**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

- ▶ Human Services A.A.S. degree (65 semester credit hours)

Joliet Junior College

- ▶ Cosmetology Certificate (49 semester credit hours)

Lincoln Land Community College

- ▶ Computer Information Systems A.A.S. degree - Networking option (64 sem credit hrs)
- ▶ Computer Information Systems A.A.S. degree - Programming option (64 sem credit hrs)
- ▶ Graphic Design Technology A.A.S. degree (62 semester credit hours)

Olney Central College

- ▶ Cosmetology Teacher Certificate (35 semester credit hours)

Richland Community College

- ▶ Paraprofessional Education/Teacher Assistant Certificate (32 semester credit hours)

Rock Valley College

- ▶ Web Information Technology A.A.S. degree (66 semester credit hours)

**BACKGROUND**

**Illinois Valley Community College** is seeking approval to offer a 65 semester credit hour Associate of Applied Science (A.A.S.) degree program in "Human Services". This program will prepare individuals for entry-level employment as human services workers in a variety of settings including state and local human service agencies, short- and long-term rehabilitation facilities, youth advocacy centers, community-based organizations, crisis intervention services, and disaster relief organizations. The curriculum was developed based on standards for human services associate's

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degrees from the Council for Standards in Human Service Education and consists of 26 credit hours of technical coursework, 12 credit hours of technical electives, eight (8) credit hours work-based learning in human services, and 19 credit hours of general education studies.

The college anticipates an enrollment of five full-time and seven part-time students the first year, increasing to 12 full-time and 14 part-time students by the third year. Labor market information provided by the college supports the need for trained human services workers both district-wide and statewide. According to the Illinois Department of Employment Security, employment of human services and related workers is expected to increase nearly three times the statewide average employment for all occupations through 2008. The program will require one existing full-time faculty member the first year. Costs of implementing this program are approximately \$48,980 the first year, \$53,779 the second year, and \$59,450 the third year.

**Joliet Junior College** is seeking approval to offer a 49 semester credit hour certificate program in “Cosmetology”. The program will prepare individuals for entry-level employment as cosmetologists. The curriculum was developed according to the requirements established by the Illinois Department of Professional Regulation (IDPR) and prepares students for completing the required licensure examination. Coursework includes basic cosmetology theory such as professional ethics, physical presentation, effective communication practices, bacteriology, decontamination and infection control, basic anatomy and physiology, properties of the hair and scalp, basic nail and skin care. Coursework also includes cosmetology clinical coursework such as shampooing, rinsing and conditioning of the hair and scalp, thermal hair styling, facials, braiding, extensions and wigs, texturing and hair coloring, and hair removal. The curriculum also requires a work-based learning experience in cosmetology equivalent to 540 clock hours of supervised practice.

The college anticipates a projected enrollment of 40 full-time and 20 part-time students the first year, increasing to 50 full-time and 30 part-time students by the third year. Labor market information and alternate survey data provided by the college supports the demand for and interest in a cosmetology program within the district. No new full-time faculty will be required for the implementation of this program and no new costs are anticipated during the first three years of operation.

**Lincoln Land Community College** is seeking approval to offer two new 64 semester credit hour options, one in Networking and one in Programming, to their existing Computer Information Systems Associate of Applied Science (A.A.S.) degree program. The Networking option will prepare students for entry-level employment in network technology or administration. This option consists of 35-37 credit hours of technical coursework in computer systems and business applications, introductory computer programming, CISCO networking I-IV, and JAVA programming, in addition to 29 credit hours of general education studies. This two-year program will prepare students for completing the CISCO Certified Network Associate (CCNA) exam, and is designed to articulate into the Bachelor of Science in Computer Science program at the University of Illinois at Springfield. Labor market information provided by the college supports the need for skilled network technology workers both district and statewide.

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The Programming option will prepare students for entry-level employment in programming or systems analysis. This option consists of 34 credit hours of technical coursework in introductory computer programming, computer systems and business applications, systems analysis and design, Cobol programming, JAVA programming, and Job Control Language, in addition to 32 credit hours of general education studies. This two-year degree program will also articulate to the Bachelor of Science in Computer Science program at the University of Illinois at Springfield. Labor market information provided by the college supports the need for skilled computer programmers both district and statewide.

Both programs will require two existing full-time and two existing part-time faculty the first year. No new costs are anticipated with the implementation of either option to the degree.

**Lincoln Land Community College** is seeking approval to offer a 62 semester credit hour Associate of Applied Science (A.A.S.) degree program in "Graphic Design Technology". This program will prepare students new to the field for entry-level employment and existing graphic design professionals for advancement opportunities. The curriculum consists of 37 credit hours of technical coursework in drawing, two-dimensional design, desktop publishing, intermediate graphic design techniques, introductory video editing, web site design, Dreamweaver and Flash, in addition to 5-10 credit hours of technical electives and 20 credit hours of general education studies. The curriculum was developed with input from college advisory committees including representatives of local graphic design employers.

The college anticipates an enrollment of 20 full-time and 10 part-time students the first year, increasing to 30 full-time and 15 part-time students by the third year. Labor market data and alternate information provided by the college supports the need for and interest in a two-year training program in graphic design. The program will require three existing full-time and two new part-time faculty the first year. Costs of implementing this program will be approximately \$37,920 the first year, \$16,920 the second year, and \$21,920 the third year. Higher first year costs reflect equipment purchases, while higher third year costs reflect additional faculty expenditures.

**Olney Central College** is seeking approval to offer a 35 semester credit hour "Cosmetology Teacher" certificate program. The program will prepare licensed cosmetologists for employment as instructors in approved cosmetology training facilities. The program consists of a review of basic cosmetology skills, teaching techniques and methodologies, educational psychology, business skills and practices, and cosmetology law in addition to a health elective course and a required supervised teaching experience. This program will prepare students for completing the state licensure exam for cosmetology teachers through the Illinois Department of Professional Regulation.

The college anticipates four full-time enrollments each year for the first three years. Alternate labor market information provided by the college supports the need for and interest in a training program for cosmetology instructors district-wide. This program will compliment the college's existing cosmetology program to allow students an option beyond practicing as cosmetologists. One existing full-time and one existing part-time instructor will be required the first year for this program. No new costs are anticipated for implementation of this program during the first three years.

**Richland Community College** is seeking approval to offer a 32 semester credit hour “Teacher Assistant” certificate program. This certificate program meets the guidelines of the statewide model curriculum for Paraprofessional Educators as presented to the Illinois Community College Board on May 16, 2003. This program will prepare students for employment as teacher assistants in regular and special education classroom settings. The curriculum consists of coursework in child psychology, introductory public education, classroom technology, art for elementary teachers, multi-cultural classrooms, the exceptional child and a required field experience in education, in addition to general education studies.

The college anticipates an enrollment of 15 full-time students per year the first three years of the program’s operation. Labor market information provided by the college supports the need for and interest in a formal certificate-level training program that addresses the requirements of the federal No Child Left Behind (NCLB) legislation. Two new part-time and four existing full-time faculty will be required for this program during the first year. Costs of implementing this program will be approximately \$26,300 the first year, \$43,500 the second year, and \$33,500 the third year.

**Rock Valley College** is seeking approval to offer a 66 semester credit hour “Web Information Technology” Associate of Applied Science (A.A.S.) degree program. The program offers an option in programming and web site design which will prepare individuals for employment in website design, development and maintenance. A second option in systems administration will prepare individuals for employment in network administration and internet/intranet design, development and maintenance. The curriculum consists of 15 credit hours of general education studies, 33 core credit hours of technical coursework, 9-12 credit hours of option-specific technical coursework, 6-9 credit hours of technical electives including a work-based learning experience. The curriculum was developed based on Association for Computing Machinery (ACM) guidelines and Certified Internet Webmaster (CIW) and Microsoft Certified Systems Administrator (MCSA) certification requirements. The program will prepare individuals for completing the optional CIW and MCSA exams.

The college anticipates an enrollment of 10 full-time and 30 part-time students the first year, increasing to 15 full-time and 30 part-time students by the third year. Labor market information provided by the college supports the need for trained information technology workers with web design and systems administration skills. According to the Illinois Department of Employment Security, employment of information technology workers is expected to increase over three times the statewide average employment of all occupations through 2008. The program will require three existing full-time and four existing part-time faculty the first year. Costs of implementing this program will be approximately \$11,880 the first year, no new costs during the second year, and \$2,000 the third year.

#### **TEMPORARY PROGRAM APPROVAL**

The following colleges have submitted applications to offer the Associate in Applied Science (A.A.S.) degree in Corrections Statewide Model Curriculum. The proposals meet the model

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guidelines endorsed by the Illinois Community College Board on June 14, 2002. The Board indicated in its action at that time, that colleges meeting these guidelines would be granted temporary approval without further Board action needed.

Moraine Valley Community College

- ▶ A.A.S. in Corrections: Correctional Officer/Youth Supervisor option (66 semester credit hours)

Lake Land College

- ▶ A.A.S. in Corrections: Correctional Officer/Youth Supervisor option (64 semester credit hours)
- ▶ A.A.S. in Corrections: Parole Officer option (64 semester credit hours)

**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:

Illinois Central College

- ▶ CISCO Certified Network Professional Certificate (16 semester credit hours)

Illinois Valley Community College

- ▶ Human Services Certificate (23 semester credit hours)

Joliet Junior College

- ▶ Pharmacy Technician Certificate (9 semester credit hours)

Waubonsee Community College

- ▶ Intermediate Health Care Interpreting Certificate (8 semester credit hours)
- ▶ Comprehensive Health Care Interpreting Certificate (17 semester credit hours)

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**POLICY GUIDELINES FOR  
RESTRICTED GRANT EXPENDITURES AND REPORTING  
EFFECTIVE JULY 1, 2003**

In order to have ICCB restricted grant policy guidelines in place by July 1, 2003, the Board is now being presented with a set of policy guidelines which include the following restricted grant programs: Workforce Development, P-16 Initiative, Deferred Maintenance, and Retirees Health Insurance. The Advanced Technology grants and the Current Workforce Training grant (component of the Workforce Development grants) were transferred to the Department of Central Management Services and the Department of Commerce and Economic Opportunity in the fiscal year 2004 budget adopted by the General Assembly and are, therefore, excluded from the policy guidelines. No substantive changes are being proposed to the policy guidelines for fiscal year 2004. At its June 14, 2002 meeting, the Board adopted the guidelines to remain in effect unless changes were proposed. Due to the transfer of certain grants from the ICCB, these policy guidelines are being presented to the Board for its approval.

**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, 2003.

Illinois Community College Board

**STATE LEGISLATIVE REPORT**

**Spring 2003 Legislative Summary.** When the General Assembly adjourned on the night of May 31, 2003 (or in the case of the House, in the early morning hours of June 1, 2003), the legislators completed a historic session. The Senate filed 2,089 bills for the session and the House filed 3,819. Of those totals, 380 House bills and 319 Senate bills passed both chambers and will be sent to the Governor for his consideration. The chamber of origin of a bill has the responsibility to send the bill to the Governor no later than 30 days after it passes both houses, and the Governor has 60 days after receipt of the bill to take action.

The Senate had a Democratic majority for the first time in a decade led by Senate President Emil Jones of Chicago. The Democrats had 32 members, the Republicans had 26 members and one independent member, Senator James T. Meeks, who voted with the Democrats for organizational purposes. The Senate Republicans elected Senator Frank Watson from Greenville to be the Republican leader. The election was a three way contest with Senator Steve Rauschenberger leaving the contest early and Senator Kirk Dillard being defeated by Senator Watson in the final vote. Senator Watson is the first downstate leader of a caucus in more than twenty years. Senator Pate Philip did not seek election as leader of the Senate Republicans and resigned his position as Senator later in the session.

The House remained firmly in control of the long-serving Democratic Speaker, Michael Madigan. The Democrats have 66 members and the Republicans have 52 members. The House Republicans also elected a new leader after Lee A. Daniels decided not to seek re-election as the House Republican Leader. Daniels continues to serve in the legislature without any leadership position. The race for leader was a two person contest. Representative Tom Cross from Oswego was elected as leader by the caucus. Opposing Rep. Cross was Representative Art Tenhouse.

Governor Blagojevich requested additional time to present his budget. Because the date for the budget presentation is set by statute, the legislature found it necessary to pass legislation to revise the law. That action allowed the Governor to delay his budget address until April, 2003. To most observers, the budget, revenue enhancements and the \$5 billion deficit dominated the session. The House actually passed two budgets. The first was a version with significant additional spending authority. This allowed House members to vote for a budget that responded to the demands of advocacy groups and constituents. During the last ten days of session, the House and Senate agreed to a different budget. While the budget passed by both chambers contains several additional controversial line items, it comes much closer to the original budget presented by the Governor in April. The last week of session, specifically the last three days of session, saw the toughest votes. It was during this time that the increased fees requested by the Governor were considered and approved by the legislature. In the Senate, most of the fee increase legislation was passed by straight party line votes. In fact, the last such vote, which was for approval of the capital expenditure appropriation, caused the Senate Republicans to angrily protest and ultimately walk out of the

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session. The majority Senate Democrats passed the bill and soon adjourned. In the House, the votes on the budget and fees increases included a small number of Republican votes with the vast majority of the votes of approval coming from the Democrats.

That is not to say that other significant issues were ignored. Several social issues that had been considered during the past decade only to die a legislative death in the rules committee of the Senate were discussed again with mixed results. For the first time in more than 20 years, the Equal Rights Amendment to the Federal Constitution was debated and passed by the House. The Senate did not take action on the Amendment. Pay Equity, meaning that pay rates may not discriminate on the basis of sex, passed both chambers and was signed by the Governor. Similar success was accorded to an increase in the state minimum wage.

Not successful this session are the following pieces of legislation (however, as a noted legislator once said, nothing is ever really dead in the Illinois General Assembly):

1. House Bill 2279 would allow community colleges to provide residential housing for students and employees
2. House Bill 2593 would establish a new community college district comprised of the territory of the former Metropolitan Community College of East St. Louis
3. Senate Bill 1021 would put restrictions on the operation of a community college owned and operated bookstore
4. Senate Bill 750 would create a pilot baccalaureate degree program in nursing at Danville Area Community College with the approval of the ICCB and the IBHE and with certain intergovernmental agreements in place.

The following is a list of some of the pieces of legislation that have been approved by both houses and will be considered by the Governor:

1. House Bill 60 requires universities and community colleges to charge in state tuition for undocumented immigrants. See attached memo to the Community College System for detailed information. This bill was signed by the Governor and is now law. (*See attached memo.*)
2. Senate Bill 1980 creates trustee subdistricts for Lincoln Land Community College and provides for a general election in 2005.
3. Senate Bill 1586 requires verbatim recordings (audio or video) of closed meetings of units of local government.

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4. House Bill 3412 creates the State Officials and Employees Ethics Act. The House and the Senate each drafted versions of ethics bills. The House version did not pass the Senate but the Senate version was approved by the House and will be sent to the Governor. (The Senate attached their version as an amendment to a House Bill and returned it to the House.) Both bills contained similar items such as a prohibition of state workers doing campaign work on state time, a provision that prohibits registered lobbyists from serving on Boards and Commissions, gift ban limitations for legislators, and limits on political fund raising during certain legislative session dates. The Senate version was deemed to have less provisions for enforcement and has been criticized by the Governor for “lacking teeth.” The Governor has not indicated if he will sign the bill.
5. House Bill 2660 authorized the Governor to sell \$10 Billion of bonds to finance this years obligated payment to the various pension funds. The Governor signed this bill and the sale of the bonds recently was accomplished. The recent auction of the bonds was deemed a success due to significant foreign purchase of the bonds that achieved a lower than expected interest rate on the bonds.
6. House Bill 221 sets a minimal rate at which surplus state property may be leased. Of particular interest to community colleges, this bill, which has been sent to the Governor, specifically excludes “college” presidents from the definition of “responsible officers” who may negotiate such leases, while specifying that presidents of State Universities are still within the definition of “responsible officer.”
7. House Bill 761 prohibits a school district, university, or community college from providing a student's name, address, telephone number, social security number, e-mail address, or other personal identifying information to a business organization or financial institution that issues credit or debit cards, unless the student is 21 years of age or older.
8. House Bill 1119 changes the name of the Illinois Incentive for Access Grant Program to the Silas Purnell Illinois Incentive for Access Grant Program. For these grants, the bill provides that the maximum amount paid per applicant per year is \$1,000 for applicants with an expected family contribution of \$0 and \$500 for applicants with an expected family contribution of \$500 or less but more than \$0. Requires the Illinois Student Assistance Commission to give priority to applicants with an expected family contribution of \$0.
9. House Bill 1387 makes the penalty of the bond of the treasurer of the Chicago community college district the same as the penalty of the bonds of the treasurers of all other community college districts in this State.
10. Senate Bill 1375 creates the ICCB Federal Trust Fund which captures indirect costs from federal grants with proper appropriation from the General Assembly. This bill has been sent to Governor. We have also sent a letter emphasizing the importance of this bill and requesting that the Governor sign this legislation as soon as possible.

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*The following memo was sent to all Illinois Community College Chief Executive Officers from Joe Cipfl and is included in the June 20, 2003, ICCB meeting packet for informational purposes.*

Governor Blagojevich recently signed legislation that changes the charges that universities and community college may assess an individual that is not a citizens of the United States.

The legislation was directed primarily at universities because it dictates when “in-state” tuition must be charged. The amendment to the statute states as follows:

In-state tuition charge.

- a. Notwithstanding any other provision of law to the contrary, for tuition purposes, the Board of Trustees shall deem an individual an Illinois resident, until the individual establishes a residence outside of this State, if all of the following conditions are met:
  1. The individual resided with his or her parent or guardian while attending a public or private high school in this State.
  2. The individual graduated from a public or private high school or received the equivalent of a high school diploma in this state.
  3. The individual attended school in this state for at least three years as of the date the individual graduated from high school or received the equivalent of a high school diploma.
  4. The individual registers as an entering student in the University not earlier that the 2003 fall semester.
  5. In the case of an individual who is not a citizen or a permanent resident of the United States, the individual provides the University with an affidavit stating that the individual will file an application to become a permanent resident of the United States at the earliest opportunity the individual is eligible to do so.
- b. This section applies only to tuition for a tem or semester that begins on or after the effective date of this amendatory Act of the 93<sup>rd</sup> General Assembly. Any revenue lost by the University in implementing this Section shall be absorbed by the University Income Fund.

The above language was added to the following acts:

University of Illinois Act  
Southern Illinois University Act  
Chicago State University Law  
Eastern Illinois University Law  
Governors State University Law  
Illinois State University Law  
Northeastern Illinois University Law  
Northern Illinois University Law  
Western Illinois University Law  
Public Community College Act (the amendment to this act does not contain the last sentence of the last paragraph.)

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As you may recall, Representative Acevedo conducted a series of hearings on this subject last fall. During those hearings, community colleges were cited as a positive example of higher education providing educational opportunity for undocumented aliens. For that reason, the original bill did not contain language relating to community colleges. The community college language was added later.

We do not believe that this law will change the manner in which community colleges have been doing business. First, the language discussed “in-state tuition” and “an Illinois resident”. That language may be relevant to universities but not as relevant to community colleges which deal with in-district residents. It is for that reason that I testified before the Acevedo Task Force hearing last fall. The following are a couple of the relevant paragraphs from that testimony:

Therefore as President and CEO of the Illinois Community College Board, today I announce my intention to strongly encourage the 39 community college districts that questions to determine the citizenship of a college student are not necessary to the community college application process. Community colleges are in the business of education, not investigating or determining citizenship. Questions to determine the residency of a student are appropriate only to determine in-district or out-of-district tuition. Residency is a necessary question, citizenship is not a necessary question. Previously the ICCB has promulgated administrative rules that require colleges to “adopt a process of verifying the residency status of its students”. Nothing in that rule should be construed to encourage any enquiry into the citizenship of a student. The only exception to this statement would be foreign students who come to the United States with a visa specifically for the purpose of a college education. It is the education of students that concern the Illinois Community College Board.

A more subtle issue is the request of a student to supply a social security number. I simply wish to remind the Task Force that current law requires community colleges to provide an alternative student identification system for those students who do not have a social security number.

What I stated to the Task Force is what I believe is the practice of the community colleges of Illinois. Since our practice is already comfortably within the dictates of the law and surpasses the spirit of the law, I do not believe this new law will have any effect on the operation of our community colleges.

If you have questions about this legislation or any other issue before the Illinois General Assembly, please contact Steve Morse or Tom Ryder in our office.

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**FEDERAL LEGISLATIVE REPORT**

An oral report will be presented to the Board at its meeting on June 20.

Illinois Community College Board

**STATUS REPORT ON INTERNATIONAL EDUCATION INITIATIVES**

The externally attached document contains a plan for enhancing the involvement of Illinois community colleges in international education and assists in defining the role of the Illinois Community College Board in coordination of that involvement.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses the proposed approach to international education as outlined below and further detailed in the externally attached paper, *Enhancing the Role of Illinois Community Colleges in International Education*.

**BACKGROUND.** In 2001, the ICCB's Center for Policy Development identified international education as an issue of critical importance for community colleges to be addressed for further study and policy recommendations. Ray Hancock, President emeritus of John A. Logan College, was named Policy Fellow and assigned the responsibility, with the assistance of an advisory committee consisting of college administrators and faculty, to pilot various international education initiatives which would culminate in the development of a plan to address how the expansion of international education can be coordinated within the Illinois Community College system. The initiatives, undertaken over the past two years, have provided the colleges with opportunities to enhance their involvement in international education and have resulted in the coordination of the delivery of courses and programs to the international community.

To build a model for future international education activities, the Center for Policy Development project has focused on establishing international education initiatives with Chinese entities. Examples of projects to date include:

- Discussions to create the Illinois-China Education Project (ICEP), a cooperative agreement between ICCB and the All-China Youth Federation (ACYF) to provide online and onsite educational opportunities in China
- Conceptualization of a college/university complex in Shenyang for comprehensive two-year and four year degree programs
- Development and implementation of the China Online Pilot project with seven Illinois community colleges participating
- Collaboration between Shenyang Education Commission and Illinois community colleges to deliver educational management and professional development courses.

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In January 2003, the international education initiative began its transition from the policy development stages into the current infrastructure of ICCB. In fiscal year 2004, the proposed goal of this initiative is to facilitate linkages between the educational needs of international communities and the academic and workforce training resources available through Illinois community colleges. This goal will be achieved through the following objectives:

1. Establish communication with international business communities, economic development entities, chambers of commerce, educational institutions, embassies and state departments to maximize educational opportunities for students and international and local workforce.
  - A. Establish communication with educational system in Mexico to investigate opportunities for collaboration.
  - B. Determine feasibility of continuing and/or enhancing current initiatives.
2. Enhance current ICCB infrastructure to support communication on international education.
  - A. Establish partnerships between ICCB and other state and regional efforts to promote international education.
  - B. Develop website on international education.
3. Explore funding alternatives for initiatives.
  - A. Identify potential funding sources.
  - B. Pursue external funding.

These objectives will be accomplished through collaboration between ICCB's Program Planning and Accountability and Instructional Technology teams. This internal organizational structure will allow ICCB to take a leadership role in the following areas without infringing on the independent efforts of either individual community colleges or other statewide initiatives that support international education:

- Increase the name recognition of Illinois and its community colleges
- Increase the number of international students enrolling in Illinois community colleges, whether online or in person
- Facilitate partnerships between Illinois community colleges and foreign schools and coordinate international efforts
- Coordinate Online delivery of coursework
- Explore funding alternatives
- Develop marketing materials
- Establish Illinois community colleges as a primary provider to Illinois businesses for their international management and workforce training needs.

It is anticipated that cooperative ventures will continue and expand in China but that the models used in China will be expanded to other international arenas. For example, more recent efforts have focused on Mexico. Contacts have been established with the University of Guadalajara with an exchange of information that will facilitate discussions for future collaboration.

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The benefits of international education to students, colleges, and the Illinois economy are numerous. Illinois community colleges have the desire to build the international dimension of community college education and workforce training in Illinois. The Board's involvement in international education can only enhance the Illinois community college system by responding to employers' need for individuals to have a global perspective, by strengthening economic development, and by furthering commitment to student and faculty diversity and knowledge of other cultures. Such international endeavors are necessary for the development of a world-class educational system in Illinois.

Illinois Community College Board

**STATUS REPORT ON TEACHER EDUCATION INITIATIVES**

In March 2001, the Illinois Community College Board endorsed an initiative to enhance the role of community colleges in teacher preparation and quality improvement. Since that time, the Board staff has been successful in acquiring approximately \$5 million in federal grants to assist in moving this initiative forward. One of these, a Preparing Tomorrow's Teachers to Use Technology (PT3) grant, is a partnership among the three educational boards and administered by ICCB. This grant is infusing technology into the general education curricula of teacher education programs. Another, a Teacher Quality Enhancement Grant, again a partnership among the three boards, is administered by the Illinois Board of Higher Education. Through this grant, four consortia of universities and community colleges are developing middle school teachers curricula models. A third grant, also a Preparing Tomorrow's Teachers to Use Technology grant, entitled *Enhancing the Role of Community Colleges in Teacher Preparation*, is in partnership with the Education Commission of the States. Several initiatives including the development of model Associate in Arts in Teaching degree curricula, model Associate in Science in Paraprofessional Education degree curricula, and career lattice programs in Early Childhood Education are included within this grant program. A three-year grant from the University of North Carolina was acquired to infuse special education concepts into Early Childhood programs in community colleges. Funding for a fifth initiative to develop test preparation materials for Paraprofessionals was recently acquired through a contract with the Illinois State Board of Education. Updates on several of the Teacher Education initiatives are provided below.

**Associate of Arts in Teaching**

Since the last report prepared for the Board in October 2002, the development of the Associate of Arts in Teaching (AAT) degree has steadily continued. The Task Force providing leadership to the effort has met on several occasions to refine its preliminary recommendations and discuss future direction. Currently, the Task Force is in the process of expanding its preliminary recommendations by convening faculty/administrator work groups to examine five core education courses along with the high need areas of secondary math and secondary science. A review of Special Education, which initially was a third target area, has been postponed due to the continuing legal changes experienced by the field.

The workgroups will convene for a two-day work session in Springfield on June 25 and 26. At that time, committees will be asked to develop a course syllabus template for each of the five identified education courses within the proposed degree model. A matrix showing identification and alignment of ISBE and NCATE standards for each course will also be created. In addition, recommendations will be drafted for infusing core technology and core language arts standards into the general education curriculum, and for accreditation and accountability mechanisms to be used to track standards' coverage. Math and science committees will also meet during this time to address specific courses for freshman and sophomore education majors in these two content areas. The development of recommendations for other education majors will be discussed for future consideration.

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In addition, a subgroup of the Chief Academic Officers has been established to assist efforts in implementing the AAT throughout the community college system. A second focus of their work will be on a collaborative project designed to educate arts and science's faculty about the Illinois Learning Standards and the Basic Skills Test and to develop curricula that ensure education students are prepared to pass the Basic Skills Test prior to transfer. It is anticipated that the project will culminate in the publication of *A New Model for Enhancing Teacher Education in the Community College and Preparing Students for the Basic Skills Test*, which will be disseminated to all community colleges in Illinois.

### **Paraprofessional (Teacher Aide/Teacher Assistant) Preparation**

Throughout the past year, the Illinois State Board of Education and Illinois Community College Board have worked in partnership through the establishment of the Paraprofessional Task Force. This collaboration, created to address the increased requirements for teacher assistants found in the No Child Left Behind (NCLB) federal legislation, culminated in the development of a statewide model for an Associate of Applied Science degree and certificate for paraprofessional educators. The final report of the Task Force was presented to ICCB at its May 16 meeting and received unanimous endorsement.

While the Task Force's work was highly successful and served to provide a pathway to NCLB qualification through college course work, a need remained in the area of paraprofessional test preparation.

In April, 2003, ICCB engaged in a second partnership effort with ISBE regarding the development of test preparation opportunities for paraprofessionals in Illinois. These preparation opportunities, focusing on preparing individuals for the ETS "Parapro" and ACT Work Keys assessments, will be developed in collaboration by representatives from community colleges, the K-12 community, Regional Offices of Education, and education unions.

The project involves developing a sequence of modules that will include an overview of both assessment exams, a review of math, reading, and writing content, and tips for taking standardized tests. Pre-test and post-tests will be utilized as diagnostic tools and additional academic support will be accessible for those needing further assistance. Each module will be available in both on-line and on-site formats.

ICCB received a \$500,000 contract from ISBE to coordinate this effort. Work began on April 15, 2003. Both the advisory committee and content development team met for the first time in May. The work of these two groups, along with the content review team, will continue throughout the summer.

Grants will be awarded to colleges and their K-12 partners to support the delivery of the test preparation instruction. It is anticipated that on-site curricula will be ready in August 2003 and an on-line version in December 2003. An RFP for instructional support will be issued in June.

## **Early Childhood Education**

### *Early Childhood Career Lattice*

In December, 2002, an effort began in Illinois to develop a comprehensive career lattice and information system for early childhood students and practitioners. The project is supported by U.S. Department of Labor Workforce Investment funds contracted by the Illinois State Board of Education and the Illinois Department of Human Services to the Illinois Network of Child Care Resource and Referral Agencies. The lattice and career information system is being designed as part of a broader integrated professional development system that will pave the way for advances in individual professional achievement and compensation for early childhood practitioners. The work of the Professional Development Advisory Committee (PDAC), which includes representatives from state agencies, early childhood organizations, higher education, and education and care providers, is focusing on the following:

- clearly defining roles, qualifications and competencies across the early childhood field;
- identifying and creating smooth pathways to career preparation and professional movement along the career lattice;
- stabilizing the early childhood workforce; and
- improving developmental outcomes for children.

Staff from the Illinois Community College Board has been involved in the development of this effort and helped to facilitate a statewide meeting of community college early childhood faculty and administrators on May 2, 2003. The meeting was sponsored by PDAC and hosted by Lincoln Land Community College in Springfield. More than 50 faculty and administrators participated, representing 63 percent of the colleges in the community college system.

The meeting was held to share preliminary Career Lattice recommendations with community college stakeholders and ask for input and feedback on the design and implementation of the proposed model. It was a productive meeting and community college representatives were asked to stay engaged in the process by continuing to share their opinions and ideas.

It is anticipated that draft recommendations will be developed by late summer 2003.

### *Natural Allies*

In the spring of 2002, the ICCB was awarded a 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 models and methods across the early childhood preparation curriculum at community colleges throughout the state.

On November 1, 2002, a State Resource Planning Team (SRPT), composed of 54 members representing the diversity of Illinois' early childhood field, was convened for a one-day meeting at

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Heartland Community College. Camille Catlett from the University of North Carolina was present to facilitate the meeting. SRPT members chose three goals to focus on during the grant period: 1) enhancing community college early childhood curriculum in the area of exceptionalities, 2) providing additional special needs professional development opportunities on community college campuses, and 3) assisting with the development of an early childhood career lattice to ensure that all levels include training in special needs. The team then identified key issues related to each goal with respect to related initiatives and efforts, barriers, possible strategies, and potential resources.

A 17-member travel team will attend a four-day institute in North Carolina in July 2003 to begin creating a statewide plan for achieving and implementing these goals.

### **Illinois Articulation Initiative**

The four education panels of the Illinois Articulation Initiative (IAI) are continuing to adapt to the transition from a course-based model to a standards-based model to align with Illinois' standards reform.

The Early Childhood Education Panel has met twice during the past year. At its last meeting in February, the panel focused its discussion on the variety of early childhood initiatives currently underway in the state. Of particular significance to the work of the panel is the development of the Early Childhood Career Lattice. After significant discussion, the panel decided not to continue creating a new IAI recommendation until the work of the Lattice is more defined in order to achieve maximum alignment among efforts.

The Elementary, Secondary and Special Education panels have not been convened during the past year due to the continuing development of the AAT degree. Staff recognized the importance of ensuring compatibility between the new, standards-based recommendations of the panels and the courses and standards proposed by the AAT Task Force. The panels will meet in the fall to discuss the progress of the AAT and determine next steps for finalizing IAI recommendations.

### **Infusing Technology**

Through a federal Preparing Tomorrow's Teachers to Use Technology grant, four curriculum design teams in math, science, humanities, and communications and one technology advisory team representing approximately 20 community colleges and universities have developed 111 modules to infuse technology into twenty arts and sciences courses. The modules have gone through a process of review, field-testing, and revision. The modules have been reviewed again for the process of assessing the transferability of technological techniques used from one subject area to another. The results of this process resulted in a document that will be included on the project web site.

Two new teams, a professional development training team and a seminar resources team have been formed and are working with a professional development trainer consultant to develop training

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seminars to expand the technology infusion beyond the pilot site institutions. Training of arts and science faculty is taking place during May and June through four workshops.

Participation in Collaborative Exchange Site Visits is a requirement of the federal grant program. The Illinois Community College Board hosted its site visit in early April in Chicago and staff has participated in its three required Site Visits to the University of Nebraska at Omaha, Northern Arizona University, and Indiana State University.

The project is entering its third and final year. During fiscal year 2004, training will expand the use of the modules, an “ehandbook” to be used by sophomore preservice teachers will be developed, and NCATE all modules are being reviewed to assure compliance with NCATE teaching standards.

### **Teacher Quality Enhancement**

The Illinois Community College Board is a partner with Illinois State Board of Education and the Illinois Board of Higher Education in a federal Teacher Quality Enhancement project administered by IBHE. The project is in its third year and is developing curricula for middle school teacher education. Four consortia comprised of faculty from public universities and community colleges have developed curricula and embedded professional teaching standards into the models. As a part of its role in the project, ICCB is working with community colleges to ensure that community college faculty have a through understanding of NCATE and Illinois Teaching Standards so that students completing community college general education curricula will be able to successfully pass the Test of Basic Skills required for entry in Colleges of Education.

### **Summits and Task Forces**

In addition to the initiatives outlined above, ICCB has been an active participant in several statewide activities related to teacher education since the last status report. Virginia McMillan, representing Chairman Duffy, is a member of the Chicago Civic Committee’s Task Force on Teacher Education and Professional Development. The Task Force will soon release its report calling for significant reform in Illinois teacher education and professional development. In May University of Illinois President James Stukal reconvened a summit of university and community college presidents as a follow-up to his earlier summit on P-20 education. As a part of that summit, ICCB staff reported on progress made in the development of the Associate in Arts in Teaching (AAT). Likewise, in late April a regional summit was convened by President John Peters of Northern Illinois University. Participants represented local school districts, area community colleges, and Northern Illinois University. ICCB staff again presented information on statewide teacher education initiatives and facilitated a session to develop regional plans for implementing the AAT. On June 17 and 18, staff provided training on the Illinois approach to Enhancing the Role of Community Colleges in Teacher Preparation for representatives from five states at a summit convened by the Education Commission of the States.

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**Summary**

Activities associated with Teacher Education continue at a feverish pitch with many accomplishments over the past few months. It is anticipated that by the time the Board receives its next status report, the models for the AAT degree will have undergone field review and will have been presented to the Board for its endorsement and that numerous other activities will be also be completed or nearing completion.

**INFORMATION ONLY**

Illinois Community College Board

**STATUS REPORT ON CAREER AND TECHNICAL EDUCATION**

On June 14, 2002, the Illinois Community College Board and the Illinois State Board of Education (ISBE) entered into Memoranda of Understanding related to the administration of (1) federal and state postsecondary career and technical education funds, beginning in fiscal year 2003, and (2) federal Tech Prep funds, beginning in fiscal year 2004. The formal agreements, which were the result of increased collaboration between the two agencies in career and technical education policy development, were intended to improve state-level leadership and administrative functions regarding postsecondary career and technical education through shared leadership and policymaking roles. During fiscal year 2002, ICCB staff developed processes to distribute and monitor the postsecondary Perkins and state CTE funds, provide leadership and technical assistance, and maintain appropriate documentation for required reporting. These processes were put into place in fiscal year 2003. In addition, during fiscal year 2003, staff has developed similar processes to prepare for the administration of federal Tech Prep funds beginning in fiscal year 2004. Following is a brief report on the status of the new responsibilities that have been assumed by ICCB in CTE.

**Accomplishments to Date**

Beginning in fiscal year 2003, ISBE subcontracted with ICCB to administer federal and state funds totaling more than \$28.6 million. Federal postsecondary Perkins funds amounting to \$17,581,728 (or 40 percent of the state's Perkins allocation) included \$15,164,237 for basic grants to postsecondary institutions, \$1,532,673 for statewide leadership, and \$884,818 for administrative costs. ICCB also received \$125,000 to support coordination activities related to Tech Prep. Responsibility for \$10,924,314 in state postsecondary funds were also transferred from ISBE to ICCB. That amount included \$8,900,000 for credit hour formula reimbursement, \$1,139,496 for program improvement grants to postsecondary institutions, and \$884,818 for administrative costs (match for federal funds).

Three principles have guided the development of policies and processes related to the administrative responsibility for the postsecondary Perkins and state CTE funds that now rests with ICCB. First, the funds should be administered in a way that encourages the integration of programs and services they support into the comprehensive CTE enterprise at each college. Second, whenever possible, state level leadership activities should be structured to provide additional funds to the colleges to support identified areas of high need and priority. Finally, policies and processes should be developed with broad input from the community college system.

Following is a summary of what has been accomplished toward carrying out these new responsibilities:

- In preparation for administering postsecondary Perkins funds, ICCB staff held regional meetings during fall 2001 to gather input from community college career representatives regarding processes for the administration of college grants as well as priority areas that should be targeted in state-level leadership and technical assistance efforts.

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- Guidelines for the local plans that colleges are required to submit in support of their annual Perkins allocation were revised to reflect a programmatic approach to planning and to create a more flexible budget that is aligned with ICCB fiscal practices.
- Staff conducted regional workshops in Spring 2002 to explain the new guidelines for local plans and provide information regarding performance data.
- Local plans were reviewed by staff during May and June of 2002, and college Perkins allocations (federal) and Program Improvement Grants (state) were approved and distributed in a timely manner.
- ICCB sponsored the first annual Forum for Excellence in Career and Technical Education in September 2002, which brought together teams of college representatives with various responsibilities related to career and technical education. A pre-session provided orientation for new career administrators. The conference featured a representative from AACC who presented a national perspective on career and technical education, particularly Perkins reauthorization issues, and a team-building session focused on identification and collection of data for performance indicators (an area that college representatives have consistently identified as a professional development need).
- Throughout fiscal year 2003, technical assistance and monitoring activities have been carried out by three regional consultants. In initial visits to the colleges, the consultants met with teams of career and technical education staff to discuss progress in carrying out the annual plan. Follow-up visits have focused on strategies to improve performance on indicators that are identified in federal Perkins legislation. The consultants have also shared information among the colleges regarding best practices they identify on their visits, and they have fostered enhanced communication among career administrators.
- Staff identified statewide leadership dollars that were distributed to the colleges to support the development of degree audit systems to improve the accuracy of performance data, supplement program improvement grants, and to support and enhance community college Tech Prep activities and services. In addition, ICCB is developing the capacity to provide performance data to the colleges, a function previously performed by ISBE.
- Methodologies were developed to determine allocation of state postsecondary CTE credit hour reimbursement funds previously administered by ISBE, and the funds were disbursed. These funds go to community colleges as well as CTE institutes at the University of Illinois at Urbana-Champaign, Southern Illinois University - Carbondale, and Southern Illinois - Edwardsville.

The accomplishments achieved during fiscal years 2002 and 2003 to prepare for and undertake new administrative responsibilities for career and technical education required the assistance of staff from many areas of ICCB, including the Executive Staff, Program Planning and Accountability, Policy Studies, System Finances, Operations, and Technology Services. In addition, a team of ICCB staff met regularly with staff from ISBE to share information on transition activities and coordinate leadership activities.

### **Fiscal Year 2004 – Next Steps**

The continuing MOU's between ICCB and ISBE provide for ICCB to assume responsibility during fiscal year 2004 for federal and state funds totaling approximately an additional \$5.9 million. These funds include \$1,152,704 in federal and state funds that go to the Illinois Department of Corrections to support adult CTE programs and activities provided by the DOC school district, \$746,014 in state funds that support the Early School Leaver program, and \$4,028,796 in federal Tech Prep funds. ISBE will continue to administer state funds that previously were directed to Tech Prep. However, those funds will be part of a block grant that will go to regional CTE offices to support career development activities and programs. While Tech Prep will be an allowable use of the funds, there is the possibility that some Tech Prep consortia will receive less state support than in previous years. ICCB is mindful of the challenges the consortia may face and will attempt to leverage other postsecondary CTE funds to support Tech Prep as appropriate. For example, the agency expects to achieve administrative efficiencies since staff will be working with both Perkins and Tech Prep grants, so no administrative costs will be taken from the federal Tech Prep funds in order to maximize grants to the consortia.

Following is a summary of what has been accomplished and what is planned to carry out the continued and new responsibilities:

- Discussions have been held with representatives of the Department of Corrections (DOC) School District in preparation for fiscal year 2004, when ICCB will begin administering federal and state CTE funds that go to DOC in support of postsecondary CTE programs and activities. Staff are finalizing allocation methodologies and reporting requirements to begin administering the funds effective fiscal year 2004.
- Discussions have been held with staff of the Illinois State Board of Education regarding the transfer of the Early School Leavers Program (ESLP) to the Adult Education and Family Literacy area of the ICCB. Information has been disseminated to the six programs receiving ESLP funding informing them of the transfer. Because this is a continuation year and not a full competition, these programs have been asked to provide updates on program activities for fiscal year 2004. In early August, Adult Education and Family Literacy staff will meet with staff of each ESLP site to discuss program goals and objectives.
- Following the model used to prepare for administration of postsecondary Perkins funds, ICCB staff held regional meetings during fall 2002 to gather input from representatives of Tech Prep consortia, revised the guidelines for consortia annual plans and disseminated them through regional workshops in spring 2003. Consortia plans for fiscal year 2004 have been received and are being reviewed by staff in preparation for distribution of the fiscal year 2004 consortia grants.
- The second annual Forum for Excellence is planned for fall 2003 and will be linked with a statewide Tech Prep conference.

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- Regional consultants will continue to provide monitoring and technical assistance for the Perkins basic grants, and the model will be expanded to include similar activities for the Tech Prep consortia.
- ICCB will facilitate regular regional meetings of postsecondary career administrators and dedicated sessions at statewide meetings such as ICCCA and the Forum for Excellence.

### **Summary**

Staff will continue to move forward with the expanded responsibilities described in this report in a manner that adheres to ICCB principles and complies with federal requirements. As noted earlier in this report, there may be fiscal challenges for some of the Tech Prep consortia due to changes in the way ISBE will distribute state CTE funds. An additional challenge is presented at the federal level. The Bush administration's proposal for education for federal fiscal year 2004 includes the Secondary and Technical Education Act, which would replace Perkins legislation and require states to distribute CTE funds at the postsecondary level on a competitive basis for proposals tied directly to secondary programs. The proposal also reduces the amount to fund the act from the \$1.3 billion currently allocated to Perkins to \$1 billion. Perkins legislation is scheduled for reauthorization during the coming year. The discussions that surround reauthorization and the administration's proposal are of critical importance to the future direction of career and technical education. Staff will work with the community college system, partner agencies, legislators, AACC and other appropriate individuals and organizations as the discussions occur and will keep the Board informed of important issues and outcomes as they develop.

### **INFORMATION ONLY**

Illinois Community College Board

**PROPOSED ILLINOIS COMMUNITY COLLEGE BOARD RULES  
CONCERNING REPORTING REQUIREMENTS**

Reporting requirements have changed since this section of the *Administrative Rules of the Illinois Community College Board* was last reviewed by the Board. The proposal is being submitted for initial review by the Board and the System. No new reporting requirements are being proposed. The *Administrative Rules* are being modified to reflect recent changes that have already been implemented to help meet external reporting needs and limit the reporting burden on college officials.

In response to systemwide interest in gathering additional detail about students served through noncredit coursework a noncredit course enrollment individual student record submission (N1) was created. Previously, only summary information had been gathered about noncredit students. While the N1 data system was maturing the summary submission of noncredit student activities continued to be gathered. Beginning in fiscal year 2002 and continuing into the future reporting on noncredit student activities will rely exclusively on the N1 individual noncredit student records. Hence, the summary submission of noncredit student activities will be eliminated and replaced in the *Administrative Rules* by the noncredit course enrollment submission (N1).

The Underrepresented Groups Report has been redesigned to focus on major topics and requests more outcomes information than in the past. Focus topics for the report that are being used on an annual rotating basis include Academic Achievement, Campus Climate and Recruitment and Preparation. The Underrepresented Groups reporting deadline was extended from September 1 to December 1 to allow college officials additional time to complete their reports.

The Annual Student Identification (ID) file was added to allow for additional external administrative database matching. Administrative data matching, which only takes place when the proper safeguards are in place, allows the system to more fully report student outcomes information to state and federal officials. By adding items upon which systemwide data can be administratively matched the overall surveying and reporting burden on college officials can be reduced.

The annual report on summer graduate data for the Integrated Postsecondary Educational Data System (IPEDS) Graduation Rate Survey (GRS) was implemented to meet federal reporting requirements. A technical amendment to the GRS reporting requirements extended the time frame to August 31 in the third year for a student to be counted as a graduate within the three-year time frame -- previously the date was June 30 of the third year which corresponds with the fiscal year. Since the Annual Enrollment and Completion (A1) submission reporting period ends on June 30 an additional data collection effort has become necessary to capture summer graduates from the latest fiscal year. This submission allows college officials to report additional student successes to federal officials.

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Several years ago, the Uniform Financial Reporting System (UFRS) was developed to provide the colleges and ICCB with better and more detailed information on the system's revenues and expenditures. To help ensure the accuracy of the UFRS and to signify that the data are finalized for entry into the computerized report system, the ICCB has requested that the college's submit an audit/UFRS reconciliation form which serves to notify the ICCB that the data are ready for public use. While the submission of this form has been due on October 15 for several years, it had not been incorporated into the list of administrative reporting rules.

Certain facility data reporting requirements are being updated to reflect the ICCB's continued emphasis on converting data submissions to electronic format wherever possible. In addition, increasing emphasis is being placed on the use and analysis of facility data submitted to the ICCB by the colleges.

The proposed changes are needed to clarify the reporting requirements for colleges. The following proposed rule modifications are being presented to the Board and the system now for as an ICCB agenda item for review and comment. Little, if any, opposition to the proposed clarifications is expected since no new reporting requirements are being proposed. The item is, therefore, presented for the Board and System review. In the fall the proposal with any needed revisions will be presented to the Board for initial approval for forwarding to the Joint Committee on Administrative Rules.

## **SUBPART B: LOCAL DISTRICT ADMINISTRATION**

### **Section 1501.201 Reporting Requirements**

Complete and accurate reports shall be submitted by the district/college to the ICCB in accordance with ICCB requirements and on forms provided by the ICCB, where applicable.

Listed below is the schedule of due dates indicating when items from the community colleges are due at the Illinois Community College Board office.

- January 1 - ~~construction project status reports [see Section 1501.607(a)]~~
- January 31 - certificate of tax levy [see Section 1501.510(I)]
  - **construction project status reports [see Section 1501.607(a)]**
  - fiscal year-to-date unaudited uniform financial reporting system data [see Section 1501.510(h)]
- February 15 - spring semester enrollment survey [see Section 1501.406(a)]
- May 30 - occupational follow-up study data for specified curricula [see Section 1501.406©)]
- July 1 - ~~annual noncredit course enrollment survey [see Section 1501.406(e)]~~
  - Resource Allocation and Management Plan (RAMP/CC) [see Section 1501.510(b)]
  - application for recognition for specified colleges [see Section 1501.202(d)]
- July 31 - fiscal year-to-date unaudited uniform financial reporting system data [see Section 1501.510(a)]
- August 1 - program review report [see Section 1501.303(d)]
  - program review listing [see Section 1501.303(d)]
  - annual student enrollment and completion data [see Section 1501.406(a)]
  - square footage and acreage (facility information) [see Section 1501.510©)]
  - special initiatives grants report [see Section 1501.519(d)]
- September 1 - ~~application for recognition for specified colleges [see Section 1501.202(d)]~~
  - ~~underrepresented groups report [see Section 1501.406(d)]~~
  - unit cost data [see Section 1501.510(d)]
  - budget survey [see Section 1501.510(e)]

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- **facilities data [see Section 1501.510(f) and 1501.607(c)]**
- **annual report of Student Identification information [see Section 1501.406(g)]**
  
- October 1
  - fall enrollment data [see Section 1501.406(a)]
  - fall enrollment survey [see Section 1501.406(b)]
  
- October 15
  - faculty, staff and salary data [see Section 1501.308(a)]
  - external audit [see Section 1501.503(a)]
  - special initiative grants audit [see Section 1501.503(a)]
  - fiscal year budget [see Section 1501.504]
  - certificate of chargeback [see Section 1501.503(a)]
  - annual fiscal year audited uniform financial reporting system data [see Section 1501.510(f)]
  - **audit/ fiscal year audited uniform financial reporting system data reconciliation statement [see Section 1501.510(f)]**
  - audit/unit cost reconciliation statement [see Sections **1501.503(c)** and 1501.510(g)]
  - unexpended special initiative grant funds [see Section 1501.519(e)]
  
- November 1** - **annual report on summer graduates (for IPEDS GRS) [see Section 1501.406(f)]**
  
- December 1
  - annual financial statements and notice of publication [see Section 1501.506]
  - **underrepresented groups/special populations grant report [see Sections 1501.406(d) and 1501.508(d)]**
  
- 30 days after the end of each term - ~~course resource data and~~ credit hour claims [see Sections 1501.406(b) and Section 1501.507(a)]
  
- ~~60 days after the end of the fall term - inventory of facilities [see Section 1501.607(c)]~~
  
- 30 days after the end of the fall term - course resource (S6 & S7) data [see Sections **1501.607(b)** ~~1501.406(b) and Section 1501.507(a)~~]

## **SUBPART D: STUDENTS**

### **Section 1501.406 Reporting Requirements**

Each college shall submit the items listed below in a format prescribed by the ICCB and according to the schedules indicated.

- a) Basic characteristics, including sex, date of birth, ethnic classification, and instructional area of enrollment, of each student enrolled in all courses offered for credit during each term within the following schedule:
  - 1) Students enrolled as of the end of regular registration during the fall term shall be reported on or before October 1 of that year.
  - 2) Students enrolled and/or completing a certificate or degree program during the fiscal year shall be reported on or before August 1.
- b) Student headcount and full-time equivalent enrollments as of the end of regular registration for fall and spring/winter term within the following schedule:
  - 1) Fall Term: On or before October 1
  - 2) Winter Quarter: On or before February 15
  - 3) Spring Semester: On or before February 15
- c) Colleges shall conduct a follow-up study of all students who completed specified occupational/career curricula during the previous fiscal year and shall report the results of this study on or before May 30 of that year in a format prescribed by the ICCB. Curricula to be included in the study will be specified in the ICCB Occupational Follow-up Study Manual.
- d) An annual report on underrepresented groups submitted on or before ~~September 1~~ **December 1**.
- e) An annual ~~report on noncredit course enrollment activities submitted~~ **data submission (N1)** on or before July **15**.
6. **An annual report on summer graduates (for the Integrated Postsecondary Educational Data System Graduation Rate Survey) submitted on or before November 1.**
7. **An annual report of Student Identification information submitted on or before September 1.**

## **SUBPART E: FINANCE**

### **Section 1501.501 Definition of Terms**

Annual Financial Statement. The "annual financial statement," which is required to be published by a district, consists of two parts:

an annual financial report, which includes a statement of revenues and expenditures along with other basic financial data; and

an annual program report, which provides a narrative description of programs offered, goals of the district, and student and staff data.

Attendance at Midterm. A student is "in attendance at midterm" in a course if the student is currently enrolled in and actively pursuing completion of the course.

Auditor. An auditor is a person who enrolls in a class without intent to obtain academic credit and whose status as an auditor is declared by the student, approved by college officials, and identified on college records prior to the end-of-registration date of the college for that particular term.

Capital Renewal Grants. Capital renewal grants are State grants allocated proportionally to each community college district based on the latest fall on-campus nonresidential gross square feet of facilities as reported to the ICCB. Such grants are to be utilized for miscellaneous capital improvements such as rehabilitation, remodeling, improvement, and repair; architect/engineer services; supplies, fixed equipment, and materials; and all other expenses required to complete the work.

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 enrolling in one of the ~~39~~ 40 public community college districts in which the student resides. The scholarship grants can be used to cover the cost of education that includes tuition, books, fees, and required educational supplies.

Residency - Applicability-Verification of Status. As part of verification that its credit hours are eligible to receive ICCB grants, each community college district shall **submit its** ~~adopt a~~ process for verifying the residency status of its students ~~and shall file a description of this process with to~~ the ICCB **each year with its certification of credit hours in accordance with 110 ILCS 805/2-16.02 as part of the annual external audit** ~~by July 1, 1990~~. The process shall include the methods for verifying residency as defined in the general provisions, special State provisions, and district provisions of this subsection. Each district shall file descriptions of any revisions to its process with the ICCB prior to their implementation.

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Residency - General Provisions. The following provisions apply both to State and district residency definitions:

To be classified as a resident of the State of Illinois or of the community college district, each student shall have occupied a dwelling within the State or district for at least 30 days immediately prior to the date established by the district for classes to begin.

The district shall maintain documentation verifying State or district residency of students.

Students occupying a dwelling in the State or district who fail to meet the 30-day residency requirement may not become residents simply by attending classes at a community college for 30 days or more.

Students who move from outside the State or district and who obtain residence in the state or district for reasons other than attending the community college shall be exempt from the 30-day requirement if they demonstrate through documentation a verifiable interest in establishing permanent residency.

Residency - District Provisions. Students shall not be classified as residents of the district where attending even though they may have met the general 30-day residency provision if they are:

federal job corps workers stationed in the district;

inmates of state or federal correctional/rehabilitation institutions located in the district;

full-time students attending a postsecondary educational institution in the district who have not demonstrated through documentation a verifiable interest in establishing permanent residency; and

students attending under the provisions of a chargeback or contractual agreement with another community college.

Residency - Special State Provisions. Students shall be classified as residents of the State without meeting the general 30-day residency provision if they are:

federal job corps workers stationed in Illinois;

members of the armed services stationed in Illinois;

inmates of State correctional/rehabilitation institutions located in Illinois; or

employed full time in Illinois.

Special Initiatives Grants. Special initiatives grants provide funds for conducting special initiatives activities.

Special Initiatives Activities. Special initiatives activities are defined each year in a request for proposal process. All colleges will have the opportunity to apply for funds to conduct such approved special initiatives activities. Special initiatives activities are based upon criteria as specified in terms outlined in a grant agreement between the college and the ICCB.

### **Section 1501.503 Audits**

a) External Audits.

- 1) ~~Two~~ **Three** copies of the annual external audit shall be submitted to the ICCB on or before October 15, following the close of the fiscal year. If the audit cannot be completed by this date, the district may submit a request for extension of time to the President/CEO before October 1, following the close of the fiscal year. This request shall be accompanied by an explanation of the circumstances which cause the report to be delayed along with an estimated date for submission.
- 2) Each audit report shall contain financial statements composed of the funds established in Section 1501.511, a comment on internal control, a comment on basis of accounting, uniform financial statements prepared using the modified accrual basis of accounting, a certificate of chargeback verification and a state grant compliance section which shall include a schedule of enrollment data, a verification of enrollment data, a description of the process for verifying residency status, a schedule of the district equalized assessed valuation, schedules for the restricted/special initiative grants distributed by the ICCB and received by the district in the manner and format established by the ICCB, and a schedule of federal financial assistance and related reports as prescribed by the federal Office of Management and Budget.

Each ICCB restricted or special initiatives grant shall verify that grant funds received by the district were expended in the manner designated by the ICCB. The ICCB shall designate allowable expenditures for each of the restricted or special initiatives grants to include, but not be limited to, salary and benefits, contractual services, materials, instructional and office equipment, staff development, and travel. The external audit shall include an auditor's report on compliance with State requirements, along with a balance sheet and a statement of revenues and expenditures based upon an understanding of the (1) purpose of the grant, (2) allowable expenditures, (3) expenditure limitations, (4) grant administrative standards, and (5) transfer of funds, if applicable.

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- b) Confirmation of ICCB Grants. For the purposes of confirming district records, each district shall **provide a copy of the ICCB allocation of grants to its** request that its external auditor ~~request from the ICCB a report of grants received by the district during the fiscal year.~~ Each district shall notify its independent external auditing firm of this **information and** requirement and will instruct that firm to make ~~the any~~ requests **for confirmation directly to the ICCB.** using the format prescribed by the Board.
- c) Upon completion of the external audit, the district shall reconcile its audited expenditures to previously submitted unit cost data. The reconciliation shall be submitted on forms provided by the ICCB.
- d) **Upon completion of the external audit, the district shall reconcile its audited expenditures to the fiscal year audited uniform financial reporting system data. The reconciliation shall be submitted on forms provided by the ICCB.**

### Section 1501.510 Reporting Requirements

Each college shall submit the items listed below in a format prescribed by the ICCB and according to the schedules indicated:

- a) Fiscal year-to date unaudited uniform financial reporting system data by July 31 for the period July 1 - June 30 of the previous fiscal year.
- b) Resource allocation and management planning (RAMP) data by July 1 of each year.
- c) **Construction in progress** ~~Square footage and acreage (facility information)~~ by are due August 1 of each fiscal year.
- d) Unit cost data **in a format prescribed by the ICCB** for the previous fiscal year by September 1 following the end of that fiscal year.
- e) A survey of local budget and tax extensions and collections by September 1 of each year.
- ef) **F3, F6, B3, and R3 facilities data submission to report existing space in use for educational purposes at the end of the fiscal year (June 30) by September 1 following the end of the fiscal year.**
- fg) Annual fiscal year audited uniform financial reporting system data **and an audit/ fiscal year audited uniform financial reporting system data reconciliation statement** by October 15 following the end of the previous fiscal year.

- gh) ~~An~~ Audit/Unit Cost Reconciliation Statement(s) by October 15 of each year.
- hi) Fiscal year-to-date unaudited uniform financial reporting system data by January 31 for the period July 1 - December 31.
- ij) Certificate of Tax Levy by January 31 of each year.

## **SUBPART F: CAPITAL PROJECTS**

### **Section 1501.602 Approval of Capital Projects**

- a) Notwithstanding any provision to the contrary [see subsection b and Section 1501.604(b)], requests for approval of capital projects shall be submitted to the ICCB on the forms prescribed by the ICCB.
- b) A project requiring the expenditure of state or local funds for purchase, construction, remodeling, or rehabilitation of physical facilities at a primary or secondary site shall have prior ICCB approval, except the following:
  - 1) locally funded projects that meet the definition of a maintenance project as defined in ICCB Rule 1501.601, or
  - 2) locally funded projects that result in no change in room use, or
  - 3) locally funded projects for which the total estimated cost is less than \$250,000.
- c) **An updated** District Site and Construction Master Plan shall be filed with the ICCB by July 1 of the year in which the district undergoes its recognition evaluation ~~January 1, 1991~~. The purpose of the plan is to apprise the ICCB of possible primary site new construction and secondary site acquisition/construction plans for the next ~~five~~ three years throughout the district. The plan should be updated, as needed, to ensure that any project submitted for approval has been reflected in the district plan on file with the ICCB at least two months prior to submission of the project. Any primary site new construction or secondary site acquisition/construction projects must be reflected in the plan in order to receive consideration for approval. The plan, at a minimum, shall consist of a map of the district showing the location of all facilities owned by the district or leased for a period exceeding five years and a narrative describing the district's:
  - 1) Current permanent facilities where additions are planned.
  - 2) General plans for future site acquisition or acquisition/construction of permanent facilities either on the primary site or secondary sites. The location may be identified in terms of the general geographic area within the district.

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- 3) Proposed schedule for acquiring additional sites, constructing additions to existing facilities, or acquiring/constructing new permanent facilities.
  - 4) The intended use of all proposed site acquisitions and facility acquisition/ construction.
- d) The authority to approve locally funded projects is delegated to the President/CEO of the ICCB, who shall in turn report such actions to the ICCB.

**Section 1501.603 State-Funded Capital Projects**

- f) Construction Standards. The following standards shall be applied in the design and construction of facilities:
- 1) Building Efficiency. Campus wide building efficiency should be at least 70 percent. However, individual buildings may be below this level if they are high-rise (four or more floors), include a large number of small classrooms and/or labs, or if a large portion of the building is designed for custodial or mechanical purposes to serve the entire campus.
  - 2) Facilities Codes. All construction, remodeling, and rehabilitation of facilities shall be in compliance with the most current version of the following standards:
    - A) Uniform Building Code (~~International Conference of Building Officials, Whittier, California, 1988~~) or BOCA Basic/National Building Code, ~~1987 Edition~~ (Building Officials and Code Administrators International, Inc., Country Club Hills, Illinois).
    - B) BOCA Basic/National Mechanical Code, ~~1987 Edition~~ (Building Officials and Code Administrators International, Inc., Country Club Hills, Illinois).
    - C) National Electrical Code (National Fire Protection Association, ~~Quincy, Massachusetts, 1988~~).
    - D) Illinois Plumbing Code (77 Ill. Adm. Code 890).
    - E) Illinois Accessibility Code (71 Ill. Adm. Code 400).
    - F) Fire Prevention and Safety (41 Ill. Adm. Code 100).
    - G) National Fire Protection Association 101 Life Safety Code (National Fire Protection Association, ~~Quincy, Massachusetts, 1988~~).

- H) ASHRAE 90-80 Energy Conservation in New Building Design (American Society of Heating, Refrigeration, Air Conditioning Engineers, Atlanta, Georgia, 1980).
- I) Any local building codes that may be more restrictive than the code listed above.

### **Section 1501.607 Reporting Requirements**

Each college shall submit the items listed below in a format prescribed by the ICCB and according to the schedules indicated;

- a) Progress reports (as of December 31) of all construction projects by January **31** of each year.
- b) Course resource data (**S6 and S7 data**) showing the facilities used by each course offered for credit during the fall term within thirty (30) days after the end of the term. **Facility identifiers, building identifiers, and room identifiers reported in the course resource data should match identifiers that will be reported in the F3, F6, B3, and R3 records at the end of the current fiscal year.**
- c) An inventory of its facilities and an update of this inventory annually **by September 1 immediately following the end of the fiscal year** as of the fall term within sixty (60) days after the end of the fall term. **Such facilities data (F3, F6, B3, and R3 records) shall be submitted in the format designated by the ICCB and shall represent existing facilities in service at June 30 of the fiscal year just ended.**