

# Illinois Community College Board

## 2009 - 2010 Biennial Report



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**2009-2010**  
**BIENNIAL REPORT**

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## ILLINOIS COMMUNITY COLLEGE BOARD

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## THE ILLINOIS COMMUNITY COLLEGE BOARD MISSION

**The mission of the Illinois Community College Board, as the state coordinating board for community colleges, is to administer the Public Community College Act in a manner that maximizes the ability of the community colleges to serve their communities, promotes cooperation within the system, and accommodates those State of Illinois initiatives that are appropriate for community colleges. As an integral part of the state's system of higher education, community colleges are committed to providing high-quality, accessible, and cost-effective educational opportunities for the individuals and communities they serve.**

The Illinois Community College Board oversees the 48 public community colleges in the 39 community college districts and one community college center and has statutory responsibility for the statewide planning and coordination of the community college system. The Board consists of 12 members, 11 of whom are appointed by the Governor and confirmed by the state Senate. One student member is selected by the ICCB Student Advisory Committee.

The Board is assisted by a President/Chief Executive Officer and staff located in Springfield, Chicago, and Herrin. Board staff work with the colleges, state agencies, the Legislature, and the Office of the Governor to support the Board in carrying out its responsibilities.

While the individual community college districts vary in terms of demographics, resources, and educational priorities, their status as locally governed institutions allows them to address varying local needs uniquely. The Illinois Community College System is the third largest in the nation. More than one million students attend Illinois community colleges each year.

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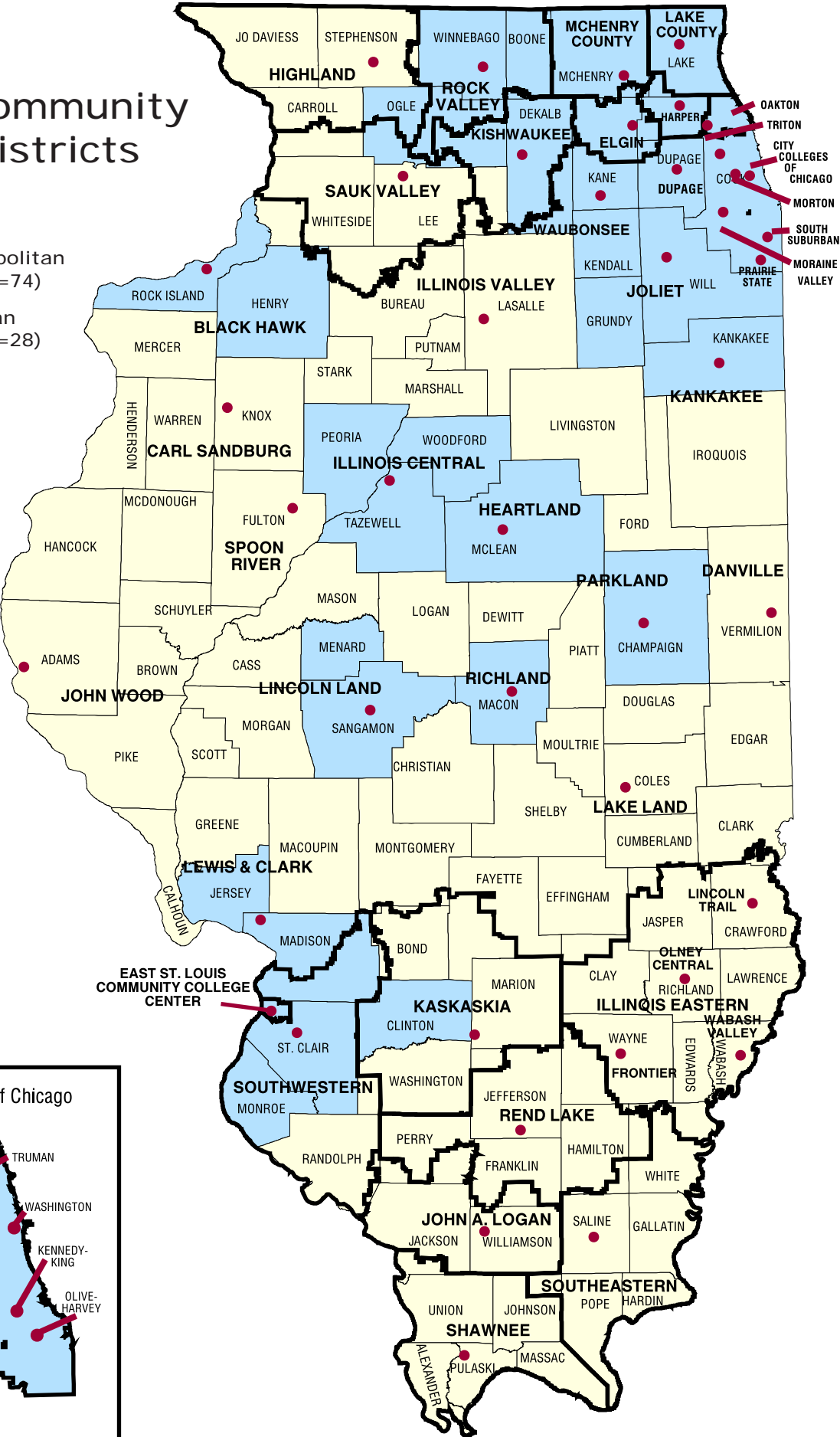
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# Illinois Community College Districts

- Non-Metropolitan Counties (n=74)
- Metropolitan Counties (n=28)
- District Boundaries
- County Boundaries



## ICCB FOSTERS OPPORTUNITY FOR STUDENTS & ECONOMY

### **Illinois Community Colleges Offer Comprehensive Instructional Programs.**

Illinois' comprehensive community colleges continue to play a vital role in the state's educational and workforce preparation. The colleges provide access and opportunity to individuals with diverse goals, including transferring to another college or university, preparing for a new career or upgrading skills for a current occupation, or sharpening basic skills. Individually and collectively, the colleges strive to be productive and responsive to the needs of their communities and the state, as well as accountable to the various constituencies they serve.

**Baccalaureate/Transfer Programs.** For fiscal years 2009 and 2010, baccalaureate/transfer remained the largest credit instructional program area for Illinois community colleges. During FY2009, 39.2% (274,665) of all credit enrollments were in this program area, and 40.4% (294,807) for FY2010. More than 14,900 baccalaureate/transfer degrees were earned during fiscal year 2009 and nearly 16,000 in fiscal year 2010.

**Illinois Articulation Initiative.** The Illinois Articulation Initiative (IAI) is a collaborative effort between the ICCB, the Illinois Board of Higher Education (IBHE), and the Transfer Coordinators of Illinois Colleges and Universities. The goal of the IAI is to facilitate student transfer among Illinois institutions. Students have the option of completing an Associate in Arts or Associate in Science degree which incorporates the General Education Core Curriculum (GECC) and meets lower division general education requirements of participating senior institutions. When completing the Associate's degree, students are also encouraged to complete the Major recommendations. The courses included in both the GECC and the Major recommendations are a result of extensive discussions by articulation panels representing all sectors of higher education. To date, 110 institutions participate in the IAI and more than 22,800 courses have been articulated for statewide transfer.

**College and Career Readiness.** The College and Career Readiness Pilot Program Act was signed into law in FY2008 and entered its third year in FY2010. The goals of the legislation are to diagnose college readiness by developing a system to align ACT scores to specific community college courses in developmental and freshman curriculums, to reduce remediation in mathematics, reading, and writing at the college level, to align high school and college curriculums, to provide resources and academic support to students to enrich the senior year of high school through appropriate coursework and other interventions, and to develop an evaluation process to measure the effectiveness of strategies. CCR pilot schools have developed interventions with partnering high schools. Additionally, the colleges participated in the ACT, Inc. Course Placement Service that analyzed their placement and cutoff scores for entry into ten courses identified as either remedial/developmental or as high need for remediation. The second and third years highlighted some particular strengths and necessary components of the efforts, including faculty-to-faculty conversations on the alignment of curriculum and instruction and methods for the engagement and recruitment of students, the collection of persistence and transition data, more partnerships with high schools and improved program offerings for students.

**Civil Rights.** As sub-recipients of Federal funds, Illinois community colleges must guarantee the protection of the civil rights of students, staff and other individuals associated with the system. The ICCB is responsible for conducting on-site reviews of colleges to ensure that local policies and practices are compliant with the five major civil rights laws. To ensure that colleges have a full understanding of how to comply with the various civil rights requirements, the ICCB developed the *Civil Rights Self-Assessment: A Tool for Illinois Community Colleges* (available at [www.icsps.ilstu.edu/ocrl](http://www.icsps.ilstu.edu/ocrl)). This instrument allows colleges to assess their own level of compliance and to prepare for an ICCB review.

## PARTNERSHIPS EMPOWER PRODUCTIVE INNOVATION

**Partners in Teacher Preparation.** Illinois faces issues of both quality and quantity of teachers for K-12 schools, as does the rest of the nation, and requires the collective effort of all sectors of education to create solutions. Annually, approximately 60% of the graduates of teacher education programs at Illinois public universities have some credit from a community college, and, what is more important, approximately 44% of these graduates complete a year or more of their programs at a community college. If Illinois is to enhance its capacity to prepare teachers, particularly in high need disciplines, it is imperative that community college students who intend to become teachers are able to make a smooth transition into university teacher education programs. Beginning in 2002, representatives from community colleges and universities worked to develop Associate of Arts in Teaching (AAT) degree models in high need areas. These will allow students who complete the degree to have equal status with university native students at the beginning of the junior year. Models for the degrees include the AAT in Secondary Mathematics, Secondary Science, Special Education, and Early Childhood Education. Community colleges are working with their university partners to facilitate seamless transfer to teacher preparation programs and shorten the time required to obtain a teaching degree. To date, approvals have been granted for 23 AAT degree programs in Secondary Mathematics, four programs in Secondary Science, 15 programs in Early Childhood Education, and 16 programs in Special Education. Additional requests are pending in all these areas.

**Career and Technical Programs.** For fiscal years 2009 and 2010, career and technical programs (CTE) were the second largest credit

instructional area for Illinois community colleges. During FY2009, 26.8% (187,762) of all credit enrollments were in this program area. And, in FY2010, 28.2% (205,718) of credit enrollments were in career and technical education. Nearly 70% of all collegiate degrees and certificates earned during fiscal years 2009 and 2010 were for completion of career and technical programs. In FY2009, students successfully completed 36,785 career and technical degrees and certificates, increasing to 39,581 during FY2010.

The ICCB administers several grant programs that directly support CTE. This includes federal funding from the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV, Title I) and the Partnerships for College and Career Success Grant (Perkins IV, Title II). To ensure that these and other CTE grants meet their intended goals, the ICCB supports a wide range of professional development opportunities. This includes activities in support of special populations, accountability, and continuous quality improvement. While workshops and meetings are held year round, the largest statewide CTE meeting is the annual *Forum for Excellence* conference, designed to showcase best practices and provide technical assistance to the field.

In addition, the ICCB has utilized a significant amount of funds to support the implementation of CTE Programs of Study, as called for in Perkins IV legislation. Programs of Study involve partnerships between a broad coalition of stakeholders including colleges, secondary education, and state agencies.

## ICCB PRODUCTIVITY ENHANCES OPPORTUNITY FOR STUDENTS & ECONOMY

**Dual Credit for High School Students.** The Illinois Community College System has worked to bridge the educational gaps between high school and college. One of the most successful initiatives toward this goal has been dual credit. Dual credit is an instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit. Dual Credit allows students to gain access to challenging college-level coursework, while reducing college costs and time to degree. As a result, dual credit enrollments have risen significantly across the state. In 2009, dual credit enrollments totaled 78,749, an increase of 71.6% over 2005.

**Partnerships for College and Career Success (PCCS).** The mission of the Partnerships for College and Career Success (PCCS) program is to ensure that all students are college and career ready and provided with the academic and technical competencies to transition from secondary to postsecondary education in order to pursue high skill, high demand, or high wage careers. The Partnerships lead by emphasizing comprehensive career preparation and providing a collaborative environment that engages and retains students in learner-centered instruction. The goal of PCCS is to assemble the necessary regional stakeholders and resources in order to develop and implement locally relevant CTE Programs of Study. Additionally, the Partnerships must endeavor to successfully and seamlessly transition students into, through and out of these programs and into the workforce.

**Programs of Study.** The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) brings promises of significant changes in the way Illinois' educational landscape has been shaped. Most central to the changes is the emphasis on enhancing career opportunities for students. Through a broad based partnership with other agencies, both local and state, the ICCB is committed to implementing programs of study that incorporates a non-duplicative progression of secondary and postsecondary elements, including both academic and career and technical education content. Programs of Study include opportunities to

earn college credit (dual credit) in high school, an industry-recognized credential or certificate at the secondary/postsecondary level, and an associate or baccalaureate degree. To support this effort, Illinois has adopted the (16) Career Cluster Framework. The Career Clusters form around groups of occupations that have in common a set of foundational knowledge and skills. This framework helps to align course content at the secondary level with increasingly advanced academic and technical courses at the postsecondary level. The framework itself helps to establish those formal linkages between basic skills, academic preparation, and entry level training.

**Programs of Study Implementation Projects.** Illinois has embraced the idea that program of study (POS) development is a continuous process. The development and improvement of programs of study is never done. To this end, and to position POS as an improvement strategy, the ICCB is using the Pathways to Results (PTR) initiative to develop metrics, methods, and tools to continuously improve program and student results. Through this process Perkins Title I and Title II recipients will identify programs of study to be improved. To launch this process, ICCB provided an opportunity for Postsecondary Perkins (Title I) and Partnerships for College and Career Success (Title II) grant recipients to apply for funding to jump start the development, implementation, and evaluation of Programs of Study by utilizing the POS Local Implementation Grants. The grant introduced the PTR process. The purpose of the grant is to provide resources to support local efforts in the development, improvement and implementation of aligned Programs of Study, as defined in the Perkins IV legislation.

**Public Agenda for Illinois Higher Education: Planning for College and Career Success.** The Public Agenda for Illinois Higher Education, sponsored by the Illinois Board of Higher Education, is a planning blueprint to direct state policies and resources to the higher education and career needs of Illinois residents and to address the current and future economic needs of the state. The ICCB is a strong partner in this process.



## ICCB FOSTERS ACCOUNTABILITY

### **Common Core College Readiness Standards.**

Based upon the work of the American Diploma Project, states across the nation agreed to develop common K-12 standards or the “Common Core.” From this, common college readiness standards were also developed, based upon widespread agreement across the states and including significant and substantial participation by higher education. In Illinois, the ICCB has worked directly with the ISBE and IBHE through the American Diploma Project and remains a strong partner as this effort is transformed by and into the Common Core movement. The movement works to align expectations across educational levels and increase student readiness for college and careers. States commit to address key policy priorities including elevated rigor of high school curriculum, streamlined assessment systems, strengthened accountability, and linked data systems. ICCB has representation at the national level on the development of common assessments for the participating states.

**Annual Occupational Follow-Up Study.** Each year, community colleges use a standardized survey to obtain information from graduates of selected career and technical programs regarding the effectiveness of their college experience and the outcomes they have achieved since program completion. Colleges use survey results for program review, to ensure that their programs stay aligned with the changing job market, and to gauge the employment and compensation outcomes of their graduates. During FY 2010, 88.7% of survey respondents were employed or pursuing additional education or both. More than 94% of respondents who were employed were working in Illinois and nearly two-thirds were working in the community college district where they received their training. Graduates expressed high levels of satisfaction with components of their program, college services, and their current employment.

**Program Review.** Since 1983, the ICCB has supported a broad-based accountability initiative through regular review of instruction programs and related services. To ensure that programs continue to meet the needs of both students and employers, colleges conduct a review of all instructional programs once every five years. During Fiscal Year

2009, colleges reviewed a total of 709 instructional programs: 87 academic, 569 career and technical, and 53 developmental education programs. There were 502 programs continued with minor to significant modifications, 20 programs scheduled for further review, and 47 programs eliminated. There were 236 new programs added to the colleges’ curricular offerings. During fiscal year 2010, colleges reviewed a total of 695 instructional programs: 154 academic, 487 career and technical, and 54 vocational skills programs. There were 434 programs continued with minor to significant modifications, 43 programs scheduled for further review, and 10 programs eliminated. There were 250 new programs added to the colleges’ curricular offerings.

### **Performance Indicators for Career and Technical Programs**

The Carl D. Perkins Vocational and Technical Education Act provides federal funds to states for them to support career and technical programs and services. The act also requires states to demonstrate through several performance measures the effectiveness of those programs and service in improving student outcomes. At the postsecondary level in Illinois, those measures include technical skills attainment, program retention and completion, placement and continuing employment, and participation in and completion of programs leading to non-traditional occupations by gender. For fiscal year 2010, statewide performance exceeded established goals for two-thirds of the measures. The two gender-based measures, Nontraditional Enrollment (95.2%) and Nontraditional Completion (97.8%), were above 95% of the established goal.

**Campus and Homeland Security.** The ICCB has worked collaboratively with the Illinois Emergency Management Agency (IEMA) and Department of Mental Health (DHS) to share information about the Campus Security Enhancement Act. Illinois community colleges have hosted training sessions offered by IEMA and DHS on the Emergency Preparedness Plans and Threat Assessment Teams.

## COMMUNITY COLLEGE INSTRUCTIONAL TECHNOLOGY ENABLES ACCESS

### **Basic Skills Test Preparation (BST-Prep) Online System**

The Basic Skills Test Preparation is an online tool designed to help teacher education students study for and pass the Basic Skills Test. The BST-Prep system is an interactive, web-based curriculum that contains content, examples, and questions for Reading, Language Arts, and Mathematics. The BST-Prep includes a Learning Survey designed to help students identify areas in which they need help. A total of 92 institutions (33 public community colleges, 39 universities and colleges, nine school districts and nine others) used the BST-Prep system in 2009-2010. More info can be found at [www.basicskillsprep.org](http://www.basicskillsprep.org).

### **GED Illinois Online (GED-i)**

The GED Illinois (GED-i) is an online curriculum to help students study for and pass the GED test. Online instruction is available to GED students through Adult Education providers. Providers can use the curriculum to supplement classroom instruction and to offer their students independent, self-paced instruction totally online. The GED-I content has been expanded to provide an additional level of curriculum for teachers to use to remediate students. An integrated online readiness/assessment survey is available to guide online GED students. Technology tutorials are also available to strengthen both student and teacher skills. More info can be found at [www.gedillinois.org](http://www.gedillinois.org).

### **Illinois Community Colleges Online (ILCCO)**

ILCCO is a consortium of 27 Illinois community colleges dedicated to meeting the online learning and educational technology needs of Illinois community colleges. ILCCO completed a strategic plan in 2010 that will guide it for the next four years. ILCCO completed an accreditation project to assist colleges in gaining approval for online degrees. ILCCO is working with the ICCB to develop statewide retention criteria and data collection and is assisting colleges in increasing accessibility to students with disabilities in online courses. ILCCO conducts professional development workshops for faculty and staff and has begun the Growing Online Learning Conference. ILCCO facilitates online course and program sharing between colleges to meet student needs. More info can be found at [www.ilcco.net](http://www.ilcco.net).

### **Career and Academic Readiness System (CARS)**

The CARS online curriculum is designed to enhance existing remedial education curriculum and extend the delivery of remedial education throughout Illinois. It

will also help transition adult education students into higher education and can be used for career advancement and counselling.

This online teaching and learning system provides an interactive and engaging curriculum to better prepare students for their academic studies in higher education. The CARS curriculum is available for community colleges and adult education providers to supplement their existing developmental and adult education offerings as well as to provide a standalone system for students to use at a distance.

### **Preparing Tomorrow's Teachers to Use Technology**

Through a federal PT3 grant which involved development partnerships between 12 community colleges and four universities, 118 technology-infused instructional modules have been developed. The technology-infused modules are focused on the four core areas of the general education curriculum (Communications, Humanities, Math, and Science).

A **Faculty** website ([www.iccb.org/pt3](http://www.iccb.org/pt3)) allows higher education faculty to access the modules and other resources for infusing technology into their curriculum.

A **Student** website ([www.iccb.org/student](http://www.iccb.org/student)) allows teacher preparation students at community colleges to apply what they have learned concerning technology and its role in the teaching and learning process. The website has adapted modules for secondary education use, a list of web resources and both written and video testimonials from teachers and students on the impact of technology in the classroom.

A **Mentoring** website ([www.iccb.org/mentor](http://www.iccb.org/mentor)) has resources to help mentor first-year teachers. The site has information and resources for both mentors and mentees.

### **Working Connections (WC-IL)**

The Illinois Community College System manages a regional training event for Information Technology faculty each year. The Working Connections IT Faculty Development Institute trains community college faculty on cutting edge software and technology to better prepare students to enter the workforce. The Institute also provides industry certification opportunities for faculty. There were 75 faculty members who attended the 2009 Institute and 61 who attended the 2010 Institute. More info can be found at [www.iccb.org/weil](http://www.iccb.org/weil).

## LINKING EDUCATION, WORKFORCE, AND ECONOMIC DEVELOPMENT

As the third largest community college system in the country and the leading public workforce development trainer in the state, the Illinois Community College System prepares citizens to face the challenges of changing economies and global competition. Today, given our nation's and state's economy and the need for citizens to be trained or retrained, community colleges have opportunities to strategically position themselves to take advantage of this renewed national and state interest in community colleges' role in workforce development. In order for Illinois to strengthen its economy and remain competitive, more adults must be prepared with skills to enter and advance in well paying jobs in emerging and established industries. We must train citizens to prepare for careers in emerging fields such as green jobs, sustainability, biotechnology, and for careers in established fields such as health care and manufacturing, and to compete globally for increasingly technical jobs. No longer are there two sets of skills - those for the college bound and those skills for those bound for work - it takes the same skills and education at work or school. We believe no one is better equipped to step up to the challenge than the Illinois Community College System.

### **Collaboration and Partnership**

The Illinois Community College Board and the Illinois Community College System are working together to address the state's workforce needs. Through partnership and collaboration with each other, and with other agencies such as the Illinois Department of Commerce and Economic Opportunity, a renewed focus on workforce has developed and several collaborative initiatives are taking place. Following are examples of this collaborative emphasis on workforce development:

- ***Illinois workNet:*** The ICCB is engaged with other state and local partners in the evolution of the virtual one-stop career center system, *Illinois workNet*. This virtual system focuses on a flexible and creative way to ensure access to a full range of workforce services to job seekers

and employers and emphasizes access to career transition services through the Internet. Such information focuses on what services are available in each local area and increases customer access 24 hours a day to the information and services.

- ***Joyce Foundation Shifting Gears:*** Since December 2006, the Joyce Foundation has awarded more than \$1 million to the ICCB in partnership with DCEO (providing more than a \$700,000 match over the life of the grant to date) and other entities, to develop Bridge programs with the goals of positively impacting policy and increasing the number of current and aspiring low-skilled adults transitioning from adult education and developmental education into college level postsecondary credit education and ultimately into employment. The Illinois Shifting Gears is supporting Bridge programming in the key sector industries of Healthcare; Transportation, Distribution, and Logistics (TDL); and Manufacturing, among others. The approach used in the community college pilot projects is integration of workforce and foundational academic skills course content. These blended and contextualized Bridge programs enhance student core math, science, and verbal and written communication skills. The programs also develop the area-specific technical skills for success in the workforce.
- ***Illinois workNet Centers (IWC):*** Community colleges continue as partners in the Illinois workNet Centers. As the recipients of the postsecondary Perkins funds and Adult Education and Family Literacy funds, Postsecondary Perkins and Adult Education are mandatory partners under the Workforce Investment Act. As a result of that relationship, community colleges provide services and resources in the IWCs. Services may include college advisement, staffing of the resource room, computer classes, and others. Dialogue is taking place at both the local and state levels to develop new collaborative efforts to address the training and retraining needs of the state.

## LINKING EDUCATION, WORKFORCE, AND ECONOMIC DEVELOPMENT

### Industry Sector Needs

Community colleges address industry needs across the state in many ways. Community colleges are engaged in major industry sectors that Illinois has determined to be critical to the state's workforce and economic prosperity: addressing the healthcare shortages across the state; implementing strategies and training for the growing transportation, warehousing, and logistics industry; and identifying strategies to recruit and retain skilled workers for the ongoing manufacturing needs in Illinois, including welding. Also, the community colleges' business and industry centers address a myriad of industry and employer needs. Some examples follow:

- **BlackHawk Welding:** Welding continues to be a much needed skill in Illinois. Black Hawk College is offering welding training to incumbent workers in the Quad Cities area. Designed to train 100 workers, the program has already surpassed that number. Many companies in the area use the welding program to train their workers in the latest welding techniques.
- **Highway Construction Careers Training Program:** Through an intergovernmental agreement with the Illinois Department of Transportation, the ICCB has awarded grants to eight colleges to train minorities, women and disadvantaged individuals in intensive highway construction skills such as math for the trades, job readiness, technical skills and the OSHA 10 hour Safety Certification. The goal of the training is to increase the number of minorities, women and disadvantaged individuals that enter the highway construction trades.
- **Weatherization:** ICCB awarded grants to eleven community colleges in partnership with the Illinois Department of Commerce and Economic Opportunity's Illinois Home Weatherization Assistance Program. The training is designed for incumbent contractors and focuses on energy measurements, construction fundamentals, energy savings and health, air sealing, insulation, architectural elements among other topics. Contractors must complete the training in order to be certified.

### Illinois Longitudinal Data System

The Illinois Community College System is committed to collaborating to improve programs and services that promote student progress and success. As a part of this commitment, the ICCB actively participates in the

development of the Illinois Longitudinal Data System (ILDS, Public Act 096-0107/enacted July, 2009). Community colleges play a pivotal role in helping students transition into and advance in the workforce. Since the 1970s, the Illinois Community College System has established and improved processes, procedures, and protocols to undertake detailed data collection, administrative data matching, analysis, and reporting of community college information.

The ICCB is responsible for furnishing community college data to the ILDS. The ILDS is being built with a decentralized approach that avoids duplication and capitalizes on existing information technology investments and the experience of established research and data experts. The design of the ILDS links education and workforce data systems with an emphasis on recent P-12 participants and recent high school graduates. The goal of the project is to establish and upgrade data systems needed for educational authorities (ICCB/Illinois State Board of Education/Illinois Board of Higher Education) to better manage, link, and analyze P-20 education data. Full ILDS functionality is scheduled to be in place by June 30, 2013.

### Complete College America (CCA)

Illinois is among 24 states that recently joined the Complete College America (CCA) initiative to develop initiatives that will increase the number of college graduates. Under the leadership of the Governor's Office, all Illinois education agencies endorsed the project – the ICCB, Illinois Board of Higher Education, Illinois State Board of Education, and the Illinois Student Assistance Commission. CCA and cooperating states are partners with the National Governors Association (NGA) to promote college graduation.

To increase the number and rate of college graduates, CCA officials are developing a series of metrics in three categories: Progress, Outcomes, and Context. Participating states are generating data at both the state and institutional levels. The ICCB collaborates with local college officials to generate information for community colleges. Several different breakouts are requested including race/ethnicity, gender, age by range, Pell recipient status, and student status (e.g., first-time full-time, first-time part-time, transfers at time of entry, etc). The Illinois Community College System has already made measurable progress by producing a record number of graduates in FY2010 (56,844).

## LINKING EDUCATION, WORKFORCE, AND ECONOMIC DEVELOPMENT

### ***Business and Industry Services:***

Community colleges, through their business and industry centers, work with businesses, industries, labor organizations, and economic development entities to recruit and train workers, retain existing businesses, and bring new businesses and jobs to Illinois. The ICCB Workforce Development grant of \$3.3 million provides critical support to the Business and Industry Centers to deliver needed services to employers. Additionally, colleges engage local business partners through their participation on program advisory committees for the career and technical education programs. This provides industry partners with a forum to render input directly to the college – and ensures that community college programs are always reflective of the latest industry trends. Community colleges collaborate with DCEO's Illinois Entrepreneurship Network to provide assistance to entrepreneurs and small business owners. Small Business Development Centers (SBDCs) located on community college campuses provide businesses with management, marketing and financial counseling in order to help them succeed. Community colleges also assist business owners in doing business with the federal, state, and local governments. Colleges provide general procurement counseling, access to bid specifications, assistance in identifying government markets, help in reviewing bid packages and other contracting assistance services. Community colleges also provide a full range of continuing professional education.

### **Emerging Industry Sector Needs**

In order to be prepared to meet emerging industry needs community colleges must continuously look to the future and assess what emerging industries will be vital to

their district, region or the entire state. Areas that have come to the forefront are energy, sustainability, green, and local foods.

- ***Illinois Green Economy Network (IGEN):*** The mission of the IGEN is to strengthen Illinois community colleges' capacity to promote and provide energy education and sustainable practices. Illinois community colleges are already the one, cost effective educator that corporations and businesses turn to in renewable energy-related fields such as industrial and electrical technology, construction trades, and automotive repair. Emphasizing community service, combined with stable fiscal and educational infrastructures, community colleges can institutionalize long-term projects related to the rapidly emerging renewable energy economy. A major goal is to establish an IGEN Institute, an applied resource center, at community colleges. Many community colleges already are engaged in sustainability and most have an area of energy education specialty: wind generation, geothermal, solar photo-voltaic, hydroelectric, and LEED (energy efficient) commercial and residential building construction. The number of colleges that are interested in becoming members of IGEN has increased significantly.

- ***Local Foods:*** According to the USDA, Illinois spends \$47 billion annually on food, of which more than 90% is imported. If Illinois farmers would produce directly for Illinois consumer demand, Illinois food dollars would stop being exported and the carbon footprint would be reduced - two goals of the initiative. Currently six community college districts are working on this initiative and have implemented initiatives designed to develop local foods curricula and models. The colleges have developed certificates, implemented hydroponic gardening and three-season tunnel gardening. Colleges worked on sustainability, entrepreneurship, and marketing of local foods during this last year.

## ICCB ADMINISTERS ADULT EDUCATION & FAMILY LITERACY

Adult Education and Family Literacy (AEFL) is among the highest priorities of the Illinois Community College Board (ICCB). Enhancing the quality of services to students and their families is critical to the creation of a better workforce in Illinois. There also is a need to not only address the literacy skills of AEFL students but their readiness to enter postsecondary education and employment. The ICCB continues its commitment to helping students make positive steps towards transition and completion of their education.

The ICCB has adopted a new five-year Strategic Plan for Adult Education titled “Creating Pathways for Adult Learners.” A 32-member task force examined both current and future trends facing adult education and provided six recommendations in moving students along a career pathway to postsecondary education and ultimately to high-demand occupations. The plan addresses the assessment, curriculum and instruction, teaching and professional development, support services, data and research needs of adult education students and programs in the overall program design of aligning these areas with postsecondary education and employment. With approximately 1.8 million Illinois residents who lack the literacy skills needed to obtain good jobs, adult education must continue to develop strategies designed to meet the needs of the individuals as well as the workforce. The new direction better connects Adult Education to high demand occupations within a career pathway framework.

In its work, the AEFL Advisory Council continues to streamline the transition of adult education students into pathway programs. The council’s activities are aligned with the Strategic Plan and address such areas as curriculum alignment, educational and workforce assessments, as well as return on investment and making data-related decisions.

The council includes representatives from community based organizations, community colleges, school districts, Regional Offices of Education, the Departments of Corrections and Human Services, the Illinois State Board of Education, the Secretary of State Literacy Office, the Department of Commerce and Economic Opportunity, and other important stakeholders.

### **Illinois FY2009 Adult Education and Family Literacy Highlights**

Annually, the ICCB submits a report to the Governor and General Assembly highlighting AEFL services in Illinois. Below summarizes the most recent Adult Education services provided in FY2009:

- More than 100 Adult Education and Family Literacy Providers were funded.
- 123,670 learners received instruction in ICCB funded Adult Education and Family Literacy Programs:
  - English as a Second Language (ESL) — 71,936
  - Adult Basic Education (ABE) — 27,633
  - Adult Secondary Education (ASE) — 17,887
  - High School Credit (HSCR) — 2,859
  - Vocational Training (VOC) — 3,355

**Illinois Adult Education and Family Literacy Exceeded Federal Performance Targets for Fiscal Year 2009.** For the eighth year in a row, Illinois Adult Education exceeded its federal performance targets under the Title II of the Workforce Investment Act (WIA). Each fiscal year, states submit a report to the Federal Government on five Adult Education performance measures and activities. These include Educational Gains, Entered Employment, Retained Employment, GED® or Secondary School Completions, and Entered Post-Secondary Education or Training.

## ICCB ADMINISTERS ADULT EDUCATION & FAMILY LITERACY

### **Federal English-as-a-Second Language (ESL) enrollments constitute the majority (58.2%) of the Adult Education population.**

In FY2009, ICCB programs served 71,936 ESL students in adult education programs. The 42 EL/Civics programs enrolled 8,655 students. These students achieved a total of 129,032 competencies. To ensure instructional quality is provided to students in both the ESL and EL/Civics classrooms, the AEFL Service Center Network conducted 188 professional development activities designed for program instructional and administrative staff.

### **Illinois Adult Education uses a new data and information system to report data.**

The new data system for Adult Education, Data and Information System-Illinois (DAIS-I) is used for reporting at the state, federal, and local level. The web-based system is utilized by all adult education providers and is compliant with the National Reporting Standard, an Office of Vocational and Adult Education data compliance system. The system tracks course/classroom, student level data and program performance.

### **Bridge Programs used as a tools to transition students to postsecondary occupational programs and pathway employment.**

During FY2009, Illinois Adult Education programs developed Bridge Programs designed to prepare students to enter college or pathway employment. Bridge Programs blend basic literacy skills with occupational knowledge and skills, career development and awareness information as well as transition services to introduce students to careers while enhancing their educational skills. A statewide bridge definition was adopted and is now utilized across multiple venues, creating a common understanding for all who are developing and

implementing bridge programs in Illinois. This definition and the development of bridge programs allow partnerships across education including adult education and community colleges, community organizations, workforce, and business and industry.

**Instructional Technology used in Adult Education.** GED®-i continues to expand in Illinois as well as in other states. This state-of-the-art instructional tool can be used at a distance as well as a supplement to classroom instruction. This tool allows students the flexibility in preparing to take the GED®.

The Career and Academic Readiness System (CARS) is a new tool that has been developed to prepare students for college success. This tool is also flexible in its use and provides students the opportunity to enhance reading and math skills. CARS can be readily used with students, including those in adult education, in preparation for postsecondary education.

### **The GED® is a viable alternative for Illinois residents without a high school diploma.**

More than 1.8 million individuals in Illinois are without a high school diploma. Each year more than 30,000 individuals are tested at more than 70 testing centers throughout Illinois. The ICCB is responsible for the oversight of these sites in order to maintain compliance with GED® Testing Services/American Council on Education policies and procedures. The GED® Test is a rigorous test consisting of five subject areas: Reading, Math, Social Studies, Science, and Language Writing, including the essay. In Illinois, the GED® Test is administered in English, Spanish, and French.

## STUDENTS REACH THEIR POTENTIAL THROUGH ICCB PROGRAMS

Primarily structured to address student issues and challenges, the Student Development team works directly with Chief Student Services Officers, student activities directors, financial aid directors, instructional departments in community colleges, and most importantly students. The following describes selected divisional activities and accountability efforts in fiscal years 2009 and 2010:

### **Students with Disabilities**

Illinois community colleges enroll annually more than 12,000 students with disabilities, the largest segment of this population served among all higher education institutions in the state. Community colleges are the choice for this population for a number of reasons, i.e., small class sizes, proximity to home, and a network of support systems in local communities and in community colleges. This number continues to grow as more students with disabilities desire education and training that can improve their lives. As the demand to serving students with disabilities increases and the funding decreases, it is apparent that collaboration among agencies is the best way to address the needs of these students and provide for more successful outcomes.

A new endeavor this year was outreach to the Illinois Council on Developmental Disabilities with discussions revolving around policy, instructional support, and barriers for the developmentally disabled within an educational environment. Community colleges will provide services and remain committed to serving this distinct population.

### **Interagency Coordinating Council**

As a member of the Interagency Coordinating Council (ICC), the ICCB collaborates with other state agencies to improve outcomes for youth with disabilities. The ICC is committed to developing a comprehensive work plan and to eliminating barriers to transition services. The ICCB contributed in kind funding and participated in the Annual Statewide Transition Conference which attracted over 700 participants. In May, members of the ICC engaged in a planning activity that provided a past, present, and future snapshot of the ICC. The outcome of the activity resulted in a document that will serve as a guide to implement systemic, sustainable education, training, employment, healthcare, and community service that will impact Illinois from state to local level regarding independent living for youth with disabilities.

### **Lincoln's Challenge Scholarship Program**

The ICCB Lincoln's Challenge Scholarship Program, in conjunction with the Lincoln's Challenge Academy in Rantoul, offers LCA graduates an opportunity to improve the likelihood of their academic and personal success. A scholarship award of \$1,000 per semester for two years is issued to eligible, selected students to continue their educations at one of the 48 community colleges throughout the state. One outstanding accomplishment within the program has been the dual credit agreement among the colleges and the Academy. Students can earn three credit hours each in basic computer and English which is transferrable to any Illinois community college. Currently, more than 10,645 students have graduated from the resident phase of the program, and more than 7,201 students have earned their GED. To date, 2,441 scholarships have been issued. A linkage with the Illinois Student Assistance Commission (ISAC) was established to find a means to educate parents and students in the financial aid guidelines within a friendly, helpful environment.

### **Student Advisory Committee**

The ICCB works with a diverse group of student representatives from all 48 community colleges to identify and address the needs of community college students across the state. This committee dedicates itself to representing those students by reviewing ICCB policies, advising the board on such policies, selecting the ICCB Student Member, and reporting on systemwide issues. The committee keeps a constant focus on its goals and objectives through its work teams and by fostering continuous interaction with the ICCB, trustees, Illinois Board of Higher Education, and all community college presidents, administrators, faculty, staff, and students.

### **Veterans Affairs**

Illinois community colleges partnered with the Illinois National Guard (ING) to host family academy and reintegration events throughout the state as soldiers returned home. More than 6,000 soldiers and their family members were served on our community college campuses through these activities. Reintegration events were targeted for soldiers and their family members including a resource fair, information on educational opportunities, and counseling sessions. Community colleges and the ING plan to continue to partner on initiatives to support veterans on our campuses and in our communities.



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## **PROMISE FOR ILLINOIS REVISITED**

### **A STRATEGIC PLAN FOR THE ILLINOIS COMMUNITY COLLEGE SYSTEM**

As the Illinois Community College System moved into the new millennium, it assessed what had been accomplished since its inception 45 years ago and what course it needed to follow in the next few years. The result of that intense assessment was the *Promise for Illinois*. The *Promise* served as a guide for the Board and community college system and, five years later, the Board reviewed the *Promise* and believes much progress has been made in accomplishing the pledges set forth in the plan. The basic premises of the original plan still hold true; however, the Board believes some areas need more emphasis. With the *Promise for Illinois Revisited*, the Board sets its direction for the next few years and will use the *Promise Revisited* as its guide in meeting its mission.

The pledges and actions contained in the *Promise for Illinois Revisited* neither prescribe nor mandate, but offer a vision of how the community colleges will serve Illinois. The manner in which each college embraces the vision will be unique depending upon the needs of the communities and people that each college serves.

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## **THE PLEDGES**

Illinois needs a citizenry composed of individuals who can read, write, compute, communicate, and contribute to society as a whole, as well as to local and global competitiveness. To accomplish this, it needs high-quality, affordable, and accessible education. It needs an education system that accommodates smooth transitions for students as they move among and between levels of education and work. Therefore, Illinois community colleges pledge:

### **HIGH QUALITY**

*Emphasize high quality in all programs, services, and operations*

### **AFFORDABLE ACCESS**

*Deliver accessible and affordable learning opportunities for all residents of Illinois*

### **COMPETITIVE WORKFORCE**

*Address workforce and economic development needs with flexible, responsive, and progressive programs*

### **EFFECTIVE TRANSITIONS**

*Offer rigorous courses, programs, and services designed to enable students to transition from one learning environment and level to another*

### **ENHANCED ADULT EDUCATION**

*Enhance Adult Education and Family Literacy programs necessary for individuals and families to have high-quality standards of living in Illinois*

### **SERVICES FOR STUDENT SUCCESS**

*Provide programs and services to assist students succeed in their education endeavors*