

JANUARY BOARD GOALS UPDATE

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BOARD GOALS

- **GOAL 1:** Support minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.
- **GOAL 2:** Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.
- **GOAL 3:** Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

GOAL 1: EQUITY METRICS

Workforce Equity Initiative (WEI)

- The purpose of this grant is to create, support, or expand short-term (year or less) workforce (credit and/or noncredit) training opportunities in high-need communities focused on specific sectors with identified workforce gaps.
- 60% African American student focused.
- Target jobs/career pathways that lead to 30% above the average living wage.

GOAL 1: EQUITY METRICS

Workforce Equity Initiative (WEI)

- 5,221 Students Enrolled.
- 3,855 African American students served.
- 2,581 students completed credentials.
- FY 2022 – 18 Colleges were awarded the WEI Grant.
- ICCB is preparing to submit a proposal to the Lumina Foundation for supplemental support.

GOAL 1: EQUITY METRICS

Workforce Equity Initiative (WEI)

- From Evaluation Report:

WEI OUTCOMES	3,209 enrolled(131% of goal)	2,526 credentials earned
WEI Goals	FY 20 Outcomes	Difference
60% AA Students enrolled	76% (2,429)	16 points above target
60% Completers	60%	Target Met
60% Completers Employed	65%	5 points above target
Hourly Wage Target: 2019 (\$13.88), 2020 (\$16.08)	Average hourly wage of \$17.69	Exceeded both targets

- Comparative Outcomes: Nationally, of students who start college at a community college, only 41% of students have earned a postsecondary credential in six years. The comparable rate for African Americans is 29% (AACC, July 2020). **WEI students have a 60% completion rate (31 points higher), which was achieved in one year.**

GOAL 1: EQUITY METRICS

Learning Renewal

Academic Support Categories

- **Engagement:** Support enrollment, retention, and re-engagement initiatives.
- **Access:** Enhance the accessibility of academic advising/counseling resources for students most disadvantaged by COVID.
- **Remote Learning:** Evaluate and improve hybrid/remote learning models to develop long term digital strategic priorities.
- **Altered Classrooms:** Improve quality of learning through altered classroom structures, professional development, and digital tools.
- **Direct Aid:** Limited Direct Student Aid.
- **EO Implementation:** Implement the provisions of the Executive Order 2021-20 (COVID vaccine mandate).

Social Emotional Support Categories

- **CBO Partnerships:** Develop and enhance partnerships with community organizations that connect students to comprehensive student support.
- **Behavioral Health:** Enhance the accessibility of behavioral counseling resources for students most disadvantaged by COVID-19.
- **Mental Health Infrastructure:** Invest in infrastructure for mental health and wellness.
- **Supports:** Ensure students understand the supports that are available to them.
- **Direct Aid:** Limited Direct Student Aid.
- **EO Implementation:** Implement the provisions of the Executive Order 2021-20 (COVID vaccine mandate).

GOAL 1: EQUITY METRICS

Learning Renewal

Academic Support Categories

LR Objective	College	Action
Engagement	Black Hawk	Hire full time COVID navigator.
Access	Carl Sandburg	One-on-one access to counselors for COVID affected.
Remote Learning	John Wood	Outfitting classrooms with video conferencing capabilities to enhance access.
Altered Classrooms	College of DuPage	Ten classrooms modified into Hyflex models.
Direct Aid	Logan	Purchase books for COVID affected students.

GOAL 1: EQUITY METRICS

Learning Renewal

Student Support Categories

LR Objective	College	Action
CBO Partners	Parkland	Web resources specifically identifying contact information for emotional and financial supports.
Beh. Health	Waubonsee	Enhancing its partnerships to help students apply for Medicaid and mental health/disability support.
Mental Health Infrastructure	Moraine Valley	Infrastructure increased through multiple trainings, administering the CORE survey, and coordinating the grant activities.
Student Supports	Kaskaskia	Student Success Advisor providing supports to students through the Student Success Program.
Direct Aid	Oakton	The Office of Student Care will engage with students on underfunded mental health needs.

GOAL 1: EQUITY METRICS

Illinois Postsecondary Profile (IPP)

- Public relations staff working on messaging given upcoming full release of the IPP which includes the Equity Profiles.
- A short video explaining the IPP and its many benefits is being generated and will be included with coordinated state agency press materials upon the release.
- Release of the full version of the IPP (which includes the new Equity Profiles) in February-March of 2022.

GOAL 2: SMOOTH TRANSITION

Saluki Step Ahead Agreement

- ICCB signed a statewide framework agreement
 - Saluki Step Ahead Community Colleges
 - Shawnee Community College
 - Harper College
 - Oakton Community College
 - Lincoln Land Community College
 - Kishwaukee College
 - South Suburban College
 - Danville Area Community College
 - John A. Logan College
 - 19 additional campuses are working with SIUC to finalize

GOAL 2: SMOOTH TRANSITION

Developmental Education Reform

- Released an FY 2022 Developmental Education funding in January 2022.
- Includes 8-10 colleges for co-requisite implementation and 8-12 colleges for faculty professional development.
- Projects will focus on:
 - Faculty professional development related to support for innovation in Developmental Education.
 - Reducing equity gaps in developmental education and completion of gateway courses.
 - Enhancement of wrap-around services for students in developmental education or transitional instruction.
 - Adoption and testing of innovative models of developmental education including bridge programming/models.

GOAL 2: SMOOTH TRANSITION

Developmental Education Reform

- Collaborating with the Partnership for College Completion on a Developmental Education Reform Act (DERA) implementation project.
 - Co-requisite remediation focused
 - Faculty Advisory Committee
 - Institutional DERA Implementation Plan guidance

GOAL 2: SMOOTH TRANSITION

Transitional Instruction

- These courses allow students who do not test college-ready the opportunity to achieve such levels prior to graduating high school. Students who successfully pass a transitional instruction course in high school advance to credit bearing courses at the community college without taking a placement test.
- Released the FY 2022 Transitional Instruction grant in January 2022.
- ICCB will provide funding to 6-8 colleges to focus on innovation, which includes planning and faculty development.

GOAL 2: SMOOTH TRANSITION

Transitional Instruction

- All community college districts have at least one course approved for portability by the portability panel or are under review now. Elgin, Highland, and Triton are approved for all three pathways (Math, English, Tech Math) by the portability panel.
 - 97 high schools offer the STEM pathway.
 - 297 high schools offer the QL/Stats pathway.
 - 18 high schools offer the Technical Math pathway.
 - There are six high schools that offer all three pathways.
- The Transitional English portability panel held its first meeting in the Fall of 2021 and six colleges submitted courses for the panel to review.
 - Two colleges (Harper and College of Lake County) were approved by the portability panel for Transitional English.

GOAL 2: SMOOTH TRANSITION

Innovative Bridge and Transition (IBT) Program

- The ICCB has funded 34 providers, both community colleges and community-based organizations, for IBT.
 - Adult Education Bridge and Integrated Education and Training (IET) Programming
 - Seamless Transitions for College and Career Pathways
 - Wrap-around Support Services
 - Seamless Transitions for Students with Disabilities

GOAL 3: ECONOMIC DEVELOPMENT

Early Childhood Education Consortium for Equity

- \$200 million invested in this effort by the state, including nearly \$40 million over three years for community colleges.
- Through the work of the Early Childhood Access Consortium for Equity (ECACE), the scholarships program has been launched (in partnership with ISAC).
- The consortium has begun meeting with members and identified priority work (e.g., Credit for the CDA, a Community of Practice for the transfer of the AAS degree, PLA policy and transcription work) that will be essential to complete in the next several months.
- There are approximately 62 institutions who are currently identified as consortium members.
- The Advisory Council will meet early next year and membership for that group is nearly final.

GOAL 3: ECONOMIC DEVELOPMENT

Customized Apprenticeship Pathways— Information Technology (CAP-IT)

- Nearly \$4 million over four years (July 15, 2019 – July 14, 2023).
- The project focuses on high-demand occupational pathways in the Information Technology pathway and uses a model that allows for multiple on-ramps for apprentices at various skill levels, including:
 - Pre-apprenticeship bridge programs;
 - Pre-apprenticeships with related instruction such as integrated education and training; and
 - Apprenticeships, both non-registered and registered.
- The initiative also targets adults without a high school diploma by enrolling them in pre-apprenticeship programming.

GOAL 3: ECONOMIC DEVELOPMENT

Customized Apprenticeship Pathways— Information Technology (CAP-IT)

- Another focus is to serve those underrepresented in both apprenticeship programming and the IT sector.
 - In the last two years, the participating colleges have served over 737 participants: 32% women, 57% participants of color, and 65% low-income.
- Complements apprenticeship work headed by Board Chair and agency leadership through WIOA.

GOAL 3: ECONOMIC DEVELOPMENT

2021 Economic Impact Study

- 1) **A high-level environmental scan demonstrates the need for and value of community colleges** as a key component of state and regional initiatives.
 - Job disruption and loss regionally and statewide caused by COVID-19 is also examined.
- 2) **An economic impact student-level outcome analysis highlights the return on investment to community college certificates and degrees for students.**
 - Subgroup analysis on student demographics occurs as well as examination by type of length of credential and area of study.
- 3) **An economic impact fiscal analysis** shows the importance of colleges as employment hubs and economic engines in their host communities.

GOAL 3: ECONOMIC DEVELOPMENT

2021 Economic Impact Study

- \$3.5 billion in economic output with over 43,000 jobs.
- A community college education is a return on investment.
- An Illinois community college education increases earnings for workers.
- Graduates from Illinois community colleges obtain stable employment in a career job upon completion.
- Illinois community colleges meet the needs of business and industry.

GOAL 3: ECONOMIC DEVELOPMENT

Economic Impact Study

- In FY 2020, Illinois community colleges directly employed **32,867** staff with a total payroll of **\$1.3 billion**. In addition to wages and salaries, around **\$400 million** in additional expenditures for a total of **\$1.8 billion** in total operating expenditures.
- These direct impacts rippled through the economy creating additional jobs, payrolls, and other economic activity. The total economic output of the community colleges on the Illinois economy in FY 2020 is estimated at **\$3.5 billion** and **43,316 jobs**.

Impact Type	Direct Effect	Indirect Effect	Total Effect
Employment	32,867	10,449	43,316
Output	\$1,781,212,748	\$1,700,343,176	\$3,481,555,924
Total Value Added	\$1,382,235,446	\$1,040,788,920	\$2,423,024,367
Employee Compensation	\$1,320,815,918	\$564,066,234	\$1,884,882,152

Source: ICCB Centralized Data System and ICCB Fiscal Data



CORE PROCESSES

Capital Approval: ICCB approves proposed capital projects for colleges and ranks them for consideration.

College Recognition: Based on a five-year cycle, ICCB conducts recognition evaluations to assure that colleges meet standards around instruction, administration, finances, facilities, and equipment as established by the ICCB. Colleges are evaluated on a select number of standards during the same five-year cycle and are identified as either in compliance or not in compliance.

Funding and Grants Administration: ICCB administered over 350 grants totaling \$132,437,433 in FY 2021, nearly doubling the amount of grant dollars it administered and released to the system from FY 2019 to FY 2021.

- Includes Adult Education and Perkins.
- Base Operating and Equalization: Over \$256 million to 39 community college districts.

Program Approval: In FY 2021, the ICCB approved 152 new community college programs and 976 new courses were added. There are 1,240 AAS degrees, 961 certificates approved over 30 credit hours, 2,062 certificates approved under 30 hours, and a total of 4,263 approved programs in the system.

Program Review: The Illinois Community College Board is mandated by the Illinois Public Community College Act to coordinate a statewide program review system. Instructional programs are required to be reviewed once every five years by their respective community college, but more frequent and continuous reviews (e.g., annual) are encouraged.

DISCUSSION AND QUESTIONS