

Illinois Community College Board

331st Meeting Agenda and Materials

October 26, 2001
9:45 a.m.

Illinois Community College Board Office
at Lincoln Land Community College
Workforce Development Center
Classrooms 2-3
2450 Foundation Drive
Springfield, IL



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Agenda
331st Meeting of the
Illinois Community College Board

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at Lincoln Land Community College
Workforce Development Center
Classrooms 2-3
2450 Foundation Drive
Springfield, Illinois
October 26, 2001
9:45 a.m.

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Illinois Community College Board

FISCAL YEAR 2003
ILLINOIS COMMUNITY COLLEGE SYSTEM BUDGET REQUEST

An oral report will be presented at the Board meeting on October 26, 2001.

Illinois Community College Board

**FISCAL YEAR 2003 COMMUNITY COLLEGE SYSTEM
OPERATING BUDGET REQUEST**

The Illinois Community College Board fiscal year 2003 operating budget request, presented in Table 1, includes funding for all grants appropriated to the ICCB for the community college system, as well as other community college grants administered by the ICCB office. The operating grants to colleges are presented in total as allocations to individual districts are not finalized. Much of the data necessary to complete district allocations were not available at the time of this request. The concepts and/or numbers included in the budget request were discussed with the Presidents' Council and with the ICCB Finance Advisory Committee.

The total fiscal year 2003 operating budget request for the community college system totals \$344.4 million. This is a \$13.3 million (4.0 percent) over fiscal year 2002 appropriated grants of \$331.1 million. This includes a \$13.2 million (4.0 percent) increase in direct grants to colleges. This includes an increase of \$10.9 million (4.0 percent) in unrestricted grants to colleges and an increase of \$2.2 million (4.2 percent) in restricted purpose grants to colleges.

The Illinois Community College Systems: *Promise for Illinois* was considered in developing the fiscal year 2003 operating budget request. The seven goals outlined in the document are:

- Pledge 1. Address workforce development needs with flexible, responsive and progressive programs.
- Pledge 2. Offer rigorous courses and programs designed for college and university transfer.
- Pledge 3. Expand adult education and literacy programs necessary for individuals and families to have high quality work and life in Illinois.
- Pledge 4. Equip Illinois residents with the technology skills they need to be successful in the 21st century.
- Pledge 5. Emphasize high quality in all programs, services, and operations.
- Pledge 6. Deliver affordable learning opportunities to the doorstep of Illinois residents.
- Pledge 7. Model and promote leadership and ethical decision-making.

Also, significant consideration was given in developing the fiscal year 2003 operating budget request to the Illinois Board of Higher Education's *The Illinois Commitment: Partnerships, Opportunities, and Excellence*. The goals outlined in this document are:

- < Help Illinois business and industry sustain strong economic growth,
- < Joining elementary and secondary education to improve teaching and learning at all levels,
- < Assure that no Illinois citizen is denied an opportunity for a college education because of financial need,
- < Increase the number and diversity of citizens completing training and educational programs,
- < Hold students to even higher expectations for learning and be accountable for the quality of academic programs and the assessment of learning, and
- < Continually improve productivity, cost-effectiveness, and accountability.

RECOMMENDED ACTION

It is recommended that the following motions be adopted:

The Illinois Community College Board hereby:

1. approves the fiscal year 2003 Community College System Operating Budget Request for grants to colleges and other community college grants administered by the ICCB office as presented in the attached Table 1;
2. authorizes the submission of the request to the Illinois Board of Higher Education; and
3. authorizes its President/CEO, with concurrence of the Chair, to make necessary adjustments and reallocations based on information received subsequent to approval of this budget request.

BACKGROUND. Submission of higher education budget requests are due to the Illinois Board of Higher Education (IBHE). In order to comply, the ICCB budget request must be approved by the board. While it is possible to determine recommendations for restricted/special initiative grants, additional data is needed to finalize district allocations, especially in the areas of base operating grants and equalization grants. Table 1 presents the total dollar amount requested for grants to colleges, as well as other community college grants administered by the ICCB office. Table 1A presents the components of the Workforce Development Grant and the Advanced Technology Grant. Recommendations contained in this item have been developed by ICCB staff in conjunction with the ICCB Finance Advisory Committee and the Presidents' Council.

Following is a discussion of issues and preliminary recommendations for each of the categorical grants.

Base Operating Grant. In fiscal year 2002, \$193.8 million was appropriated for the base operating grant, an increase of 6.0 percent over the fiscal year 2001 appropriation. Recommendations for the fiscal year 2003 base operating grant are \$199.7 million, an increase of \$5.9 million, or 3.1 percent.

The major portion of this grant is allocated to districts based upon credit hour enrollment in six instructional funding categories. After unit cost and enrollment information is finalized, program improvement dollars may be added to the formula in various areas to generate the recommended funding amount.

Fiscal year 1999 was the first year that this grant was not allocated totally on credit hour enrollments. In fiscal year 2002, \$2.3 million was allocated based on gross square footage and student enrollment at the district. For fiscal year 2003, it is recommended that \$2.4 million be distributed on this basis.

- < The Base Operating grant works to achieve all seven pledges of the Promise For Illinois.

Small College Grant. The small college grant is distributed to districts with less than 2,500 non-

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correctional full-time equivalent students. This grant is intended to assist small colleges with the fixed costs of operating a community college. Grants of \$60,000 are distributed to qualifying colleges. No increase is recommended for fiscal year 2003, leaving the total budget request for small college grant at \$900,000.

- < The Small College grant is designed to help the colleges deliver affordable learning opportunities to the doorstep of Illinois residents. (Pledge 6)

Equalization Grant. The fiscal year 2002 appropriation included \$77.4 million in the equalization grant, an increase of \$3.7 million (5.1 percent) over fiscal year 2001. The final equalization grant appropriation for fiscal year 2002 was at 98.5% of fully funding the equalization formula. Recommendations for fiscal year 2003 include an equalization grant of \$82.4 million, an increase of 6.5 percent. This represents funding the formula at an estimated 100.0% level.

The Equalization grant is based on the difference between a district's available local tax revenue per student and the statewide average amount available per student. This grant attempts to reduce the disparity among districts in local property tax available per student. In fiscal year 2002, 29 out of the 39 districts qualified for equalization funding.

- < The Equalization grant is designed to help the colleges deliver affordable learning opportunities to the doorstep of Illinois residents. (Pledge 6)

Performance-Based Initiative. A statewide planning committee was formed and met throughout 1997 and 1998 in order to develop a performance-based initiative system that defines outcomes and measures for use in the community college performance-based initiative system. This grant provides additional incentives for high performance and/or significant improvement in meeting specified goals. The fiscal year 2003 budget includes a recommendation of \$2.0 million, no increase from fiscal year 2002 .

***Basis for Allocation** - (1) student satisfaction, (2) student educational advancement, (3) student success in employment/continuing education, (4) student transfers, (5) population served, (6) remedial course completion rate, and (7) progress towards district-defined goal*

- < The Performance-Based Initiative grant encourages the colleges to emphasize high quality in all programs, services, and operations. (Pledge 5)

Workforce Development Grant. The workforce development area consists of four separate grant

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components: current workforce training, business/industry services, education-to-careers, and welfare-to-work. All of these areas continue to be a high priority for the state and the community college system. In fiscal year 2000, the ICCB granted districts the authority to transfer up to 33.3 percent of any workforce development grant component to another workforce development grant component. This allows local districts to make the determination of the best use of these funds given the individual needs of their district. Fiscal year 2003 is the first year that the current workforce training grant is included as a component of the workforce development grant. In fiscal year 2002 the current workforce training was a separate appropriated grant.

The recommended funding for fiscal year 2003 is \$20.1 million. This is an increase of 4.4 percent from fiscal year 2002.

Current Workforce Training. This component is designed to provide funds to the community college system in a manner which will allow colleges to be more price competitive in providing noncredit training for existing employees at local businesses and industries, especially for small and mid-sized companies. Colleges will be allowed to charge direct training costs to this component, which will in turn allow them to reduce the training cost to the local area businesses. The recommendation for funding in fiscal year 2003 is \$5.2 million, an increase of 4.5 percent.

***Basis for Allocation:** Number of district residents in the labor force that are currently employed. A minimum grant of \$50,000 will be distributed to each district.*

Business/Industry Services. Recommendations for fiscal year 2003 are to increase this component to \$6.6 million, an increase of 4.5 percent. The business/industry services component provides funding for a business/industry center and/or involvement with state and local economic development efforts. This funding enables the community college system to assist local business, associations, labor, government and others to develop and enhance a qualified, well-trained labor force. The flat grant per district is provided to enable districts to maintain the business/industry center.

***Basis for Allocation:** \$65,000 flat grant per district with the remaining funds distributed on the basis of occupational and vocational credit hours.*

Education-to-Careers. \$4.3 million is included for the education-to-careers component in fiscal year 2003. This represents an increase of 4.2 percent. The education-to-careers component is intended to allow the community college system to develop a fully integrated education/employment system in order to assure that students can move easily from education to work and from work to continuing education.

***Basis for Allocation:** \$87,500 flat grant per district with the remaining funds distributed on the basis of (1) number of district residents in labor force and (2) the unemployment rate of the district.*

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Welfare-to-Work. A total of \$4.0 million is recommended for the welfare-to-work component. This is an increase of \$175,000 (4.6 percent) over the fiscal year 2002 appropriation. This component is intended to provide funds to be used in conjunction with existing federal funds to develop an infrastructure necessary to work with welfare recipients and the working poor at each community college to provide employment training and job placement assistance services.

***Basis for Allocation:** \$60,000 flat grant per district with the remaining funds distributed on the basis of the number of welfare caseloads in the district.*

- < The Workforce Development grant allows colleges to address workforce development needs with flexible, responsive, and progressive programs. (Pledge 1)

P-16 Initiative Grant. The P-16 initiative grant consists of two grant components: accelerated college enrollment and teacher preparation and professional development. In fiscal year 2002 the accelerated college enrollment grant was a separate appropriated grant. Fiscal year 2003 is the first year for the P-16 grant. The ICCB will grant districts the authority to transfer up to 33.3 percent of any P-16 initiative grant component to another P-16 initiative grant component. This allows local districts to make the determination of the best use of these funds given the individual needs of their district. The recommended funding for fiscal year 2003 is \$2.2 million..

Accelerated College Enrollment. The fiscal year 2003 recommendation is for \$1.7 million an increase of \$250,000 from fiscal year 2002. This component allows community colleges to expand their services to high school students desiring to take college-level classes while still in high school. This component will be used to subsidize the cost to the college of offering courses to high school students without charging tuition and fees. Colleges will earn these funds at a standard rate of \$55 per credit hour, which will be verified in the college's external audit process

***Basis for Allocation:** The number of junior and senior high school students in the district. A minimum grant of \$12,500 will be distributed to each district.*

Teacher Preparation and Professional Development. Fiscal year 2003 is the first year for this component. This component will be used to fund teacher certification and re-certification within the college district. The recommended funding amount for fiscal year 2003 is \$500,000.

***Basis for Allocation:** Funds are distributed based on the number of certified teachers within the district.*

- < The P-16 Initiative grant will address workforce development needs with

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flexible, responsive, and progressive programs and offer rigorous courses and programs designed for college and university transfer. This grant will also emphasize high quality in all programs, services, and operations. (Pledge 1 2, and 5)

Advanced Technology Grant. The advanced technology area comprises four grant components: Illinois community college online, advanced technology equipment, technology support, and staff technical skills. In fiscal year 2002 the Illinois community college online component was a separate appropriated grant. The same transfer ability as discussed in the workforce development area is permitted in the advanced technology area to allow districts to transfer up to 33.3 percent of one component to another depending on where there is the greatest need. An overall increase of 3.9 percent to \$15.1 million is recommended for fiscal year 2003.

Illinois Community Colleges Online. The fiscal year 2003 budget includes a request of \$650,000 to allow all community colleges to establish and maintain the necessary student support services for the Illinois Community Colleges Online and the Illinois Virtual Campus activities.

Basis for Allocation: \$16,667 grant per district.

Advanced Technology Equipment. An increase of 3.1 percent is recommended in the advanced technology equipment component, bringing this component to a total of \$6.0 million. The colleges need to continue to upgrade and purchase new specialized equipment for training programs and to purchase new computer hardware and software for instructional and student use.

Basis for Allocation: Funds distributed on the basis of occupational and vocational credit hours.

Advanced Technology Support. Fiscal year 2003 recommendations include \$6.2 million for technology support, an increase of 3.5 percent. This component is provided, in addition to the advanced technology equipment grant, in order to enable colleges to meet the rising costs of technology infrastructure, transmission, and maintenance costs.

Basis for Allocation: \$75,000 flat grant per district with the remaining funds distributed on the basis of (1) square miles within the district, (2) number of market service delivery areas within the regional consortia, and (3) annual student headcount.

Staff Technical Skills Enhancement. An amount of \$2.1 million was provided in fiscal year 2002

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to provide funding to support training in all areas of technology and especially in the areas of distance learning. An increase of 3.4 percent to \$2.2 million is recommended for fiscal year 2003.

Basis for Allocation: *Number of faculty and staff FTE.*

- < The Advanced Technology grant will address workforce development needs with flexible, responsive, and progressive programs and offer rigorous courses and programs designed for college and university transfer. The grant will also equip Illinois residents with the technology skills they need to be successful in the 21st century and allow the colleges to deliver affordable learning opportunities to the doorstep of Illinois residents. (Pledge 1,4, and 6)

Special Populations Grant. This grant is used to provide special or extra services to assist special population students to initiate, continue, or resume their education and to offer courses designed to provide the academic skills necessary to remedy or correct educational deficiencies. Recommendations for fiscal year 2003 contain an increase of \$75,000 to bring the special populations grant to a total of \$13.3 million.

Basis for Allocation: *\$20,000 flat grant per college. Remaining funds are distributed on the basis of adult basic/secondary education and remedial credit hours.*

- < The Special Populations grant allows colleges to expand adult education and literacy programs necessary for individuals and families to have high-quality work and life in Illinois while also delivering affordable learning opportunities to the doorstep of Illinois residents. (Pledge 3 and 6)

Deferred Maintenance Grant. There is a significant backlog of deferred maintenance projects in the community college system. This grant provides districts with flexible funding for facility needs that are not covered by capital renewal or protection, health, and safety funding. This grant is intended to help reduce the backlog of previously neglected or accumulated maintenance projects needed in existing buildings and structures. The fiscal year 2003 recommendations will remain at the same level as fiscal year 2002 with an amount of \$3.5 million.

Basis for Allocation: *\$10,000 flat grant per district with the remaining funds distributed on the weighted gross square footage of the college (same gross square footage used in the base operating grant)*

- < The Deferred Maintenance grant allows the colleges to emphasize high quality in all programs, services, and operations. (Pledge 5)

Retirees Health Insurance Grant. No increase is recommended for fiscal year 2003, leaving the total

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budget request for this grant at \$735,000. Only the City Colleges of Chicago participate in this program. All other districts are eligible to participate in the College Insurance Program administered by Central Management Services.

Statewide Initiatives and Other Grants

East St. Louis Community College Center (ESLCCC). \$2.3 million is included in the fiscal year 2003 request. This amount is an increase of \$100,000 from fiscal year 2002.

- < The ESLCCC grant will help to emphasize high quality in all programs, services, and operation. It will also assist in delivering affordable learning opportunities to the doorstep of Illinois residents. (Pledge 5 and 6)

Lincoln's Challenge Grant. The Lincoln's Challenge Program is a military style boot camp for at-risk teenagers who have not completed high school. Students successfully completing the program are eligible to receive a scholarship to attend a community college. Recommendations for fiscal year 2003 include \$150,000 in funding.

- < The Lincoln's Challenge grant will help to emphasize high quality in all programs, services, and operation. It will also assist in delivering affordable learning opportunities to the doorstep of Illinois residents. (Pledge 5 and 6)

Leadership and Core Values Initiative. \$250,000 was appropriated for this initiative in fiscal year 2002. Monies will be used to fund demonstration projects showing the most effective ways of teaching leadership and core values in a community college setting, for workshops and training seminars for the community college system and operating of the Center For Applied Ethics. The fiscal year 2003 recommendations are \$250,000, no increase from fiscal year 2002.

- < The Leadership and Core Values Initiative will help to model and promote leadership and ethical decision-making. (Pledge 7)

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Special Initiative Grant. The fiscal year 2003 request includes \$1.2 million to fund the special initiative grant for the community college system. These grants will be awarded on a Request for Proposal basis and would provide flexible funding for unique initiatives needed in the community college system. The grants will focus on higher education priorities as identified by the community college system strategic plan and the Illinois commitment. The Special Initiative grant also includes designated grants that were formerly appropriated to the Illinois Board of Higher Education under the Higher Education Cooperation Act.

- < The Special Initiative grants are designed to address all of the seven pledges of the *Promise For Illinois*.

Community College Foundation Matching Grant. This grant will establish the funding mechanism for the legislation passed in the spring 1999 legislative session that allows colleges to request a state matching grant of \$2 for every \$3 received in local funds. Only new funds, those in excess of prior year's revenues, will be eligible. The fiscal year 2003 request includes \$333,000 for these matching grants.

- < This grant will allow colleges to deliver affordable learning opportunities to the doorstep of Illinois residents. (Pledge 6)

Illinois Community College Board
Table 1
Fiscal Year 2003 Operating Grants to Colleges

| <u>Grants to Colleges</u> | <u>FY 2002 Appropriation</u> | <u>FY 2003 ICCB Request</u> | <u>Dollar Difference</u> | <u>Percent Difference</u> |
|---|----------------------------------|-------------------------------------|------------------------------|-------------------------------|
| Base Operating Grant | \$ 193,775,000 | \$ 199,728,250 | \$ 5,953,250 | 3.1% |
| Credit Hour Allocation | \$ 191,425,000 | \$ 197,303,250 | \$ 5,878,250 | 3.1% |
| GSF Allocation | \$ 2,350,000 | \$ 2,425,000 | \$ 75,000 | 3.2% |
| Small College Grant | \$ 900,000 | \$ 900,000 | \$ 0 | 0.0% |
| Equalization Grant | \$ 77,391,500 | \$ 82,400,000 | \$ 5,008,500 | 6.5% |
| Performance-Based Initiative | \$ 2,000,000 | \$ 2,000,000 | \$ 0 | 0.0% |
| Unrestricted Grants to Colleges | \$ 274,066,500 | \$ 285,028,250 | \$ 10,961,750 | 4.0% |
| Workforce Development Grant | \$ 19,317,000 | \$ 20,175,000 | \$ 858,000 | 4.4% |
| (Includes the Current Workforce Training, Business and Industry Services, Education to Careers, and Welfare to Work components) | | | | |
| P-16 Initiative Grant | \$ 1,500,000 | \$ 2,250,000 | \$ 750,000 | 50.0% |
| (Includes the Accelerated College Enrollment and Teacher Preparation and Professional Development components) | | | | |
| Advanced Technology Grant | \$ 14,607,000 | \$ 15,175,000 | \$ 568,000 | 3.9% |
| (Includes the Illinois Community College Online, Instructional Equipment, Technical Support, and Staff Technical Skills components) | | | | |
| Special Populations Grant | \$ 13,260,000 | \$ 13,335,000 | \$ 75,000 | 0.6% |
| Deferred Maintenance Grant | \$ 3,500,000 | \$ 3,500,000 | \$ 0 | 0.0% |
| Retirees Health Insurance Grant | \$ 735,000 | \$ 735,000 | \$ 0 | 0.0% |
| Restricted Grants to Colleges | \$ 52,919,000 | \$ 55,170,000 | \$ 2,251,000 | 4.2% |
| TOTAL GRANTS TO COLLEGES | \$ 326,985,500 | \$ 340,198,250 | \$ 13,212,750 | 4.0% |
| Statewide Initiative & Other Grants | | | | |
| East St. Louis Higher Education Center | \$ 2,200,000 | \$ 2,300,000 | \$ 100,000 | 4.5% |
| Lincoln's Challenge Grant | \$ 125,000 | \$ 150,000 | \$ 25,000 | 20.0% |
| Leadership & Core Values | \$ 250,000 | \$ 250,000 | \$ 0 | 0.0% |
| Special Initiative Grant | \$ 1,210,000 | \$ 1,210,000 | \$ 0 | 0.0% |
| Foundation Matching Grant | \$ 333,000 | \$ 333,000 | \$ 0 | 0.0% |
| Total Statewide Initiatives & Other Grants | \$ 4,118,000 | \$ 4,243,000 | \$ 125,000 | 3.0% |
| GRAND TOTAL | \$ 331,103,500 | \$ 344,441,250 | \$ 13,337,750 | 4.0% |

Illinois Community College Board
Table 1A
Fiscal Year 2003 Operating Grants to Colleges

| <u>Grants to Colleges</u> | <u>FY 2002</u> <u>Appropriation</u> | <u>FY 2003</u> <u>ICCB</u> <u>Request</u> | <u>Dollar</u> <u>Difference</u> | <u>Percent</u> <u>Difference</u> |
|--|--|---|------------------------------------|-------------------------------------|
| <u>Workforce Development Grant</u> | \$ 19,317,000 | \$ 20,175,000 | \$ 858,000 | 4.4% |
| Current Workforce Training | \$ 5,000,000 | \$ 5,225,000 | \$ 225,000 | 4.5% |
| Business and Industry | \$ 6,342,000 | \$ 6,625,000 | \$ 283,000 | 4.5% |
| Education-to-Careers | \$ 4,150,000 | \$ 4,325,000 | \$ 175,000 | 4.2% |
| Welfare-to-Work | \$ 3,825,000 | \$ 4,000,000 | \$ 175,000 | 4.6% |
| <u>Advanced Technology Grant</u> | \$ 14,607,000 | \$ 15,175,000 | \$ 568,000 | 3.9% |
| Illinois Community Colleges Online | \$ 550,000 | \$ 650,000 | \$ 100,000 | 18.2% |
| Instructional Equipment | \$ 5,890,000 | \$ 6,075,000 | \$ 185,000 | 3.1% |
| Technology Support | \$ 6,040,000 | \$ 6,250,000 | \$ 210,000 | 3.5% |
| Staff Technical Skills | \$ 2,127,000 | \$ 2,200,000 | \$ 73,000 | 3.4% |
| <u>P-16 Initiative Grant</u> | \$ 1,500,000 | \$ 2,250,000 | \$ 750,000 | 50.0% |
| Accelerated College Enrollment | \$ 1,500,000 | \$ 1,750,000 | \$ 250,000 | 16.7% |
| Teacher Preparation and Professional Development | \$ 0 | \$ 500,000 | \$ 500,000 | - |

Illinois Community College Board

FISCAL YEAR 2003 CAPITAL BUDGET REQUEST

The Illinois Community College Board fiscal year 2003 capital budget request has three components:

1. Enhanced Construction Program
2. Capital Renewal Grants
3. Specific Institutional Projects

RECOMMENDED ACTION

It is recommended that the following motions be adopted:

1. Approves the fiscal year 2003 Capital Budget Request for the Illinois Community College System as presented in the attached Table 1;
2. Authorizes the submission of the request to the Illinois Board of Higher Education; and
3. Authorizes its President/CEO, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

BACKGROUND

1. Enhanced Construction Program. The Illinois community colleges were successful in last spring's legislative session in gaining a commitment from Governor George Ryan and the General Assembly for \$250 million in capital funding over a five-year period (\$50 million per year for fiscal year 2002 through fiscal year 2006). The system received a \$50 million appropriation for fiscal year 2002 with a portion of that to be dedicated to funding specific institutional projects since no specific institutional projects were funded by a separate appropriation in fiscal year 2002. A major emphasis of the Governor and the General Assembly for these funds is to reduce the community college system's reliance on temporary facilities. As we look to the next four years, it is anticipated that the \$50 million of capital funding for the replacement of temporary facilities will be provided in addition to normal higher education capital appropriations provided for both community college and university projects.

2. Capital Renewal Grants. The General Assembly appropriated \$9.107 million in fiscal year 2002 for the capital renewal program. This was an increase from the \$8.687 million appropriated in fiscal year 2001 and was at the Governor's recommended funding level. The program has been beneficial to the colleges by allowing them to address facility improvement projects; however, the magnitude of the accumulated deferred maintenance problem continues to

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grow each year and threatens the overall condition of campus facilities. According to the ICCB study, *A Report on the Condition of Facilities at Illinois Community Colleges* (1997), the deferred maintenance backlog has grown to an estimated \$229.7 million. Funding for this initiative needs to be increasing to adequately address the deferred maintenance backlog.

Since the inception of the capital renewal grant program, formerly called the repair and renovation grant program, funds have been distributed to universities and community colleges based on the amount of owned gross square footage for each institution. With approximately 22 million gross square feet of facilities, community colleges comprise approximately 31 percent of all public higher education space. The fiscal year 2003 capital renewal grant request is \$12 million.

3. Specific Institutional Projects. Annual requests for state funding for construction projects were received in the fiscal year 2003 RAMP (Resource Allocation and Management Plan for the Community Colleges) Community College Capital Requests. One hundred and twelve project requests were received with an estimated cost of \$1.076 billion and requiring \$783 million in state funding to fully fund the requests. Each project requested was evaluated using the criteria established in ICCB rules. The result of this staff evaluation process is a selection of projects for inclusion in the capital budget request and the establishment of a priority ranking assignment for each project.

Table 1 presents the community college fiscal year 2003 capital budget request. Included in this table is the total budget for each project recommended, as well as breakdown of the funding sources of local and state funds. Total state funding for the 54 specific projects recommended for inclusion in the fiscal year 2003 capital budget request is \$430.3 million.

An RFP (Request for Proposal) process is being utilized to obtain temporary building replacement or upgrade projects for consideration, in conjunction with the Governor and General Assembly's five-year \$50 million per year program to fund a capital initiative to either replace existing temporary buildings or to make modifications to such buildings that would make them permanent structures. The RFP's are due in the ICCB office by November 1, 2001. As part of this RFP process, certain projects identified on the regular capital list (Table 1 attached) may, in fact, qualify to be funded by this capital initiative for fiscal years 2002 through 2006.

**Illinois Community College Board
Table 1
Fiscal Year 2003 Capital Budget Recommendation**

Statewide Initiatives

| | State Funding | Cumulative State Funding |
|-------------------------------|---------------|--------------------------|
| Enhanced Construction Program | 50,000 | 50,000 |
| Capital Renewal Grants | 12,000 | 62,000 |

Specific Project Initiatives (in thousands)

| Rank | District | Project Title | Proposed Funding | | | State Construction Credits Applied | Adjusted for Eligible State Credits | | Cumulative State Funding |
|------|--------------------------------|--|------------------|----------|----------|------------------------------------|-------------------------------------|---------------|--------------------------|
| | | | State | Local | Total | | State Funding | Local Funding | |
| 1 | Lake Land | Student Services Building Addition (Student Center) | 6,721.6 | 2,240.5 | 8,962.1 | | 6,721.6 | 2,240.5 | 6,721.6 |
| 2 | Triton | Rehabilitation of Technology Building | 7,435.0 | 2,478.0 | 9,913.0 | | 7,435.0 | 2,478.0 | 14,156.6 |
| 3 | Joliet | Utilities Renovation | 3,160.5 | 1,053.5 | 4,214.0 | | 3,160.5 | 1,053.5 | 17,317.1 |
| 4 | Morton | Building Envelope Repairs | 3,874.5 | 1,291.5 | 5,166.0 | 77.2 | 3,951.7 | 1,214.3 | 21,268.8 |
| 5 | Rock Valley | Arts Instructional Center | 23,816.0 | 7,938.8 | 31,754.8 | | 23,816.0 | 7,938.8 | 45,084.8 |
| 6 | Elgin | Spartan Drive Extension | 1,660.0 | 554.0 | 2,214.0 | | 1,660.0 | 554.0 | 46,744.8 |
| 7 | Parkland | Student Services Center | 10,927.3 | 3,642.4 | 14,569.7 | | 10,927.3 | 3,642.4 | 57,672.1 |
| 8 | Sauk Valley | Remodeling of T-1 and West Wing | 3,207.0 | 1,068.0 | 4,275.0 | 98.1 | 3,305.1 | 969.9 | 60,977.2 |
| 9 | Harper | Engineering & Technology Center Renovation | 14,321.1 | 4,773.7 | 19,094.8 | | 14,321.1 | 4,773.7 | 75,298.3 |
| 10 | Rend Lake | Art Program Addition | 341.6 | 114.0 | 455.6 | | 341.6 | 114.0 | 75,639.9 |
| 11 | Lake Land | Rural Development Technology Center | 5,272.5 | 1,757.5 | 7,030.0 | | 5,272.5 | 1,757.5 | 80,912.4 |
| 12 | DuPage | Instructional Center Noise Abatement | 1,058.7 | 352.9 | 1,411.6 | 113.0 | 1,171.7 | 239.9 | 82,084.1 |
| 13 | Harper | One Stop/Admissions and Student Life Center | 26,083.0 | 8,694.3 | 34,777.3 | 3,015.7 | 29,098.7 | 5,678.6 | 111,182.8 |
| 14 | Illinois Valley | Community Instructional Center Building | 11,418.0 | 3,806.0 | 15,224.0 | | 11,418.0 | 3,806.0 | 122,600.8 |
| 15 | Lake Land | Center for Technical Education (Tech Blding Ph II) | 5,773.2 | 1,924.4 | 7,697.6 | | 5,773.2 | 1,924.4 | 128,374.0 |
| 16 | Lake County | Student Services Building | 31,317.0 | 10,439.0 | 41,756.0 | | 31,317.0 | 10,439.0 | 159,691.0 |
| 17 | Heartland | Workforce Development Center | 12,020.7 | 4,006.9 | 16,027.6 | | 12,020.7 | 4,006.9 | 171,711.7 |
| 18 | Kaskaskia | Child Care & Workforce Development Center | 7,941.0 | 2,876.0 | 10,817.0 | 45.9 | 7,986.9 | 2,830.1 | 179,698.6 |
| 19 | Shawnee | Metropolis Regional Educational Center | 2,263.5 | 754.5 | 3,018.0 | | 2,263.5 | 754.5 | 181,962.1 |
| 20 | Richland | Student Success Center and Addition | 2,341.0 | 781.0 | 3,122.0 | | 2,341.0 | 781.0 | 184,303.1 |
| 21 | IECC Lincoln Trail | Center for Technology | 5,005.0 | 1,669.0 | 6,674.0 | 540.3 | 5,545.3 | 1,128.7 | 189,848.4 |
| 22 | Joliet | Student Support Center and Remodeling of Classrooms | 17,305.8 | 5,768.6 | 23,074.4 | | 17,305.8 | 5,768.6 | 207,154.2 |
| 23 | Spoon River | Educational Buildings Expansion | 3,120.7 | 1,040.2 | 4,160.9 | | 3,120.7 | 1,040.2 | 210,274.9 |
| 24 | Chicago-Kennedy King | Planning and Land Acquisition | 12,000.0 | 25,000.0 | 37,000.0 | | 12,000.0 | 25,000.0 | 222,274.9 |
| 25 | Moraine Valley | College Center Expansion and Renovation | 8,570.3 | 2,856.8 | 11,427.1 | | 8,570.3 | 2,856.8 | 230,845.2 |
| 26 | Lincoln Land | Project Outreach: Regional Center Expansion | 2,609.0 | 869.0 | 3,478.0 | | 2,609.0 | 869.0 | 233,454.2 |
| 27 | Southeastern | Carmi/White County Vocational Building | 869.6 | 289.9 | 1,159.5 | | 869.6 | 289.9 | 234,323.8 |
| 28 | Sauk Valley | Remodel Natural Sciences Laboratories | 1,817.0 | 606.0 | 2,423.0 | | 1,817.0 | 606.0 | 236,140.8 |
| 29 | Illinois Valley | Classroom/Library Remodeling/Addition | 5,850.0 | 1,950.0 | 7,800.0 | | 5,850.0 | 1,950.0 | 241,990.8 |
| 30 | Danville | Addition/Remodeling of Mary Miller Center | 2,212.6 | 59.7 | 2,272.3 | | 2,212.6 | 59.7 | 244,203.4 |
| 31 | Waubonsee | Henning Academic Computing Center Addition | 7,061.6 | 2,353.9 | 9,415.5 | | 7,061.6 | 2,353.9 | 251,265.0 |
| 32 | Chicago-Districtwide | ADA Compliance Work | 5,520.0 | 1,840.0 | 7,360.0 | | 5,520.0 | 1,840.0 | 256,785.0 |
| 33 | IECC Olney Central | Applied Technology Center | 1,017.0 | 339.0 | 1,356.0 | | 1,017.0 | 339.0 | 257,802.0 |
| 34 | Black Hawk | Arena Complex | 1,347.0 | 449.0 | 1,796.0 | | 1,347.0 | 449.0 | 259,149.0 |
| 35 | Carl Sandburg | Parking Lot Paving | 429.2 | 143.0 | 572.2 | | 429.2 | 143.0 | 259,578.2 |
| 36 | South Suburban | Aviation and Aerospace Education Center | 3,358.7 | 1,119.6 | 4,478.3 | 1,119.6 | 4,478.3 | 0.0 | 264,056.5 |
| 37 | Southwestern | Fire Science Training Center | 888.0 | 295.9 | 1,183.9 | | 888.0 | 295.9 | 264,944.5 |
| 38 | DuPage | Grounds and Retention Pond Improvements | 1,732.3 | 577.4 | 2,309.7 | | 1,732.3 | 577.4 | 266,676.8 |
| 39 | Chicago-Olive Harvey | New Roadway Entrance | 4,670.0 | 1,557.0 | 6,227.0 | | 4,670.0 | 1,557.0 | 271,346.8 |
| 40 | Rend Lake | Science and Nursing Building | 5,471.3 | 1,823.8 | 7,295.1 | | 5,471.3 | 1,823.8 | 276,818.1 |
| 41 | Parkland | Applied Technology Addition | 8,793.4 | 2,931.4 | 11,724.8 | | 8,793.4 | 2,931.4 | 285,611.5 |
| 42 | Rend Lake | Career & Applied Technology Center Addition | 1,502.6 | 500.7 | 2,003.3 | | 1,502.6 | 500.7 | 287,114.1 |
| 43 | Joliet | City Center Construction | 14,228.4 | 4,742.8 | 18,971.2 | | 14,228.4 | 4,742.8 | 301,342.5 |
| 44 | Elgin | Health Careers Center | 9,692.9 | 3,231.0 | 12,923.9 | | 9,692.9 | 3,231.0 | 311,035.4 |
| 45 | Chicago-Harold Washington | College Building Renovation | 24,225.7 | 8,075.2 | 32,300.9 | | 24,225.7 | 8,075.2 | 335,261.1 |
| 46 | Lake Land | Agriculture Industry Center (Tech Blding Ph III) | 2,918.5 | 972.8 | 3,891.3 | | 2,918.5 | 972.8 | 338,179.6 |
| 47 | Lake County | Grayslake Campus Classroom | 16,560.6 | 5,520.2 | 22,080.8 | | 16,560.6 | 5,520.2 | 354,740.2 |
| 48 | Lewis and Clark | Regional Industrial Training/Education Center (PH II N.O. Nelson Site) | 10,800.0 | 500.0 | 11,300.0 | | 10,800.0 | 500.0 | 365,540.2 |
| 49 | Rock Valley | Student Services Building | 12,843.1 | 4,281.1 | 17,124.2 | | 12,843.1 | 4,281.1 | 378,383.3 |
| 50 | Morton | Parking Lots, Roadways, and Walkway Replacement | 4,386.0 | 1,462.0 | 5,848.0 | | 4,386.0 | 1,462.0 | 382,769.3 |
| 51 | Illinois Eastern/Wabash Valley | Technology/Student Support Expansion to Main Hall (and Renovation) | 4,088.0 | 1,362.0 | 5,450.0 | | 4,088.0 | 1,362.0 | 386,857.3 |
| 52 | McHenry | Satellite Facility | 8,856.0 | 2,952.0 | 11,808.0 | | 8,856.0 | 2,952.0 | 395,713.3 |
| 53 | Oakton | Addition/Remodeling Des Plaines Campus | 18,321.0 | 6,107.0 | 24,428.0 | | 18,321.0 | 6,107.0 | 414,034.3 |
| 54 | Chicago-Malcolm X | College Mechanical Systems | 16,311.4 | 5,437.1 | 21,748.5 | | 16,311.4 | 5,437.1 | 430,345.7 |

PROJECT SPECIFIC TOTALS

425,335.9 159,230.0 584,565.9 5,009.8 430,345.7 154,220.2

SYSTEM INITIATIVES AND PROJECT SPECIFIC TOTALS

492,345.7

DESCRIPTIONS OF PROPOSED FISCAL YEAR 2002 CAPITAL PROJECTS

1. Lake Land College - Student Services Building Addition (Student Center). The Lake Land campus was originally designed to serve a student body of approximately 2,200 FTE. It is presently serving over 3,000 FTE, and future indicators point to continued long-term growth. Student population growth within the existing space has created problems in the areas of providing new student orientation, adequate opportunities for student life on campus, student services, financial aid and veterans services, career planning and placement, and book store services. College staff constantly spend considerable time trying to find available space for student-related services and activities as Lake Land's enrollments have increased over the past 30 years. Overcrowding has become the norm instead of the exception. Student registration is adversely affected by overcrowding in the orientation, book rental, counseling, billing, financial aid, and the admissions offices.

A Student Services Building addition consisting of a multi-story structure with approximately 60,000 gross square feet will provide additional permanent space to meet the demands of a growing student population and bring services together under one roof. This project would replace approximately 1,572 gross square feet of temporary space.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Offices | 4,700 |
| Study/Library | 9,300 |
| General Use | 20,000 |
| Support | <u>8,000</u> |
| Total NASF | 42,000 |
| Total GSF | 60,000 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 7,029.1 |
| Equipment | 389.8 |
| Utilities | 72.6 |
| Site Improvements | 724.1 |
| Planning | <u>746.5</u> |
| Total | \$ 8,962.1 |

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Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 6,721.6 | \$ 2,240.5 | \$ 8,962.1 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 6,721.6 | \$ 2,240.5 | \$ 8,962.1 |

2. Triton College - Rehabilitation of Technology Building. Since construction of the Triton campus was first completed, serious defects have emerged. Structural deterioration has occurred in the Technology Building as well as the Science, Liberal Arts, and Fine Arts Buildings; Learning Resources Center; College Center; and the Cernan Earth and Space Center. All of these buildings have shown evidence of floors heaving — floor surfaces have cracked and have a hilly or wobbly appearance. The interior nonbearing walls have been forced upward, causing damage to utilities, door jambs, and windows. Severe cracks and crevices have developed where these interior walls join bearing and exterior surfaces. The utility tunnel, which is connected to the building, has also suffered deterioration at sections between the buildings. The deterioration of the buildings has been so massive that concern has arisen for the safety of employees and students who occupy them. Consulting engineers and soil testing services have been given contracts to analyze the cause of the problem. Their conclusion is that the upheaval is caused by the expansive characteristics of the fill material, namely foundry sand, which was used to backfill the interior spaces. Expansion of the fill material is expected to continue. The Science and Fine Arts Buildings, the College Center, and the Learning Resources Center have been rehabilitated. The college also received a fiscal year 2000 appropriation for the rehabilitation of the Liberal Arts Building.

The Technology Building contains classrooms and offices that house the Land Rover and Saab automotive programs which are highly unique nationally. The condition of the facility jeopardizes the continuation of these programs on campus. Further, immediate steps must be taken to stop additional building deterioration before it causes irreparable structural damage and danger to employees and students. The college has been assured that the buildings are currently safe for occupancy; however, it is uncertain how long they will remain so.

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|---------------------------|------------------------|
| Remodeling/Rehabilitation | \$ 9,913.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 7,435.0 | \$ 2,478.0 | \$ 9,913.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 7,435.0 | \$ 2,478.0 | \$ 9,913.0 |

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3. Joliet Junior College - Utilities Renovation. The Joliet Junior College campus was constructed in the early 1970s. The college's steam distribution system, high voltage distribution system, and chilled water distribution system are all in need of major improvements. The campus consists of ten adjoining buildings with steam furnished for heating by a remote boiler plant. The steam lines are poorly insulated, direct buried in rocky soil, and are exposed to corrosive soil conditions. In addition to energy waste, numerous leaks have occurred over the years and, as the piping continues to age, it is likely to become more frequent with severe leaks occurring. The age of the high voltage distribution system has resulted in a number of power outages to sections of the campus.

The college's chilled water loop system does not provide redundancy for the system and, therefore, does not provide energy efficient operation. Replacing four 25 year old chillers which use the ozone depleting R-11 and R-12 refrigerants and reconfiguring the water loop distribution would make much needed improvements and provide efficiencies not now realized. Further, it is proposed that a 1,600 linear foot concrete underground tunnel be constructed to run the steam distribution system, high voltage electrical cables, and the chilled water distribution system between buildings.

The proposed budget (in thousands) for the project is:

| | |
|------------------------|------------------------|
| <u>Budget Category</u> | <u>Current Request</u> |
| Utilities | \$ 4,214.0 |

Sources of funding:

| | | | |
|----------------------|--------------------|--------------------|--------------------|
| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
| Current Request | \$ 3,160.5 | \$ 1,053.5 | \$ 4,214.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 3,160.5 | \$ 1,053.5 | \$ 4,214.0 |

4. Morton College - Building Structure Repair Program. The college has had numerous problems with walls, windows, and door leaks. The buildings are currently leaking and not providing adequate dry space for instruction or administrative duties. The college commissioned Arcon and Associates in summer 1997 to conduct a study and examine the condition of the building envelope and to provide cost estimates for repair. The proposed project provides for tuckpointing; replacing doors and windows; replacing lintels; installing flashing; installing and repairing control joints; and replacing copings, deteriorated bricks, and sill flashings. These improvements will restore the building envelope to a safe and secure condition. The college has levied protection, health, and safety dollars the last several years to use toward meeting its required 25 percent local match on this project.

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The proposed budget (in thousands) for the project is:

| | |
|---------------------------|------------------------|
| <u>Budget Category</u> | <u>Current Request</u> |
| Remodeling/Rehabilitation | \$ 5,166.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 3,874.5 | \$ 1,291.5 | \$ 5,166.0 |
| Eligible Credits | <u>+77.2</u> | <u>- 77.2</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 3,951.7 | \$ 1,214.3 | \$ 5,166.0 |

5. Rock Valley College - Arts Instructional Center. The college does not have adequate facilities to house its instructional arts programs and is restricted in recruitment and growth due to the limited space available. The college proposes to build a 113,526 gross square foot facility for the music, visual arts, and drama programs. Music programs have been located in a variety of space on campus, and the college feels it is losing enrollment growth to other institutions prior to attaining their associates degrees because of the variety and frequency of course offerings. The visual arts programs lack the facilities for their special needs of space, lighting, disposal of chemicals and paints, and storage which was largely ignored in the original campus construction. New art areas for computerized art, ceramics, sculpture, and painting would be created, as well as an appropriate art exhibit space. The drama program has operated out of a 100+ year old barn with no dedicated drama classrooms, no adjoining scene shop, and no improved technical theater instruction areas for students. The proposed new building would provide much needed appropriate space and accommodate high enrollment growth in the drama program (873 percent since 1985), as well as provide space for growth in the music and visual arts programs that are currently limited due to space constraints. The college received planning appropriations of \$250,000 in fiscal year 1999 and \$300,000 in fiscal year 2000. This project would require that all 56,019 gross square feet of space in eleven temporary buildings be razed since the Arts Instructional Center would be situated on the land which is currently occupied by those temporary facilities.

The scope of the project is:

| | |
|--------------------------|---------------|
| <u>Room Use Category</u> | <u>NASF</u> |
| Classrooms | 3,200 |
| Laboratories | 41,860 |
| Offices | 3,680 |
| Other General Use | 5,400 |
| Assembly and Exhibition | <u>12,400</u> |
| Total NASF | 66,540 |
| Total GSF | 113,526 |

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The proposed budget (in thousands) for this project is:

| <u>Budget Category</u> | <u>Prior Years</u> | <u>Current Year Request</u> | <u>Total Project Cost</u> |
|----------------------------------|------------------------|---------------------------------|-----------------------------------|
| Buildings, Additions, Structures | | \$ 27,191.2 | \$27,191.2 |
| Equipment | | 3,346.2 | 3,346.2 |
| Utilities | | 663.0 | 663.0 |
| Site Improvements | | 1,287.4 | 1,287.4 |
| Planning | <u>550.0</u> | <u>183.3</u> | <u>733.3</u> |
| Total | \$550.0 | \$ 32,671.1 | \$33,221.1 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------------|--------------------|--------------------|--------------------|
| Total Costs | \$24,916.0 | \$8,305.1 | \$33,221.1 |
| Eligible Credits | -0- | -0- | -0- |
| Prior Year's Appropriation | <u>(550.0)</u> | <u>-0-</u> | <u>(550.0)</u> |
| Current Year Recomm. | \$24,366.0 | \$8,305.1 | \$32,671.1 |

6. Elgin Community College - Spartan Drive Extension. The college has identified this roadway extension as a high priority project. The college has entered into an intergovernmental agreement with the City of Elgin to provide access to Randall Road. All three current entrances are off highly traveled U.S. Highway 20 which experiences a several mile traffic jam at the college off ramp exit each morning. The proposed fourth entrance would connect with Randall Road, the major north/south road in the district,. The project would include a 3,900 foot extension of Spartan Drive to Randall Road with a new entrance. This entrance would provide an alternate route and help alleviate traffic delays to students and staff traveling to and from the college each day. It is understood these costs reflect only the share of the costs the district would incur in relation to the intergovernmental agreement.

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|------------------------|----------------------------|
| Site Improvements | \$ 2,214.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 1,660.0 | \$ 554.0 | \$ 2,214.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 1,660.0 | \$ 554.0 | \$ 2,214.0 |

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7. Parkland College - Student Services Center. Parkland College continues to grow and space originally allocated for student activities has been converted to instructional areas or office space and student services offices were distributed throughout campus wherever space permitted. Parkland College contracted with the National Center for Higher Education Management Systems in 1996 to assess the space needs of the college. It was determined that there is a deficit of student lounge and service space, food service space, and administrative services space. A lack of adequate space has created problems in the areas of providing new student orientation, staff development, and student activities which is virtually nonexistent. There is an inadequate amount of space available to ensure student confidentiality when it comes to student records and counseling.

A Student Services Center addition with approximately 59,130 gross square feet will provide additional permanent space for creation of a student center, testing and assessment space, office space, a food service area, meeting facilities, and support area.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 2,827 |
| Laboratories | 3,250 |
| Offices | 11,979 |
| Study/Library | 2,375 |
| General Use | 8,500 |
| Special Use | 2,000 |
| Support | <u>5,100</u> |
| Total NASF | 36,031 |
| Total GSF | 59,130 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 10,796.2 |
| Equipment | 699.3 |
| Utilities | 495.4 |
| Site Improvements | 247.7 |
| Planning | <u>2,331.1</u> |
| Total | \$ 14,569.7 |

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Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 10,927.3 | \$ 3,642.4 | \$ 14,569.7 |
| Eligible Credits | -0- | -0- | -0- |
| Current Year Recomm. | \$ 10,927.3 | \$ 3,642.4 | \$ 14,569.7 |

8. Sauk Valley Community College - Remodeling of T-1 and West Wing of Building 1. The college has identified a limitation in the college's potential because quality space is not available for some of their newer and more technologically oriented programs. It is becoming increasingly difficult for the college to find space on campus for scheduling classes, meetings, and special events. The areas in most urgent need of improved facilities and space for growth are the corporate and community services; university center; selected career programs, such as air conditioning, electricity, heating, machine tool, refrigeration, and soil energy; physical education courses which require suitable indoor space; and the fine arts department for programs including art, chorus, music, graphics design, orchestra, theater, and foreign languages. The college proposes to remodel the approximately 44,000 gross square foot temporary building referred to as the T-1 Building. This space would house the corporate and community services, university center, selected career programs, and physical education course offerings. The T-1 Building has been well-maintained with the roof being replaced in 1993. The building is currently not utilized to its capacity because it is basically unfinished space used to house maintenance equipment. Remodeling approximately 16,200 gross square feet of the west wing in Building 1 is included in the scope of this project and would provide space for fine arts program expansion.

The project also includes a new 2,400 gross square foot van storage facility for the displaced maintenance equipment currently stored in the T-1 Building. A total of 44,000 gross square feet of temporary space would be made permanent with the remodeling of the T-1 building.

The scope of that portion of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Support | <u>1,920</u> |
| Total NASF | 1,920 |
| Total GSF | 2,400 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 68.0 |
| Equipment | 394.0 |
| Remodeling/Rehabilitation | <u>3,813.0</u> |
| Total | \$ 4,275.0 |

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Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 3,207.0 | \$ 1,068.0 | \$ 4,275.0 |
| Eligible Credits | +98.1 | - 98.1 | -0- |
| Current Year Recomm. | \$ 3,305.1 | \$ 969.9 | \$ 4,275.0 |

9. William Rainey Harper College - Engineering and Technology Center Renovations. The college has completed a Facilities Study and Master Plan for the district. That master plan gathered responses through a survey instrument from the campus community which identified a need for new space and for renovation and rehabilitation of existing space. Advancements in technology have greatly impacted the classroom and laboratory instructional experience. This project will allow the college to renovate and create flexible and adaptable classrooms and laboratories to maximize the use of new technology and developing new teaching methods. Increased enrollment and space demands have increased the need for electrical power, communication lines, computer network infrastructure, and heating and cooling throughout the Engineering and technology center. Approximately 78,538 gross square feet of space will be renovated to create a more modern learning space environment.

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|---------------------------|------------------------|
| Equipment | \$ 7,092.2 |
| Remodeling/Rehabilitation | 12,002.6 |
| Total | \$ 19,094.8 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 14,321.1 | \$ 4,773.7 | \$ 19,094.8 |
| Eligible Credits | -0- | -0- | -0- |
| Current Year Recomm. | \$ 14,321.1 | \$ 4,773.7 | \$ 19,094.8 |

10. Rend Lake College - Art Program Addition. The college has restricted space for the expansion of a growing art program enrollment (50 percent growth primarily in the studio art class in 1997 and 1998). The art program has expanded over the years to include jewelry, ceramics, printmaking, and sculpting. In the past, the college has temporarily solved these space problems by limiting the size, reducing enrollments or discontinuing programs, such as the music major and theater programs. However, with growing enrollments in the art programs and re-institution of the music and theater programs, the ability to shuffle programs between areas has been diminished. Certain existing space is designed for certain programs such as the backstage area for theater productions, which is currently used for ceramics, print making, and sculpting. This project will allow the college to meet enrollment demands and growth in the programs, as well as using existing space for its intended purpose.

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The scope of the project is:

| | |
|--------------------------|--------------|
| <u>Room Use Category</u> | <u>NASF</u> |
| Laboratories | <u>1,808</u> |
| Total NASF | 1,808 |
| Total GSF | 2,200 |

The proposed budget (in thousands) for the project is:

| | |
|----------------------------------|------------------------|
| <u>Budget Category</u> | <u>Current Request</u> |
| Buildings, Additions, Structures | \$ 364.0 |
| Equipment | 17.8 |
| Planning | <u>73.8</u> |
| Total | \$ 455.6 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 341.6 | \$ 114.0 | \$ 455.6 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 341.6 | \$ 114.0 | \$ 455.6 |

11. Lake Land College - Rural Development Technology Center. Lake Land College responded to the need for a presence in the southern portion of their district by locating and building the Kluthe Center in Effingham, Illinois, in 1995. This has served the needs of the college, community, and businesses very well. The center's success can be measured by the 1,000 students who enroll at the Kluthe Center each semester. The college can not enroll more students in the existing facilities. In order to expand program offerings in the areas of Speech Language Pathology Assistant, Desktop Publishing, and Heating, Ventilation, Air Conditioning and Refrigeration and to create a Hands On Training (HOT) Laboratory, general education classrooms space, and maintenance area, the college proposes to expand the Kluthe Center by building a new building on the same location in Effingham as the existing Kluthe Center.

A Rural Development Technology Center Building addition consisting of a multi-story structure with approximately 36,000 gross square feet will provide additional permanent space to meet the demands of a growing student population and allow expansion and growth of services to the southern region of the district.

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The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 7,800 |
| Laboratories | 8,000 |
| Offices | 2,100 |
| Study | 2,300 |
| General Use | 3,000 |
| Support | <u>2,000</u> |
| Total NASF | 25,200 |
| Total GSF | 36,000 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 4,494.3 |
| Land | 166.7 |
| Equipment | 927.6 |
| Utilities | 47.7 |
| Site Improvements | 838.8 |
| Planning | <u>554.9</u> |
| Total | \$ 7,030.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 5,272.5 | \$ 1,757.5 | \$ 7,030.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 5,272.5 | \$ 1,757.5 | \$ 7,030.0 |

12. College of DuPage - Instructional Center Noise Abatement. The Instructional Center was completed in 1971 and is a 413,000 gross square feet main teaching facility located on the main campus. Since 1971, headcount increased from 8,000 to the 35,000 range. The college used local funds to meet the growing demand for new instructional space; therefore, the college did not make renovations to the original buildings on campus as needed. The Instructional Center contains two 655 foot corridors and four 205 foot cross halls with nine foot ceilings. The structure is mostly brick with some wallboard ceilings, brick floors, and some glass and doorways. The structural design and materials combined with the long hallways make these spaces, classrooms, and office spaces very noisy with foot traffic, conversations, and rolling carts. The college proposes to install acoustical ceilings (ACP Snap Tight System) and wall mounted acoustical panels in all public corridors and lounge areas of the Instructional Center in order to reduce noise levels and disruptions in classrooms and offices.

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|---------------------------|------------------------|
| Remodeling/Rehabilitation | \$ 1,303.4 |
| Planning | <u>108.2</u> |
| Total | \$ 1,411.6 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 1,058.7 | \$ 352.9 | \$ 1,411.6 |
| Eligible Credits | <u>+ 113.0</u> | <u>- 113.0</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 1,171.7 | \$ 239.9 | \$ 1,411.6 |

13. William Rainey Harper College - One Stop/Admissions and Student Life Center. Due to original decentralized design, access to student services is difficult on the 200 acre main campus with offices distributed randomly across five of its 18 buildings. This fragmentation causes prospective students to search for needed services, such as the Admissions Office located in an inner campus building without ease of access to parking. Growth and change in student population over the years has given rise to needed services without additional space. For example, the college has experienced a large growth in ethnic minority students now representing 33 percent of the student population. Important retention services, such as multicultural affairs and financial aid, have long outgrown their original space. College staff have done their best to accommodate student needs, but the practice of trying to create needed space within the existing structure has resulted in reduced quality of the spaces actually utilized. The campus recognizes the need for a more centralized student service facility to assist with student acclimation and retention, as well as one stop convenience for needed assistance. Further, demographic information gathered from the public school districts project a 20 percent increase in traditional age students through 2008. This projected growth with other changes in student demographics require a new approach to campus life allowing ease of access to campus services, activities, and social spaces that are appealing and welcoming. The college proposes to construct a 60,504 gross square foot building that would be more centralized and in an area less disruptive to classroom instruction.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 7,210 |
| Laboratories | 46,400 |
| Offices | <u>8,150</u> |
| Total NASF | 37,815 |
| Total GSF | 60,504 |

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 25,088.8 |
| Equipment | 2,858.5 |
| Site Improvements | <u>6,830.0</u> |
| Total | \$ 34,777.3 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 26,083.0 | \$ 8,694.3 | \$ 34,777.3 |
| Eligible Credits | <u>+3,015.7</u> | <u>-3,015.7</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 29,098.7 | \$ 5,678.6 | \$ 34,777.3 |

14. Illinois Valley Community College - Community Instructional Center. In February 1998, a College Master Plan (CMP) was completed which thoroughly examined space utilization of campus buildings, programmatic needs in conjunction with the college mission, future curricular and academic student support needs, and current and future technology considerations. Students, faculty, and staff as well as focus groups from business, industry, district feeder high schools, and the public at large was involved in the CMP process. The process highlighted the need for new facilities and renovation of existing facilities.

New space is needed for enrollment services (admissions, registration and records, assessment, counseling, financial aid, bursar, bookstore, career planning, and placement), lab school for the Early Childhood Education Program and Child Care Center, Business and Industrial Center, Small Business Development Center, technology ready classrooms, conference rooms, distance learning capabilities, student life space (lounges, student organization office, activities programming office, meeting space), dining and food preparation areas, and additional storage space for speech and theater offerings. The new building will serve as the new main entrance point for the campus and better connection of the main campus with the east campus.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|---------------|
| Classrooms | 4,912 |
| Laboratories | 9,600 |
| Offices | 11,129 |
| Study | 1,332 |
| Special Use | 24,028 |
| General Use | 1,200 |
| Support | <u>12,000</u> |
| Total NASF | 64,201 |
| Total GSF | 87,355 |

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 12,241.0 |
| Equipment | 1,638.0 |
| Utilities | 82.0 |
| Site Improvements | 184.0 |
| Planning | <u>1,079.0</u> |
| Total | \$ 15,224.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 11,418.0 | \$ 3,806.0 | \$ 15,224.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 11,418.0 | \$ 3,806.0 | \$ 15,224.0 |

15. Lake Land College - Technology Building Phase II. The Lake Land campus was originally designed to serve a student body of approximately 2,200 FTE. It is presently serving over 3,000 FTE, and future indicators point to continued long-term growth. Technology Division Programs, such as architectural constructions technology, drafting, computer-aided drafting, electronics engineering, electronics technician, industrial maintenance technology, computer integrated manufacturing technology, mechanical-electrical technology, and print maintenance technology and the Network Administration Program, are all existing programs which are fragmented in various existing campus buildings. This Phase II project would allow the college to develop a Center for Technical Education to bring all these program areas under one roof. Growth in programs over the years has created intense competition for space with some programs, students, and enrollments suffering from inadequate space.

A new Center for Technical Education Building consisting of approximately 35,000 gross square feet will provide permanent space to consolidate related programmatic areas of study into one facility, allow sharing of instructional equipment and partnering between instructors, and create a richer learning environment for students as they are presented with opportunities for interaction that are not currently available. Further, 6,000 gross square feet of temporary space would be eliminated with the funding and completion of this project.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 6,400 |
| Laboratories | 13,100 |
| Offices | 1,000 |
| Study | <u>4,000</u> |
| Total NASF | 24,500 |
| Total GSF | 35,000 |

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 5,879.3 |
| Equipment | 539.3 |
| Utilities | 73.7 |
| Site Improvements | 563.8 |
| Planning | <u>641.5</u> |
| Total | \$ 7,697.6 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 5,773.2 | \$ 1,924.4 | \$ 7,697.6 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 5,773.2 | \$ 1,924.4 | \$ 7,697.6 |

16. College of Lake County - Student Services Building. The college is in need of a new Student Services Building to provide a “seamless student services area” that will coordinate and integrate various student academic support systems in order to strengthen student retention and success. As existing space has been remodeled over the years to meet the needs of enrollment and retention services, these essential student services have become fragmented making it difficult to effectively meet the needs of students and community members attending the college.

The proposed Student Services Building would centralize the key services needed by prospective students, new students, and current students pursuing their educational goals. The building would consolidate units of the college into sub modules. The sub modules of the college would support student entrance and success, including recruitment, admissions and records, counseling, financial aid, testing center, bookstore, food services, activities, clubs and organizations; adult education, continuing education; and the Vice President of Student Development’s office. This centralization of services would make it easier for students to use the services of the college and make the information flow more effective and efficient.

A new Student Services Building consisting of 162,438 gross square feet will position the college to be more effective in dealing with the students and strengthen student retention and success. Approximately 42,059 existing gross square feet of space vacated by relocation of programs and services into the new building would also be remodeled. Much of the space to be vacated consists of office space and would need to be remodeled for other planned use. This project would replace 61,291 gross square feet of temporary space.

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The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 9,000 |
| Laboratories | 600 |
| Offices | 38,975 |
| Study | 1,089 |
| Special Use | 5,312 |
| General Use | 44,466 |
| Support | <u>2,900</u> |
| Total NASF | 102,342 |
| Total GSF | 162,438 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 35,329.5 |
| Equipment | 3,359.6 |
| Utilities | 490.8 |
| Remodeling/Rehabilitation | 1,810.0 |
| Site Improvements | <u>766.1</u> |
| Total | \$ 41,756.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 31,317.0 | \$ 10,439.0 | \$ 41,756.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 31,317.0 | \$ 10,439.0 | \$ 41,756.0 |

17. Heartland Community College - Workforce Development Center. The college seeks approval of the addition of a Workforce Development Center on the permanent campus site. The college currently is in the process of developing the first phase of their new campus development in Normal. The college proposes this new building to integrate technical education for district students, provide customized training for local businesses and industries, and offer employees and employers opportunities to improve and update workforce skills. The college intends to locate many of the activities conducted by the Corporate Education Division of the college in the proposed facilities and blend credit course and workforce training side by side.

A Workforce Development Center Building addition consisting of a multi-story structure with approximately 78,647 gross square feet of space to serve as a comprehensive economic development

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resource dedicated to providing direct assistance to area business and industry and to provide a broad range of degree granting educational programs, applied training, and technical assistance specifically designed to serve the business and industrial community. The construction of this building would be an investment in the future of Illinois to help assure industries gain competitively and the Illinois economy remains strong. Utilities would be provided to the building through an underground tunnel to complete a redundant loop for heating, cooling, and electrical service in conjunction with Phase I of their campus development project. This project would eliminate the need to lease 41,380 gross square feet of space.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 17,500 |
| Laboratories | 21,550 |
| Offices | 3,900 |
| Study | 1,600 |
| General Use | 2,350 |
| Support | <u>2,700</u> |
| Total NASF | 49,600 |
| Total GSF | 78,647 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 12,847.4 |
| Equipment | 1,500.0 |
| Utilities | 1,466.7 |
| Site Improvements | <u>213.5</u> |
| Total | \$ 16,027.6 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 12,020.7 | \$ 4,006.9 | \$ 16,027.6 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 12,020.7 | \$ 4,006.9 | \$ 16,027.6 |

18. Kaskaskia College - Child Care Facility and Workforce Development Center. The college has been using Quonset-type hut structures to house instructional programs and the child care program for 33 years. The college recently had a study conducted of these structures by Clark Engineers which states that the temporary structures have reached the end of their useful life and could not withstand wind force of 70 miles per hour. According to the report, the cosmetology building (due

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to its construction) and the child care center (due to its western exposure) are particularly vulnerable and should have occupants evacuated in the event of a tornado or high wind warning. The report further states that the buildings have no under floor ventilation and, as a result, the 2 x 8 floor beams are rotting due to excessive moisture. The new facilities would provide approximately 44,123 gross square feet of space for the child care center and allied health programs, including Physical Therapist Assistant, Dental Assisting, Respiratory Therapist, Radiologic Technology, Diagnostic Medical Sonography; instructional programs of Cosmetology; Nail Technology; Computer Networking; an open computer laboratory with three computer training classrooms; and two general use classrooms. The replacement and demolition of the Quonset-type huts will provide safer and more efficient instructional and learning space for students. Four temporary buildings totaling 17,993 gross square feet would be razed to make room for the Child Care and Workforce Development Center.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 10,000 |
| Laboratories | 11,540 |
| Offices | 1,870 |
| Special Use | 1,930 |
| General Use | 460 |
| Support | <u>2,225</u> |
| Total NASF | 28,025 |
| Total GSF | 44,123 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 10,355.0 |
| Equipment | 62.0 |
| Utilities | 250.0 |
| Site Improvements | <u>150.0</u> |
| Total | \$ 10,817.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 7,941.0 | \$ 2,876.0 | \$ 10,817.0 |
| Eligible Credits | <u>45.9</u> | <u>(45.9)</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 7,986.9 | \$ 2,830.1 | \$ 10,817.0 |

19. Shawnee Community College - Metropolis Regional Educational Center. The college and the City of Metropolis are working cooperatively to develop a customized training economic

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development facility to meet the needs of business and industry in addressing the ongoing loss of jobs in southern most Illinois and the retraining of personnel for work in a highly technical work environment. Currently, the college offers classes out of 6,000 gross square feet of leased space in an old high school building (“the Metro Center”). While the Metro Center has seen enrollment grow from 51 students in fall 1983 to 415 students in fall 1999, the building is not handicapped accessible; there is no room for expansion of classroom or training space; the wiring, heating, and cooling systems are outdated; and it is difficult and costly to modernize the current leased space for the latest instruction and training technology. A new facility, the Metropolis Regional Education Center, would be located within the Metropolis Industrial Park and provide facilities better suited and situated to provide the types of education and training necessary to serve the students and workforce in the area and to have a positive impact on job retention and retraining of personnel.

The proposed Metropolis Regional Education Center would be situated in the Metropolis Industrial Park and be approximately a 10,594 gross square feet structure which would enable Shawnee Community College to offer a better alternative to students who might otherwise choose out-of-state institutions, better train employees from new and on-going businesses, and help to improve the City of Metropolis’ competitiveness in developing and attracting new industry and economic activity into the area. The City of Metropolis is committed to assisting in this project and will provide funds to assist the college in meeting its 25 percent required local match for the project. Further, the college has received a \$20,000 grant from Lieutenant Governor Corinne Woods’ office to begin some initial planning and development efforts to help maintain a partnership with the City of Metropolis as the project evolves. This funding is not reflected in the budget provided below since formal construction planning will take place with the Capital Development Board when the project is funded. The City of Metropolis has approved a donation to the college which will be the source of the college’s 25 percent match requirement for this project.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|-------------|
| Classrooms | 3,956 |
| Laboratories | 1,600 |
| Offices | 640 |
| Study | 200 |
| General Use | <u>320</u> |
| Total NASF | 6,716 |
| Total GSF | 10,594 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 2,234.0 |
| Land | 10.0 |
| Equipment | 200.0 |
| Utilities | 36.0 |
| Site Improvements | <u>538.0</u> |
| Total | \$ 3,018.0 |

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Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 2,263.5 | \$ 754.5 | \$ 3,018.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 2,263.5 | \$ 754.5 | \$ 3,018.0 |

20. Richland Community College - Student Success Center and Addition. The college has conducted an enrollment management study to review how students progress through the institution. Enrollment management encompasses all activities associated with student college choice, student transitions, student course selection, student retention, student attrition, and student outcomes. Facilities play an important part of enrollment management efforts. Currently, much of the space dedicated to serving students was designed for a smaller student load, has been reconfigured to account for growth, and has a poor pedestrian flow. Certain activities, such as the Career Center and Transfer Center, are located in space away from the other student services and have poor visibility. Due to the location, many students are unaware that the college has these services. Relocating these services will provide a greater visibility and increased utilization.

The college seeks to make physical modifications to facilities which will help maintain student enrollments in a declining population environment and better facilitate the students progress and development. An addition to allow the restructuring and relocation and development of a Student Success Center staffed by trained knowledgeable individuals serving as a front line for the most needed services and information. The Student Success Center will provide space that is student centered, easily accessible, and programmatically functional resulting in enhanced customer service and improved efficiency. It is proposed that the Student Success Center be accommodated by the relocation of administrative functions, common workspace, storage, food preparation area, and the board of trustees' meeting room into an 11,985 gross square foot North Wing Entrance addition. Approximately 13,909 gross square feet of vacated space will then be renovated to house student services, grant programs, and provide common meeting spaces.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|-------------|
| Offices | 6,462 |
| Study | 275 |
| General Use | 120 |
| Support | <u>500</u> |
| Total NASF | 7,357 |
| Total GSF | 11,985 |

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 2,015.0 |
| Equipment | 237.0 |
| Remodeling/Rehabilitation | 835.0 |
| Planning | <u>35.0</u> |
| Total | \$ 3,122.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 2,341.0 | \$ 781.0 | \$ 3,122.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 2,341.0 | \$ 781.0 | \$ 3,122.0 |

21. Illinois Eastern Community Colleges-Lincoln Trail College - Center for Technology. The college is using approximately 27,800 gross square feet of 30 year old temporary building space to house many of its instructional programs. These temporary buildings have each outlived their expected service life and are in a deteriorated state. Programs, such as Engineering, Drafting, Office Careers, Business Careers, Computer Business Systems, Microcomputer Support, Cisco Certification, Information Processing, Air Conditioning/Refrigeration and Sheet Metal Technology, have developed during the past 30 years. They enroll over 300 students and have outgrown space originally allocated for them.

The college proposes to build a one-story 29,780 gross square foot building for several of the college's technical programs. The college will consider a remodeling project of the vacated space at a later date. Further, this project eliminates the need for five temporary buildings totaling 27,800 gross square feet of space. These five temporary buildings will be razed as part of the construction of the Center for Technology.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 5,600 |
| Laboratories | 9,300 |
| Offices | 1,000 |
| Study | <u>4,000</u> |
| Total NASF | 19,900 |
| Total GSF | 29,780 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 6,674.0 |

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Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 5,005.0 | \$ 1,669.0 | \$ 6,674.0 |
| Eligible Credits | 540.3 | (540.3) | -0- |
| Current Year Recomm. | \$ 5,545.3 | \$ 1,128.7 | \$ 6,674.0 |

22. Joliet Junior College - Student Support Center/Remodeling of Additional Classrooms. The current configuration of the student services offices was established 26 years ago when the college was much smaller and services were more segregated. The layout of the first floor of Building J no longer provides for a logical flow of student traffic throughout the registration and admissions process nor does it provide adequate space for the number of students the college now serves. Further, the opening of two new district high schools in Will county and a projected growth of high school graduates of 5 percent per year over the next five years both couple to cause the college to review space needs and the use of space to provide for more efficient centralization of student support services, provide additional space required for the operation of these programs, make these services more visible and accessible to students and the public, and provide an opportunity to gain much needed additional instructional space. The college proposes to construct a two-story 72,490 gross square foot building to provide additional instructional space and reconfigure the use of existing space. Approximately 25,600 gross square feet of existing space in Building J vacated by the relocation of various programs, services, and functions into the new building would subsequently be remodeled to accommodate additional classroom space. This project would replace two temporary buildings (classroom and shipping and receiving area) totaling 10,000 gross square feet of space.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|-------------|
| Offices | 36,170 |
| Special Use | 6,130 |
| General Use | 6,000 |
| Support | 2,650 |
| Total NASF | 50,950 |
| Total GSF | 72,490 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 18,800.0 |
| Utilities | 584.0 |
| Remodeling/Rehabilitation | 3,072.0 |
| Site Improvements | 618.4 |
| Total | \$ 23,074.4 |

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Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 17,305.8 | \$ 5,768.6 | \$ 23,074.4 |
| Eligible Credits | -0- | -0- | -0- |
| Current Year Recomm. | \$ 17,305.8 | \$ 5,768.6 | \$ 23,074.4 |

23. Spoon River College - Educational Buildings Remodeling & Expansion. The Taylor and Centers buildings are 29 year old buildings designed during a period where classrooms were devoid of ancillary equipment and classroom imaging was no-existent. This project would expand facilities and remodel existing space to be able to deliver new and developing technologies in coursework that prepares students for jobs and further education while providing the most efficient delivery system possible. The project will provide appropriately sized classrooms needed for high tech instruction and open access computer labs needed for student access to computer resources and improved faculty, advising, and instructional support space. The college proposes to add approximately 10,000 new gross square feet of space and remodel approximately 34,000 gross square feet of existing space in the Taylor & Centers Buildings.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|-------------|
| Classrooms | 750 |
| Offices | 5,000 |
| General Use | 3,225 |
| Total NASF | 8,975 |
| Total GSF | 10,000 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 1,664.4 |
| Remodeling and Rehabilitation | 2,496.5 |
| Total | \$ 4,160.9 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 3,120.7 | \$ 1,040.2 | \$ 4,160.9 |
| Eligible Credits | -0- | -0- | -0- |
| Current Year Recomm. | \$ 3,120.7 | \$ 1,040.2 | \$ 4,160.9 |

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24. City Colleges of Chicago - Kennedy-King College. The City Colleges of Chicago proposes to replace its present Kennedy-King campus building as part of a city revitalization effort being undertaken with the City of Chicago and to provide a more suitable educational facility to deliver programs of instruction to the community. According to the Chin Report and the Lee and Johnson, Ltd. Report and feasibility studies, the facility has become inefficient, cost prohibitive, unsafe, esthetically displeasing, and programmatically nonconducive for learning. The current facility is a solid concrete structure making it very costly to do ADA improvements and technology retrofits. The Chin Report stated that relatively costly repairs and improvements would keep the building operational for five years. The district, therefore, proposes to acquire land for the construction of a new Kennedy-King campus. Current estimated costs for the total cost of land acquisition and construction of the new building is \$294.2 million. The City of Chicago has sold bonds and is financing more than the required 25 percent local match on project.

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|------------------------|------------------------|
| Land | \$ 37,000.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 12,000.0 | \$ 25,000.0 | \$ 37,000.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 12,000.0 | \$ 25,000.0 | \$ 37,000.0 |

25. Moraine Valley Community College - College Center Renovation and Expansion. The Moraine Valley Community College Center is the hub of student and campus interaction serving more than 16,000 students and 1,000 staff annually. It also serves as the focal point for student services, including admissions, registration, financial aid, counseling, advising, and childcare. MVCC has physically outgrown the existing College Center which was built in 1984. This project will renovate the existing 56,000 gross square foot building and provide approximately 30,270 new gross square feet of additional space to adequately address the needs of the current and growing student population and community. The new structure would be a two-story addition to the existing structure.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 900 |
| Offices | 4,212 |
| Special Use | 3,750 |
| General Use | <u>7,900</u> |
| Total NASF | 16,762 |
| Total GSF | 30,270 |

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 10,551.6 |
| Equipment | 287.4 |
| Site Improvements | <u>588.1</u> |
| Total | \$ 11,427.1 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 8,570.3 | \$ 2,856.8 | \$ 11,427.1 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 8,570.3 | \$ 2,856.8 | \$ 11,427.1 |

26. Lincoln Land Community College - Project Outreach: Regional Center Expansion. The district is proposing a regional center expansion project designed to improve its ability to deliver services to those students who do not live within a reasonable commuting distance to the main campus in Springfield. The district has regional centers in Jacksonville (western region), Taylorville (eastern region), and in Petersburg (northern region). Lincoln Land proposes to remodel its 20,000 gross square foot Western Regional Education Center (WREC), build a new 5,070 gross square foot facility at its Eastern Regional Education Center (EREC), and construct a 6,952 gross square foot building at its Northern Regional Education Center (NREC). Temporary space at Taylorville and Petersburg would be replaced with the funding and completion of this project. A total of 3,656 gross square feet of temporary space in Taylorville and 10,435 gross square feet of temporary space in Petersburg would be eliminated.

The scope of the project is:

| <u>Room Use Category</u> | <u>EREC</u> <u>NASF</u> | <u>NREC</u> <u>NASF</u> |
|--------------------------|----------------------------|----------------------------|
| Classrooms | 2,900 | 2580 |
| Support | 600 | 1,395 |
| Offices | - | 410 |
| Study | - | 377 |
| Special Use | - | 528 |
| General Use | <u>-</u> | <u>292</u> |
| Total NASF | 3,500 | 5,582 |
| Total GSF | 5,070 | 6,952 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 1,731.4 |
| Equipment | 180.9 |
| Utilities | 56.7 |
| Remodeling/Rehabilitation | <u>1,509.0</u> |
| Total | \$ 3,478.0 |

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Budget by Regional Center:

| | |
|-----------|----------------|
| WREC | \$ 518.5 |
| EREC | 1,088.4 |
| NREC | <u>1,871.1</u> |
| Total | \$ 3,478.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 2,609.0 | \$ 869.0 | \$ 3,478.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 2,609.0 | \$ 869.0 | \$ 3,478.0 |

27. Southeastern Illinois College - Carmi/White County Vocational Building. The college seeks to develop an extension campus site in Carmi, Illinois, to offer vocational and occupational education to citizens residing in the northernmost areas of the district. The college has also entered into an agreement with the Carmi-White County School District to offer automotive technology and welding programs and plans to offer a full complement of courses to the residents of the Carmi area. The college proposes to build an approximately 5,400 gross square foot facility on 20 acres of land donated by the City of Carmi. The site is adjacent to a classroom building currently leased by the college from the Southeastern Illinois College Foundation. The new building will include automotive bays, welding lab with 20 welding booths, two offices, storage area, and support space.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|-------------|
| Laboratories | 1,950 |
| Offices | 400 |
| Support | 1,100 |
| Unclassified | <u>300</u> |
| Total NASF | 3,750 |
| Total GSF | 5,358 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 1,061.9 |
| Utilities | 85.4 |
| Site Improvements | <u>12.2</u> |
| Total | \$ 1,159.5 |

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Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 869.6 | \$ 289.9 | \$ 1,159.5 |
| Eligible Credits | -0- | -0- | -0- |
| Current Year Recomm. | \$ 869.6 | \$ 289.9 | \$ 1,159.5 |

28. Sauk Valley Community College - Remodel Natural Science Laboratories. The second and third floor science laboratories are open walled. This design results in a collection of safety and operational problems: expensive equipment and dangerous supplies are unable to be secured in a locked area, noise from each of the laboratories disrupts the other lab activities/classes, fumes or fire that might originate in one room would travel quickly to others, and students must walk through one room to reach another. Lab stations and cabinetry are worn, delaminating and, in some cases, damaged or broken; and adjacent faculty offices are separated from the laboratories by half wall partitions so teachers are unable to meet privately with students or work in their offices without noise distractions. The college proposes to enclose the seven laboratories and eleven faculty offices on the third floor, approximately 13,500 assignable square feet, through the construction of walls and adding a drop ceiling. Some space will be converted to create a biology storage room, a general classroom, a properly vented chemical storage room, a lab prep room, and a storage room. General upgrade of the workstations will also be done as part of the remodeling.

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|---------------------------|------------------------|
| Remodeling/Rehabilitation | \$ 2,423.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 1,817.0 | \$ 606.0 | \$ 2,423.0 |
| Eligible Credits | -0- | -0- | -0- |
| Current Year Recomm. | \$ 1,817.0 | \$ 606.0 | \$ 2,423.0 |

29. Illinois Valley Community College - Building C Classroom and Library Remodeling/Addition. This proposed project would complete needed remodeling resulting from space vacated by programs moving into the new Community Instructional Center Building (requested in a previous project and awaiting funding and construction) and includes additions to certain areas of the building. The college is in the process of developing and implementing plans for new occupational programs, in conjunction with local employers identified needs. These programmatic areas include associate degree programs in human services, graphic arts technology, and hospitality careers. The three major areas of the building which need modifications are: Jacobs library expansion, the biology lab

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will increase by one third its current space, the Academic Achievement Center will be relocated and enlarged, and additional faculty offices and a new classroom will be created. The additions would include approximately 19,467 new gross square feet and 31,482 remodeled gross square feet.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 1,504 |
| Laboratories | 2,473 |
| Study | 8,038 |
| Support | <u>1,585</u> |
| Total NASF | 13,600 |
| Total GSF | 19,467 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 4,513.0 |
| Equipment | 1,176.0 |
| Remodeling/Rehabilitation | 1,483.0 |
| Planning | <u>628.0</u> |
| Total | \$ 7,800.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 5,850.0 | \$ 1,950.0 | \$ 7,800.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 5,850.0 | \$ 1,950.0 | \$ 7,800.0 |

30. Danville Area Community College - Addition/Remodeling of Mary Miller Center. The Mary Miller Center was constructed in 1971. Existing space has been in need of remodeling/updating for instructional programs and the mechanical and electrical systems need to be modernized for efficiency and expanded capacity for the demands placed on those systems. The plumbing system needs to be replaced and a fire protection system needs to be installed. This project is consistent with the college's master plan to modernize its entire campus which includes many buildings over 100 years old. A small component of the project is the addition of 3,600 gross square feet of classroom space with the remainder of the project to remodel existing space for instructional offerings, upgrade utilities, add bleachers, and construct a canopy over the west building entrance. The college has received prior approval to complete the lower-level remodeling of the Mary Miller Center to provide classroom space for the Allied Health program. These costs total \$678,000 and are included in this project and will be applied against the college's required 25 percent local match requirement.

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The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | <u>3,000</u> |
| Total NASF | 3,000 |
| Total GSF | 3,600 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 538.7 |
| Utilities | 34.0 |
| Remodeling/Rehabilitation | 1,355.0 |
| Site Improvements | 23.8 |
| Planning | <u>320.8</u> |
| Total | \$ 2,272.3 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 2,212.6 | \$ 59.7 | \$ 2,272.3 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 2,212.6 | \$ 59.7 | \$ 2,272.3 |

31. Waubonsee Community College - Henning Academic Computing Center Addition. Waubonsee has shown itself to be a leader in the use of technology in meeting client's needs through internet and telecommunications-delivered instruction, participating in the Illinois Virtual Network connecting the college to over 350 other education sites throughout Illinois. The proposed project would allow a 30,000 gross square foot expansion of the existing academic computing labs to accommodate the increasing demands for students and businesses seeking technology degrees or quick response training on emerging technology for business and industry.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 9,920 |
| Laboratories | 9,920 |
| Offices | <u>1,200</u> |
| Total NASF | 21,040 |
| Total GSF | 30,000 |

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 6,950.3 |
| Equipment | 1,201.2 |
| Site Improvements | 852.1 |
| Planning | <u>411.9</u> |
| Total | \$ 9,415.5 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 7,061.6 | \$ 2,353.9 | \$9,415.5 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 7,061.6 | \$ 2,353.9 | \$9,415.5 |

32. City Colleges of Chicago (Districtwide) - ADA Compliance. This project proposes structural corrective actions for each of the facilities of the City Colleges of Chicago that were built before the enactment of the Americans with Disabilities Act became law. The City Colleges of Chicago has a diverse population to serve which makes it imperative that the college reduce barriers to educational access to a minimum. The district proposes modifications to all of its facilities districtwide.

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|---------------------------|------------------------|
| Remodeling/Rehabilitation | \$ 8,495 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 6,371 | \$ 2,124 | \$ 8,495 |
| FY 2000 ADA Funds | <u>-0-</u> | <u>-0-</u> | <u>(1,135)</u> |
| Current Year Recomm. | \$ 5,520 | \$ 1,840 | \$ 7,360 |

33. Illinois Eastern Community Colleges (Olney Central College) - Applied Technology Center. The college proposes to build an Applied Technology Center to benefit the Associate Degree Nursing (ADN), Licensed Practical Nursing (LPN), and Radiography programs. Current facilities lack proper lab space and x-ray machines. Over 50 percent of the students must go to a local hospital to practice patient positioning when the machines are not in use for real-life patient care.

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Patient positioning and experience in a realistic nursing setting are critical skills to possess if students are reasonably expected to be employable upon graduation.

The college proposes to build a one-story 5,916 gross square foot addition adjacent, but not connected, to Wattleworth Hall on the main campus. The new building would provide additional realistic lab settings for students, as well as an energized radiography laboratory. The college has adequate parking and considers any remodeling of space vacated by this project to be minor and to be done by the college after completion of the new addition.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|-------------|
| Classrooms | 1,800 |
| Laboratories | 900 |
| Offices | 600 |
| Support | <u>600</u> |
| Total NASF | 3,900 |
| Total GSF | 5,916 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 1,356 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 1,017 | \$ 339 | \$ 1,356 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 1,017 | \$ 339 | \$ 1,356 |

34. Black Hawk College - Arena Complex. The college is developing a new equestrian riding arena, viewing area, classrooms, wet lab, and faculty offices for the equestrian program. The college previously received a \$825,000 appropriation to begin the project. The prior year's appropriation plus local funds of \$717,000 provides a total of \$1,542,000 to build a basic building shell and the riding arena in Phase I of the project. This request is for funding Phase II of the project which would finish the interior of the building by providing the abovementioned classroom and faculty office space and related equipment. The project would further provide bleacher seating, parking, remodeling for horse stalls, concession serving area, restrooms, furniture for classrooms and offices, and add a livestock holding area complete with stalls which would be attached to the Phase I

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building construction. The new facility is located on the East Campus where the current outdoor arena is located.

The total scope of this project includes approximately 44,940 gross square feet of new space of which 27,440 is for the phase I work and 17,500 is for the proposed Phase II work. 4,560 gross square feet of space is proposed to be remodeled.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 1,500 |
| Laboratories | 1,648 |
| Offices | 720 |
| Special Use | 6,000 |
| General Use | 3,058 |
| Classified | <u>1,169</u> |
| Total NASF | 14,095 |
| Total GSF | 17,500 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 1,667.0 |
| Equipment | 50.0 |
| Remodeling/Rehabilitation | <u>79.0</u> |
| Total | \$ 1,796.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 1,347.0 | \$ 449.0 | \$ 1,796.0 |
| Eligible Credits | <u>-0-</u> | <u>-0 -</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 1,347.0 | \$ 449.0 | \$ 1,796.0 |

35. Carl Sandburg College - Parking Lot Paving. Improvements to existing roadways and parking lots are necessary in order to restore them to their original operating condition. The improvements will provide a smooth and safe surface for students and faculty to access the college's facilities in pursuit of their educational objectives. The proposed project will make improvements on parking lots B, C, D, E, and the gravel lot at the Center for Manufacturing Excellence Building. Improvements to parking lot A are being made as part of the previously approved and funded Computer and Student Center project.

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|------------------------|------------------------|
| Site Improvements | \$ 514.9 |
| Planning | <u>57.3</u> |
| Total | \$ 572.2 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 429.2 | \$ 143.0 | \$ 572.2 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 429.2 | \$ 143.0 | \$ 572.2 |

36. South Suburban College - Aviation and Aerospace Education Center. Demographers predict explosive growth in the Chicago metropolitan area leading to expanded transportation systems. The college proposes to construct a high technology resource center for area students that will house the Project Higher Ed program, a program developed cooperatively with district educators, business and industry, government and students. The project is centered around aviation and aerospace education careers, but extends into other areas such as science and technology, manufacturing, geography, communications, and economics. The proposed new facility would be located at the Lansing Municipal airport in Lansing, Illinois. The 27,550 gross square foot facility will contain a multimedia lecture presentation room, computer labs, class/planning rooms, office space, a flight simulator, a flight planning room, a library/career exploration center, and a hangar/shop area for building and storing aircraft. The proposed facility will allow for growth and expansion of students served in this program which will have the capability of serving as a training hub for O'Hare, Midway, Lansing, and Gary airports. The project also includes site grading, storm water retainage/ sewer, curbing, paving, landscaping, and lighting.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 11,600 |
| Special Use | 13,200 |
| General Use | <u>2,750</u> |
| Total NASF | 27,550 |
| Total GSF | 27,550 |

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 4,478.3 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 3,358.7 | \$ 1,119.6 | \$ 4,478.3 |
| Eligible Credits | <u>1,119.6</u> | <u>(1,119.6)</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 4,478.3 | \$ -0- | \$ 4,478.3 |

37. Southwestern Illinois College - Fire Science Training Center. The fire science department at Southwestern Illinois College has been instrumental in the development of a hazardous materials response team for the county. The enrollment for the fire science program has been over 350 students per semester. As the fire science programs continue to increase, the need for a complete fire science training center will continue to grow. The college plans to enter into an agreement with the City of Belleville to lease property to construct a joint use fire science training center. This proposed project would construct an approximately 2,400 gross square foot building at 1500 Freeburg Avenue in Belleville for a shared fire science training center.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|-------------|
| Classrooms | 900 |
| Offices | 240 |
| General Use | <u>460</u> |
| Total NASF | 1,600 |
| Total GSF | 2,400 |

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 706.0 |
| Equipment | 106.6 |
| Utilities | 51.8 |
| Site Improvements | 160.4 |
| Planning | <u>159.1</u> |
| Total | \$ 1,183.9 |

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Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 888.0 | \$ 295.9 | \$ 1,183.9 |
| Eligible Credits | -0- | -0- | -0- |
| Current Year Recomm. | \$ 888.0 | \$ 295.9 | \$ 1,183.9 |

38. College of DuPage - Grounds and Retention Pond Improvements. The College of DuPage is a 284 acre site that serves Glen Ellyn and surrounding communities. As the college has grown to its current enrollment, the campus has gone through tremendous developmental phases. A number of things have occurred to the physical environment during these developmental phases. First, the number of needed parking spaces has skyrocketed affecting the storm water run off and water detention/retention and water quality. Second, new buildings reduce the amount of open space available for use and, third, landscape development of the existing open spaces has fallen behind the overall development of the campus. The college proposes improvements to the McAninich Arts Building pond area, the Boiler Room pond area, Building M pond, and Golden pond to address physical environment concerns.

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|------------------------|------------------------|
| Site Improvements | \$ 2,132.7 |
| Planning | 177.0 |
| Total | \$ 2,309.7 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 1,732.3 | \$ 577.4 | \$ 2,309.7 |
| Eligible Credits | -0- | -0- | -0- |
| Current Year Recomm. | \$ 1,732.3 | \$ 577.4 | \$ 2,309.7 |

39. City Colleges of Chicago-Olive-Harvey College - New Roadway Entrance. The college proposes to construct a new front roadway entrance to the campus in order to make it less difficult for students to find their way on campus, less hazardous for pedestrian traffic entering the campus, and to provide a clear and distinguishable front entrance. The proposed project would include site work demolition and work related to grading and paving, concrete curbs, gutters and sidewalks, fencing, storm water system, landscaping, and lighting.

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|------------------------|------------------------|
| Site Improvements | \$ 6,227 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 4,670 | \$ 1,557 | \$ 6,227 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 4,670 | \$ 1,557 | \$ 6,227 |

40. Rend Lake College - Science and Nursing Building. The Allied Health Department has utilized a space in the existing Science Building since 1972. When the area was developed, it was intended to serve the practical nursing program. Since that time, the focus of the Allied Health Department has broadened to include other program areas. Emergency medical technician and nursing assistant instruction currently does not have adequate space available or allocated. The area is no longer adequate to meet the instructional needs of all Allied Health Department students. A building designed to meet the specific program needs within the Allied Health Department will greatly enhance the learning process for the students. The Allied Health Department serves a large number of students and impacts the health care arena in the communities served by Rend Lake College.

This project proposes to construct 39,628 gross square feet of new space. The proposed new facilities will provide the Allied Health Department with seven lecture classrooms, kitchenette facilities, two labs, medication preparation area, storage areas, a study lounge, and office space for existing staff and future staff expansion. The project also proposes to provide the Science Department with three lecture classrooms and nine laboratories (all multimedia equipped) and two storage rooms.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 12,090 |
| Laboratories | 13,620 |
| Offices | 1,794 |
| Study | 1,170 |
| General Use | 3,028 |
| Unclassified | <u>7,926</u> |
| Total NASF | 31,702 |
| Total GSF | 39,628 |

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 5,875.8 |
| Equipment | 112.6 |
| Utilities | 359.2 |
| Site Improvements | 323.4 |
| Planning | <u>624.0</u> |
| Total | \$ 7,295.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 5,471.2 | \$ 1,823.8 | \$ 7,295.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 5,471.2 | \$ 1,823.8 | \$ 7,295.0 |

41. Parkland College - Applied Technology Addition. Since fiscal year 1989, enrollment in welding courses has increased 12 percent, construction management has increased 5 percent, and electronics course enrollments have increased to at least 400 annually since fiscal year 1997. Two new programs, Auto Collision Repair and Telecommunications, have been added to meet the needs of the community and students. To date, the district has accommodated this enrollment growth by housing classes in temporary structures or off-campus leased facilities. These programs and courses are not located near the other technical programs offered by the district, which reduces the educational benefits to students by limiting access to general education classes and student services, such as advising and career planning, which on-campus students do have available.

This project proposes to construct a 26,700 gross square feet of new space consisting of laboratory space. Additional parking, utilities, site improvements, furnishings, and equipment will be included as part of this project. Funding and completion of this project would replace 22,700 gross square feet of temporary space.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Laboratories | 22,700 |
| Unclassified | <u>4,000</u> |
| Total NASF | 26,700 |
| Total GSF | 37,228 |

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 6,746.4 |
| Equipment | 1,901.2 |
| Utilities | 475.0 |
| Site Improvements | 235.0 |
| Planning | <u>2,367.0</u> |
| Total | \$ 11,724.6 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 8,793.4 | \$ 2,931.1 | \$ 11,724.6 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 8,793.4 | \$ 2,931.1 | \$ 11,724.6 |

42. Rend Lake College - Career and Applied Technology Center Addition. The Agriculture Mechanics Program has been a valuable and important program to the entire southern Illinois region for the past 30 years. It has been a training program not only for agriculture dealers, but also for construction and trucking equipment dealers. The Agriculture Advisory Committee recommended the need for an Agricultural Technology course and Heavy Truck Repair program with space being the limiting factors for addition of these curricula.

This project proposes to construct 14,800 gross square feet of new space to include six high-bay work areas for the existing agriculture course offerings and the new truck technician program, two new classrooms, and minor remodeling of the existing shop space. The project would include installation of a vehicle exhaust system.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 2,400 |
| Laboratories | 6,000 |
| General Use | <u>4,800</u> |
| Total NASF | 13,200 |
| Total GSF | 14,800 |

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 1,473.7 |
| Equipment | 163.4 |
| Site Improvements | 164.9 |
| Planning | <u>201.3</u> |
| Total | \$ 2,003.3 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 1,502.6 | \$ 500.7 | \$ 2,003.3 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 1,502.6 | \$ 500.7 | \$ 2,003.3 |

43. Joliet Junior College - City Center Construction. The existing City Center Campus is located in a five-story former hotel and was originally intended to serve only the Culinary Arts, Adult Education, and business assistance/economic development programs. The college's mission has evolved to developing a full service campus downtown. Existing space restricts the college from reaching its objective. The college has spent hundreds of thousands of dollars to remodel/upgrade the facility, but the building design does not permit efficient utilization for instructional purposes. More seriously, the building's structural, mechanical, and electrical systems are in a state of deterioration. The college is at the point where it must decide to invest millions of additional dollars to further upgrade the building or raze the existing building and construct more functional and appropriately designed space.

This project proposes to construct a 84,115 gross square foot building to replace the existing building. The existing building would be razed. The new facility would provide more appropriate classrooms, labs, and offices for expanding departments, as well as creating more appropriate instructional space.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 27,078 |
| Laboratories | 6,499 |
| Offices | 9,000 |
| Special Use | 5,700 |
| General Use | 2,000 |
| Support Facilities | <u>2,900</u> |
| Total NASF | 53,177 |
| Total GSF | 84,115 |

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 18,971.2 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 14,228.4 | \$ 4,742.8 | \$ 18,971.2 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 14,228.4 | \$ 4,742.8 | \$ 18,971.2 |

44. Elgin Community College - Health Careers Center. According to national research assembled by the National Council for Occupational Education, 24 percent of the new programs nationwide fall into the health-related field. Health field related employment ranks in the top ten of occupational- related employers in the Elgin Community College district. Three hospitals in the district are a major employer that will need assistance in meeting a growing health care need as baby boomers grow older. Currently, enrollment growth in health-related programs at the college is limited without the ability to provide more appropriate instructional space for health-related programs, such as nursing; surgical technology; dental hygiene; basic nursing assistant; clinical laboratory technology; dental assisting; and related office, storage, meeting room spaces, as well as student gathering and resource areas; and a computer lab.

This project proposes to build a two-story Health Careers Center which would provide an additional 53,575 gross square feet of space to house all student and support services. This centralization and consolidation of services will be a significant improvement for students and visitors, as well as creating a new front door to the college.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|-------------|
| Classrooms | 7,920 |
| Laboratories | 18,450 |
| Offices | 4,368 |
| Study | 1,440 |
| Other General Use | 720 |
| Support Facilities | <u>400</u> |
| Total NASF | 33,298 |
| Total GSF | 53,575 |

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 11,044.5 |
| Equipment | 1,000.7 |
| Utilities | 578.0 |
| Site Improvements | <u>300.6</u> |
| Total | \$ 12,923.8 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 9,692.8 | \$ 3,231.0 | \$ 12,923.8 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 9,692.8 | \$ 3,231.0 | \$ 12,923.8 |

45. City Colleges of Chicago-Harold Washington College - College Building Renovation. The college was constructed in 1982, includes 345,200 gross square feet, and is an eleven-story structure with 70 general classrooms. The current space utilization patterns illustrate that the main building is in dire need of space renovations to accommodate future technologically sophisticated curricular needs. The college has surpassed its maximum capacity, which limits its ability to offer key programs, such as information technology, science, mathematics, humanities, art, and multimedia design. Renovation of existing science and associated spaces would allow the college to offer state-of-the-art instructional programs that can better meet the needs of the community. A renovated facility would also allow enrollment growth and assist the college in maximizing its potential in providing academically sound programs, as well as workforce development for the communities the college serves.

This project proposes to remodel all eleven floors to provide more suitable and functional space for general classrooms and smart classrooms, enhanced science laboratories and demonstration classrooms, centralized student services, a childcare center to serve as a clinical setting for students, and a theatre.

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|-------------------------|------------------------|
| Equipment | \$ 1,291.9 |
| Remodeling & Renovation | <u>31,009.0</u> |
| Total | \$ 32,300.9 |

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Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 24,225.7 | \$ 8,075.2 | \$ 32,300.9 |
| Eligible Credits | -0- | -0- | -0- |
| Current Year Recomm. | \$ 24,225.7 | \$ 8,075.2 | \$ 32,300.9 |

46. Lake Land College - Agriculture Industry Center (Tech Building Phase III). The Lake Land campus was originally designed to serve a student body of approximately 2,200 FTE. It is presently serving over 3,000 FTE, and future indicators point to continued long-term growth. Technological and chemical innovations have spurred a great deal of change in the agriculture industry. These innovations can be seen through the advent of on-board computers in tractors and combines, precision farming utilizing global positioning satellite equipment and technology not to mention continuing research on hybrid crops, herbicides, and pesticides. Lake Land College's agricultural programs have gained a solid reputation and programs, such as horticulture, John Deere Ag Parts, John Deere Pro Parts Training, John Deere Pro Sales Training, Certified Crop Advisor Training, IFCA Custom Application Training, and Industry Sales Training, are all existing programs which require additional space to accommodate the enrollment growth and provide the type of classrooms that will be needed to properly educate future agriculture students.

A new Agriculture Industry Center building consisting of approximately 16,000 gross square feet will provide access to the technology needed to effectively implement the new programs proposed for this building. This project is phase III of a plan that complements previous requests for Phase I and Phase II technology building space additions (projects #11 and #15 on this capital list) and will provide permanent space to consolidate related programmatic areas of study into one facility, allowing sharing of instructional equipment and partnering between instructors. Further, it will also create a richer learning environment for students as they are presented with opportunities for interaction that are not currently available. This project would replace the 5,000 gross square foot temporary Ag Building currently on campus.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|-------------|
| Classrooms | 4,200 |
| Laboratories | 1,100 |
| General Use | 4,900 |
| Total NASF | 10,200 |
| Total GSF | 16,000 |

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 2,898.2 |
| Equipment | 214.1 |
| Utilities | 26.0 |
| Site Improvements | 400.0 |
| Planning | <u>353.0</u> |
| Total | \$ 3,891.3 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 2,918.5 | \$ 972.8 | \$ 3,891.3 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 2,918.5 | \$ 972.8 | \$ 3,891.3 |

47. College of Lake County - Grays Lake Campus Classroom. The population of Lake County grew 25 percent (128,000 persons) between 1990 and 2000. Lake County ranks third in total population growth over the past decade. According to the Northeastern Illinois Planning Commission, total Lake County population will rise from a current 644,356 to 806,788 by the year 2020. The Grayslake campus serves the entire Lake County area, but more than half of the projected growth is expected to occur in the four municipalities surrounding the Grayslake campus. A new classroom building on the main campus will provide much needed additional space to house the growing number of classes offered. The college continues to enhance current academic offerings and continually develops new academic courses and disciplines, as well as new career programs to meet the changing educational needs of the community. These programs have contributed to the overall enrollment growth.

The proposed building will provide an additional 80,730 gross square feet of space, including classrooms, computer labs, support space, and meeting space. The project will also include related equipment, utility work and site improvements such as sidewalks, roadways, additional parking, landscaping, and lighting. This project would eliminate the need to lease 41,585 gross square feet of temporary space.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 32,000 |
| Laboratories | 12,000 |
| Offices | 2,700 |
| General Use | 3,000 |
| Support | <u>2,300</u> |
| Total NASF | 52,000 |
| Total GSF | 80,730 |

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The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 17,801.0 |
| Equipment | 1,292.9 |
| Utilities | 331.6 |
| Site Improvements | <u>2,655.3</u> |
| Total | \$ 22,080.8 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 16,560.6 | \$ 5,520.2 | \$ 22,080.8 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 16,560.6 | \$ 5,520.2 | \$ 22,080.8 |

48. Lewis and Clark Community College - Edwardsville Glen Carbon Regional Industrial Training/Education Center Phase II. The college proposes to develop a full service branch campus on property recently transferred to the college by Southern Illinois University. The site has been known as the "historic N.O. Nelson site in Edwardsville". The property includes seven existing buildings not currently suitable for instructional delivery. Phase I work is not included in this project request, but has been approved as a locally funded project. The costs of phase I work are included in the source of funding analysis below. Phase I work includes remodeling 7,334 gross square feet of space in building 197 and construct one new 14,114 gross square foot building. The college received ICCB approval on August 28, 2001, to proceed with Phase I work with a \$5.1 million budget. Since Phase I and II are integral components to creating the Regional Industrial Training/Education Center (formerly N.O. Nelson site) in Edwardsville, this Phase II project funding recommendation recognizes the local funds spent on the Phase I portion as local match to be applied toward the Phase II project's 25 percent match requirement.

The phase II portion of the full service branch campus development now being proposed would provide suitable space for student life areas (food service, commons area, bookstore, receiving, and maintenance); industrial training areas (machine shop, lab, welding, and CNC lab); and corporate and community education for corporate seminars and continuing education. This project would remodel six of the seven buildings (approximately 50,000 gross square feet) and adds approximately 9,400 gross square feet of new loft space in these buildings. The proposed project also includes a restructured roadway entrance, new parking areas, and additional site lighting and security cameras.

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|---------------------------|------------------------|
| Equipment | \$ 2,000.0 |
| Remodeling/Rehabilitation | <u>9,300.0</u> |
| Total | \$ 11,300.0 |

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Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|---|--------------------|--------------------|--------------------|
| Total Regional Industrial Training/Education Center | \$ 12,300.0 | \$ 4,100.0 | \$ 16,400.0 |
| Phase I Local Project | - 1,500.0 | - 3,600.0 | - 5,100.0 |
| Eligible Credits | -0- | -0- | -0- |
| Current Year Recomm. | \$ 10,800.0 | \$ 500.0 | \$ 11,300.0 |

49. Rock Valley College - Student Services Building. The proposed Student Services Building will become the new front door to the main campus to welcome students and other visitors. Since the existing Student Center was constructed in 1968, student enrollment has increased a total of 213 percent. Fall 1968 enrollment was 3,478 and increased to 7,425 full time students by fall 1999. College projections estimate annual enrollment growth of 2 to 5 percent. The proposed new Student Services Building would be connected to the existing Student Center and provide space for accounting/payroll, purchasing, community education services, human resources, admissions and records, administration, financial aid, counseling center, personalized learning center, information technology, institutional planning, assessment center, central storage, placement office, upward bound, lecture room, and student lounge. A funding request for remodeling of vacated space is not included with this project request because the college feels the vacated space would need minimal remodeling to convert to needed program space.

The proposed Student Services Building would provide 59,626 gross square feet of new space in a three-story addition next to the existing Student Center connected by an enclosed walkway on two levels. The project would include addition of parking spaces along a new entry drive at the northwest elevation of the building, as well as a new south entry drive to facilitate people being dropped off, picked up, waiting, and short-term parking spaces.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|-------------------|
| Classrooms | 3,612 |
| Offices | 18,934 |
| Study | 3,780 |
| Other General Use | 7,200 |
| Support | <u>2,540</u> |
| Total NASF | <u>36,066</u> |
| Total GSF | 59,626 |

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The proposed budget (in thousands) for this project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 14,098.3 |
| Equipment | 1,083.0 |
| Utilities | 885.4 |
| Site Improvements | <u>1,057.2</u> |
| Total | \$ 17,123.9 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Total Costs | \$ 12,843.1 | \$ 4,281.1 | \$ 17,123.9 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 12,843.1 | \$ 4,281.1 | \$ 17,123.9 |

50. Morton College - Parking Lots, Roadways, and Walkway Replacement. The asphalt pavement for parking areas and roadways, concrete curbing surrounding parking areas and planting areas, much dating back to 1975, is greatly deteriorated, cracked, and settling which has made it dangerous to walk in many areas. The water drainage system has deteriorated and leaves water standing in the parking lots and roadways. Manholes have failed and parking lot lighting and fixtures are rusting and in need of replacement. Lighting levels are not adequate by today's standards and poses a safety concern. This project would make site improvements to all parking lots and roadways, all concrete walkways, and provide 47 new parking spaces at the northeast corner of the site. The college plans to submit a request to the ICCB for approval of a protection, health, and safety tax levy over the next several years to obtain local funds to meet its required 25 percent local match on this project.

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|------------------------|------------------------|
| Site Improvements | \$ 5,848.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 4,386.0 | \$ 1,462.0 | \$ 5,848.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 4,386.0 | \$ 1,462.0 | \$ 5,848.0 |

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51. Illinois Eastern Community Colleges-Wabash Valley College - Technology/Student Support Expansion and Renovation to Main Hall. Technology and student support needs drive the rationale for this project. The current structures are limited in their adaptability to more modern technology. The Main Hall on campus was constructed in 1965. Classrooms have been converted for computers and certain technology, but the space is barely adequate. The classrooms lack connectivity, appropriate lighting, and adequate AC power source. This project replaces 10,736 gross square feet of temporary space.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 2,500 |
| Laboratories | 2,700 |
| Offices | 1,200 |
| Other General Use | <u>8,300</u> |
| Total NASF | 14,700 |
| Total GSF | 20,070 |

The proposed budget (in thousands) for this project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 4,816.0 |
| Remodeling/Rehabilitation | <u>634.0</u> |
| Total | \$ 5,450.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Total Costs | \$ 4,088.0 | \$ 1,362.0 | \$ 5,450.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 4,088.0 | \$ 1,362.0 | \$ 5,450.0 |

52. McHenry County College - Satellite Facility. A January 2001 study by Legat Architects entitled "Planning for the New Millennium" provides useful information on current space utilization and needs for additional space. One recommendation of the report was for the local board of trustees to consider serving the community college district through satellite sites and distance learning. Selected programs at the college are confined by current space restrictions. These include occupational programs with strong community support and need and a high demand Computer Information System program. Professional continuing education could extend its outreach to new audiences at a

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strategically located satellite facility. The college could also establish better community partners both in the public and business/industry sectors.

This project proposes to provide 53,438 gross square feet of new space in a yet to be determined location within the district, but off the main campus. The new satellite facility would serve Business and Technology programs and provide space to create a CISCO Training Center, classrooms, office space, and work space.

The scope of the project is:

| <u>Room Use Category</u> | <u>NASF</u> |
|--------------------------|--------------|
| Classrooms | 13,900 |
| Laboratories | 7,700 |
| Offices | 8,50 |
| Other General Use | <u>2,900</u> |
| Total NASF | 33,000 |
| Total GSF | 53,438 |

The proposed budget (in thousands) for this project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 11,608.0 |
| Land | <u>200.0</u> |
| Total | \$ 11,808.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Total Costs | \$ 8,856.0 | \$ 2,952.0 | \$ 11,808.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 8,856.0 | \$ 2,952.0 | \$ 11,808.0 |

53. Oakton Community College - Addition/Remodeling Des Plaines Campus. The college commissioned a study of its facilities and a report was presented to the local college board of trustees in February 2000. The ideas that were presented continue to refine and improve the Phase II recommendations of the previous ten-year master plan. Instructional programs are in need of additional space where dedication to one or a few related disciplines is the norm. New classrooms would be provided in this project. Facilities were adequate when the campus first opened, but are now crowded and cramped. Areas such as registration and records, the cashiers office, and bookstore have barely changed since the original construction resulting in long lines for service.

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This project proposes to remodel approximately 85,000 of the existing 128,160 gross square feet of space and construct a new 33,844 gross square foot structure. It also includes some sidewalk, roadway, and lighting work.

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|----------------------------------|------------------------|
| Buildings, Additions, Structures | \$ 8,464.0 |
| Equipment | 1,388.0 |
| Utilities | 140.0 |
| Remodeling/Rehabilitation | 12,818.0 |
| Site Improvements | 384.0 |
| Planning | <u>1,234.0</u> |
| Total | \$ 24,428.0 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 18,321.0 | \$ 6,107.0 | \$ 24,428.0 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 18,321.0 | \$ 6,107.0 | \$ 24,428.0 |

54. City Colleges of Chicago-Malcom X College - Mechanical Systems. Malcom X College is a three-story steel and glass 541,575 gross square foot structure that is almost 30 years old. The lifespan of a mechanical system is generally 20 to 25 years. The current heating, ventilation, and air conditioning system is inefficient and expensive to maintain and repair. The college must have an environment that is conducive for successful teaching and administrative productivity. The replacement of the mechanical systems will provide effective and efficient circulatory distribution of clean air, air conditioning, and heating and is vital for the college to carry out its mission.

The proposed budget (in thousands) for the project is:

| <u>Budget Category</u> | <u>Current Request</u> |
|------------------------|------------------------|
| Site Improvements | \$ 21,748.5 |

Sources of funding:

| | <u>State Funds</u> | <u>Local Funds</u> | <u>Total Funds</u> |
|----------------------|--------------------|--------------------|--------------------|
| Current Request | \$ 16,311.4 | \$ 5,437.1 | \$ 21,748.5 |
| Eligible Credits | <u>-0-</u> | <u>-0-</u> | <u>-0-</u> |
| Current Year Recomm. | \$ 16,311.4 | \$ 5,437.1 | \$ 21,748.5 |

Illinois Community College Board

**FISCAL YEAR 2003 ADULT EDUCATION AND FAMILY LITERACY
SYSTEM OPERATING BUDGET REQUEST**

On July 1, 2001, the Illinois Community College Board assumed full responsibility for administration of state and federal Adult Education and Family Literacy programs. For fiscal year 2003, the agency has developed the Adult Education and Family Literacy system operating budget request. ICCB staff have analyzed current funding needs for Adult Education and Family Literacy, consulted with the Illinois Adult and Continuing Educators Association, and now recommend an increase in state resources of \$1,560,000, an increase of 4 percent (see Table 1). This recommendation is based upon multiple considerations, including (1) the need to continue to expand the Adult Education and Family Literacy services at a manageable rate, (2) the current economic and political environment in Illinois, and (3) anticipated results of the state's fiscal year 2002 investment of \$9 million in Adult Education and Family Literacy.

RECOMMENDED ACTION

It is recommended that the following motions be adopted:

The Illinois Community College Board hereby:

1. approves the fiscal year 2003 Adult Education and Family Literacy System Operating Budget Request for grants to approved adult education providers administered by the ICCB as presented in the attached Table 1;
2. authorizes the submission of the request to the Illinois Board of Higher Education; and
3. authorizes its President/CEO, with concurrence of the Chair, to make necessary adjustments and reallocations based upon information received subsequent to approval of this budget request.

BACKGROUND. Pledge Three of the *Promise for Illinois: Illinois Community College System Strategic Plan* "Expanded Adult Education" and the combined Vision and Goals Statement for Adult Education and Family Literacy adopted by the Illinois Adult Education and Family Literacy Council provide the basis for the development of the fiscal year 2003 budget request for Adult Education and Family Literacy. The *Promise* contains guiding principles that state that Illinois community colleges will develop strategies and obtain resources to support actions such as:

- Assure adequate, stable flexible resources which promote and enable program growth and innovation for all adult education students

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- Build a strong, multi-provider delivery system that is responsive to multiple learning needs of adults
- Develop adult education programs that focus on outcomes and offer a variety of methods to meet diverse and changing learner needs
- Ensure a professionally competent and committed adult education staff through high quality staff development
- Support full and authentic relationships with business, industry, and community agencies
- Reduce barriers to access and increase accessibility to programs through technology and workplace/community locations

The Vision and Goals for Adult Education and Family Literacy combines the “*Adult Education Ten Year Vision and Three Year Goals*”, the “*Learn to Earn: Taking Illinois into the 21st Century with New Literacy Policy*” and the “*Proposed Work Plan for Implementing the Literacy Action Agenda*”, and reflects the work of the Adult Education Advisory Council, the Illinois Adult Continuing Educators Association, and ICCB staff. It also provides recommendations for funding support for adult education programs in Illinois. Several facts follow:

- Higher levels of literacy in reading, writing, and mathematics are assumed for employment that pays a self-sufficient wage and are necessary to position and individual for further advancement.
- Economic and demographic changes are increasing the need for basic education and English as a Second Language. Illinois is projected to experience the 5th largest of the states net international migration gain of one million people between 1995 - 2025. Most will need ESL. Yet, opportunities for ESL education are not sufficient to meet the level of need of limited English proficient adults in Illinois.
- As part of P.A. 91-830, community-based organizations become eligible for state funding for adult education beginning July 1, 2001, yet the legislation did not address state funds for this group of providers. Now funds are needed to accomplish this expansion of education and services to community-based and other organizations and institutions for their limited proficient English adults.
- Many of the 112 adult education programs in Illinois have experienced a decline in staffing to the point that some programs no longer employ any full-time staff and others continue to expand their use of part-time instructional and support staffs.
- Data systems need to be updated to reduce duplication, provide accountability, assess learner performance outcomes, and provide expanded learner demographics.
- Many programs have waiting lists for classes or cannot locate classroom space to offer classes requested because they cannot afford instructors or classroom/computer lab costs.
- Adult education needs to incorporate technology advances and on-line learning as an instructional delivery system. It is suggested that there is a substantial, undocumented

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population of adults who may be interested in studying for the GED in the privacy of their own homes. *GED Illinois* which is in its pilot stage, is on-line learning which will expand instruction and also enhance in-class instruction. Resources are needed to continue the project through completion and implementation.

Investing in adult education and literacy programs can pay dividends for the individual, society and future generations. There is a growing need for trained, highly literate workers to provide Illinois with a competitive advantage in the global marketplace. Increased literacy levels contribute to new and improved employment opportunities, better health, a greater sense of civic responsibility, and improved quality of life.

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Table 1

Fiscal Year 2003 Adult Education Operating Budget

| <u>Adult Education Grants</u> | <u>FY 2002 Appropriation</u> | <u>FY 2003 ICCB Request</u> | <u>Dollar Difference</u> | <u>Percent Difference</u> |
|--|----------------------------------|---------------------------------|------------------------------|-------------------------------|
| Basic Grants | \$ 16,337,100 | \$ 17,117,100 | \$ 780,000 | 4.8% |
| Public Aid Grants | \$ 10,068,200 | \$ 10,068,200 | \$ 0 | 0.0% |
| Performance-Based Grants | \$ 12,600,000 | \$ 13,380,000 | \$ 780,000 | 6.2% |
| TOTAL STATE RESOURCES FOR ADULT EDUCATION | <u>\$ 39,005,300</u> | <u>\$ 40,565,300</u> | <u>\$ 1,560,000</u> | <u>4.0%</u> |
| Federal Grants | \$ 21,000,000 | \$ 25,000,000 | \$ 4,000,000 | 19.0% |
| TOTAL ADULT EDUCATION RESOURCES | <u>\$ 60,005,300</u> | <u>\$ 65,565,300</u> | <u>\$ 5,560,000</u> | <u>9.3%</u> |

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**FISCAL YEAR 2003 COMMUNITY COLLEGE CAREER AND TECHNICAL
EDUCATION SYSTEM OPERATING BUDGET REQUEST**

As part of a continuing effort to transition appropriate postsecondary educational activities from the Illinois State Board of Education (ISBE) to the Illinois Community College Board (ICCB), agreement has been reached to transfer certain General Revenue Fund appropriations for fiscal year 2003. The two line item appropriations included in this transfer are: (1) Vocational Education Grants and (2) Program Improvement Grants. ISBE has provided the ICCB with historical information on community college allocations for these grants. The ICCB is requesting increases in these grants for fiscal year 2003 (see Table 1) at levels comparable to other increases being requested in the Community College System Operating Budget and the Adult Education and Family Literacy Operating Budget. In addition, postsecondary federal Perkins III funds will be transferred to the ICCB through a sub-grant agreement.

RECOMMENDED ACTION

It is recommended that the following motions be adopted:

The Illinois Community College Board hereby:

1. approves the Fiscal Year 2003 Community College Career and Technical Education System Operating Budget Request for grants to community colleges as presented in the attached Table 1;
2. authorizes the submission of the request to the Illinois Board of Higher Education; and
3. authorizes its President/CEO, with concurrence of the Chair, to make necessary adjustments and reallocations based upon information received subsequent to approval of this budget request.

BACKGROUND. Beginning with fiscal year 2003, the ICCB will assume administrative responsibility previously carried out by the Illinois State Board of Education (ISBE) for certain aspects of postsecondary career and technical education (CTE) programs and the funds that support them. Fiscal year 2002 is serving as a transition year to get policies and procedures in place at the ICCB to fulfill this additional administrative responsibility.

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Funds that will be included in the ICCB's enhanced administrative role will come from three sources:

Federal Perkins III Funds. Historically, the Perkins Act provides direction and funding from the federal level to support continuous improvement in vocational, career and technical education, including Tech Prep. ISBE is designated as the sole state agency in Illinois to receive Perkins funds, which total approximately \$43.5 million annually. The Act specifies how the state's Perkins allocation is to be distributed: 85 percent distributed by formula to local programs, 10 percent for state leadership, and 5 percent for state administration. Of the 85 percent of the funds that go to local programs, 60 percent goes to secondary programs and 40 percent to postsecondary programs.

State Program Improvement Grants. Program Improvement Grants, funded by state dollars, support improvements in programs related to instructional equipment, staff development, curriculum development, and academic/technical integration needs.

State Vocational Education Grants. These grants, funded by state dollars, reimburse community colleges, based on credit hours generated, for costs associated with providing CTE courses.

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Table 1

Fiscal Year 2003 Career and Technical Education System Operating Budget

| <u>Postsecondary and Technical Education Grants</u> | <u>FY 2002*</u> <u>Appropriation</u> | <u>FY 2003</u> <u>ICCB Request</u> | <u>Dollar</u> <u>Difference</u> | <u>Percent</u> <u>Difference</u> |
|---|---|---------------------------------------|------------------------------------|-------------------------------------|
| Vocational Education Grants | \$ 8,500,000 | \$ 8,840,000 | \$ 340,000 | 4.0% |
| Program Improvement Grants | \$ 1,000,000 | \$ 1,040,000 | \$ 40,000 | 4.0% |
| Total State Resource | <u>\$ 9,500,000</u> | <u>\$ 9,880,000</u> | <u>\$ 380,000</u> | <u>4.0%</u> |
| Federal Perkins III Grants | \$ 16,000,000 | \$ 16,000,000 | \$ 0 | 0.0% |
| TOTAL | <u><u>\$ 25,500,000</u></u> | <u><u>\$ 25,880,000</u></u> | <u><u>\$ 380,000</u></u> | <u><u>1.5%</u></u> |

* Historical average of amount allocated by Illinois State Board of Education

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**FOLLOW-UP STUDY OF
FISCAL YEAR 2000 OCCUPATIONAL PROGRAM GRADUATES**

The externally attached report, *Follow-up Study of Fiscal Year 2000 Occupational Program Graduates*, is based on surveys of graduates from designated occupational programs. Every college with completers in the selected programs surveys its graduates to obtain outcomes information that will be used in reviewing programs and determining needed improvements. Results are also used to develop new program proposals and align programs with the changing job market.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses the recommendations contained in the *2001 Follow-up Study of Fiscal Year 2000 Occupational Program Graduates* and asks its President/CEO to implement these recommendations.

BACKGROUND. Highlights and recommendations from the externally attached report are presented below.

- < 92.1 percent were employed or pursuing additional education or both (Table B-1).
- < 86.1 of the occupational completers were employed (Table B-2).
- < 86.7 percent held full-time status in their current jobs (Table B-2).
- < 74.3 percent were employed in positions related to the field in which they studied at the community college (Table B-5).
- < 74.7 percent obtained their current positions while enrolled or after graduating (Table B-7).
- < 92.6 percent were employed in Illinois. Of those, more than two-thirds remained in the district in which they received their training (Table B-8).
- < The average salary was \$15.63 per hour, slightly more than three times the minimum wage at the time (\$5.15 per hour) (Table B-9.)

Graduates from similar program areas were surveyed five years ago. Generally, more recent graduates (fiscal year 2000) exhibited slightly more positive results than the 1995 completers.

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- < The unemployment rate (those graduates who were not employed but actively seeking employment) was at 6.7 percent. This rate compares favorably with that reported for the similar group of graduates in 1995 (7.6 percent).
- < Nearly 64 percent of the current graduates were working in the community college district in which they received their training, thereby contributing to the local economy. Results were up 4.6 percent from 1995.
- < In the five-year period, the percentage of employed graduates obtaining full-time jobs decreased by a minimal rate (.2 percent).
- < The percentage of employed graduates who were working in training-related jobs increased 7.2 percent from 1995 (67.1 percent) to 2000 (74.3 percent).
- < Job satisfaction reported by the graduates employed in a related field increased slightly from 4.15/5.00 in 1995 to 4.19/5.00 in 2000.
- < Graduates rated their satisfaction with the major program components higher (4.18/4.00 in 2000 compared to 4.08/5.00 in 1995) than their peers did five years earlier.
- < College services earned virtually the same scores from the latest group of graduates surveyed, as those in 1995 (4.10/5.00 in 2000 and 4.09/5.00 in 1995).
- < The average hourly wage of \$15.63/hour increased \$3.22 from five years ago for all workers. This substantial increase may be due to a larger percentage of recent graduates beginning employment prior to program entrance or during program enrollment (59.0 percent for 2000 and 55.5 percent for 1995). In addition, a higher percentage of recent graduates completed programs that typically lead to higher paying jobs. For both time frames, graduates from the programs of Electrician, Electromechanical Instrumentation and Maintenance Technology, and Business Computer Programming received higher wages than most other graduates from other programs. More than 36 percent of recent completers who found jobs graduated from one of the three programs mentioned, compared to 31.9 percent in 1995.
- < Over one out of four (25.7 percent) of graduates employed were working in a field unrelated to their training. Approximately 28.1 percent (N=98) of these graduates reported that they could not find jobs that were related to their programs of training (down from 31.4 percent in 1995) (Table B-6).

Recommendations. As a result of the findings in the *Follow-up Study of Fiscal Year 2000 Occupational Program Graduates*, the following is recommended:

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1. *Recommendation: Colleges with occupational follow-up study response rates below recommended levels should put forth additional effort to increase response rates for the coming year. Recommended response rate levels are 50 percent for programs with 30 or more completers and 60 percent for those with fewer graduates.*
2. *Recommendation: Colleges that had programs with ten or more graduates and over one-quarter of the total employed graduates working in a field that was not related to their community college program should examine these programs to determine if program improvement initiatives or additional placement efforts are necessary.*
3. *Recommendation: Colleges should provide additional follow-up to individuals who indicated they could not find jobs in a related field to determine if circumstances have changed and offer further assistance in locating employment in their chosen field, as necessary.*
4. *Recommendation: Colleges with programs leading to occupations with relatively low initial earnings should make students aware of the compensation available in these fields both short and long term.*

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**ACCOUNTABILITY AND PRODUCTIVITY IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM
FISCAL YEAR 2001**

The externally attached *Accountability and Productivity in the Illinois Community College System* report highlights and summarizes accountability activities and initiatives submitted by Illinois' 48 community colleges in their *Accountability/Program Review Reports for Fiscal Year 2001*. The reports submitted by the colleges provide evidence of the ongoing review processes that are in place to ensure that high levels of quality and productivity are achieved for programs and services that best support each college's mission. Through program review, the colleges examine targeted program areas and services to assess their ability to meet their intended purpose in a cost-effective, high-quality manner. Each year, colleges also address selected focus areas of particular relevance to state-level issues and concerns.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses the recommendations contained in the report entitled *Accountability and Productivity in the Illinois Community College System-Fiscal Year 2001* and asks its President/CEO to implement these recommendations.

BACKGROUND. The externally attached report on community college program accountability contains the following primary sections: **Accountability Special Focus Areas and Analyses of the Results of Fiscal Year 2001 College Program Reviews.** Topics considered in the Accountability Special Focus section this year include the Revised ICCB Recognition Process – Quality Indicators for Program Review and Performance-Based Incentives – District-Based Goal. Programs in five academic disciplines; 43 occupational program areas; and in Adult Education and Family Literacy, English-as-a-Second Language, and Developmental Education are examined in the Results of Fiscal Year 2001 College Program Reviews. Highlights of the findings of the report follow:

Accountability Special Focus Areas

Revised ICCB Recognition Process – Quality Indicators for Program Review

- Indicators related to the accountability/program review process are a major part of the quality component that has been introduced into the revised recognition process. Accordingly,

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colleges were asked to evaluate their accountability/program review processes in light of the Indicators of Quality in Recognition Standard 1: Accountability to determine what, if any, improvements are needed to ensure that all aspects of the process meet or exceed expected standards of quality.

- Regarding Program Review Requirements, nearly every college reported that required elements are in place. A few colleges identified areas of the process that need improvement. Others indicated that, while the current process meets all requirements, improvements will be made to further enhance the process.
- Regarding the Overall Program Review Process, college reports provided evidence that the colleges' overall program review processes support the development and continuous improvement of programs and services offered to the citizens of Illinois. Recommendations for improvement included identification of additional constituencies to be involved in the process, addition of staff to enhance collection and analysis of data to support program review, and greater emphasis on assessment of student learning.
- Regarding the Quality Indicators of Program Need, Quality, and Cost-Effectiveness, colleges reported that their program reviews include, and often exceed, the basic indicators and requirements. Identified areas of concern included the need to increase response rates for follow-up surveys, obtaining and using job placement data, and the use of assessment in program review.

Performance-Based Incentives – District-Based Goal

- The ICCB performance-based funding pilot project is entering its fourth year. The pilot model is a two-tier model that includes: (1) measures that reflect statewide goals for community colleges and (2) district-specific measures in three goal areas that reflect autonomy, mission differentiation, and community needs.
- The Performance-Based Incentive System was funded at \$1 million for fiscal year 1999, \$1.5 million for fiscal year 2000, and \$2 million for fiscal years 2001 and 2002.
- Peer Review Panels are currently evaluating the college reports of progress made toward district-based goals during fiscal year 2001. Detailed information on the results of the district-based goal reports for fiscal year 2001 will be presented to the ICCB at a later date.

Instructional Program Review

- Annual reporting of the results of program reviews is a major accountability effort by the colleges that began in 1983. The review is based on three criteria: program need, program cost, and program quality. Programs are reviewed at least once every five years.

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- During fiscal year 2001, colleges reviewed a total of 162 academic disciplines, 70 adult and developmental education and English-as-a-Second Language programs, and 680 occupational programs.
- Findings of the reviews of academic disciplines indicated adequate need and cost-effectiveness. Quality enhancements included improvements to address remediation, retention, access to courses, and increasing applications of technology to increase student access to courses, communication with students and among colleagues, and to facilitate student learning.
- Reviews of adult and developmental education and English-as-a-Second Language programs.
- As a result of reviews of occupational programs, 542 programs were continued with minor changes, nine programs were significantly modified, 70 programs were scheduled for further review during fiscal year 2002, and 66 programs were identified for elimination.
- The most commonly identified strengths for occupational programs were knowledgeable and experienced faculty, active advisory committees, quality internship and work-based learning opportunities, and positive relationships with employers and the community. For some of the programs reviewed, articulation with high schools and four-year programs is a strength and, for other programs, equipment donations is a strength. The most commonly identified weaknesses were low enrollments, low completions, low wages for some occupations, and the high cost of purchasing equipment and keeping it up-to-date.
- The low number of completers in occupational programs remains a concern for most colleges. It is a particular concern for Teacher Assistant/Aide and Early Childhood Education programs, as there is a critical need for well-prepared individuals to fill these positions across the state. A second concern related to these two program areas is articulation with teacher education programs. These programs should be part of a recruitment pipeline for teachers, especially in high-need areas of the state. ICCB staff will factor these issues into their work with other state and national agencies and organizations as they advocate for recognition and expansion of the community college role in teacher preparation.

Conclusion. The report of *Accountability and Productivity in the Illinois Community College System-Fiscal Year 2001* provides evidence that Illinois' comprehensive community colleges play a vital role in the state's educational and workforce preparation. They provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. In addition, they are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. The report also illustrates that the colleges are committed to continuous improvement of their programs and services and that they have in place strategic planning processes to address future needs. When the colleges were writing their *Accountability/*

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Program Review Reports this spring and summer, no one foresaw the recent disasters that struck our country in September and contributed to a downturn in the economy of the nation and the State of Illinois. Nevertheless, the content of the reports affirm that the community colleges are positioned to play a major role in revitalizing the state's economy.

Recommendations. As a result of the findings in the report of *Accountability and Productivity in the Illinois Community College System-Fiscal Year 2001*, the following is recommended:

1. *Recommendation: Colleges should continue examining policies, practices, and data collection strategies to ensure that they provide timely accurate data on student intent and degree objective.*
2. *Recommendation: Issues of data quality should be addressed as part of the regional and/or state workshops that ICCB and Illinois State Board of Education staff develop to support college efforts to meet requirements of Perkins legislation for occupational programs.*
3. *Recommendation: The ICCB should convene one or more work groups of college representatives during fiscal year 2002 to examine the accountability/program review issues, information reported annually and make recommendations for enhancing the process to provide increased accountability with particular attention focused on the Perkins Postsecondary Indicators and program outcome assessments.*

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PROGRAM ACCOUNTABILITY ISSUES

Community colleges are challenged to provide learner-centered programs and services that are attuned with and responsive to local, regional, and statewide market demands. Focusing on customer needs, graduate outcomes, and continuous improvement helps the colleges meet the challenge. The Illinois Community College System's statewide strategic plan *Promise for Illinois* makes Seven Pledges to the citizens of the state. Two externally attached studies – the *Occupational Follow-up Study* and the *Accountability and Productivity Report* – play a part in delivering on at least two pledges: 1) to address workforce development needs with flexible, responsive, and progressive programs and 2) to emphasize quality in all programs, services, and operations. Agenda items 7.1 and 7.2 summarize the results of these studies. Results from the two studies were overwhelmingly positive. At the same time, there were issues that arose and are worth further examination at the local and state levels. This item combines the issues from the two studies for the Board's consideration and discussion.

Each year, colleges survey graduates of occupational programs for use in reviewing their programs during the next year and report the results of the follow-up and program reviews to the Illinois Community College Board. The results of both are overwhelmingly positive; however, each year, issues arise from these studies pertaining to a few of the programs being examined. A description of the studies and the issues follows.

The *Occupational Follow-up Study* is based on surveys of graduates from designated programs. Every college with completers in the selected programs surveys its graduates to obtain outcomes information that will be used in program review and improvement initiatives during the next academic year. The statewide standardized survey instrument addresses the following critical indicators: employment status, education status, salary, employment start-up, geographic location of employment, and satisfaction with employment and components of the educational program completed. Information garnered has important quality control implications for colleges. Results are used to develop new program proposals and perform program review analysis. Outcomes can be used to align programs with the changing job market and assess the extent to which graduates are obtaining satisfactory employment and compensation. The uniform survey provides benchmark data and is a basis for comparison for graduates of similar programs from across the community college system.

The *Accountability and Productivity in Illinois Community Colleges* report summarizes and provides an analysis of materials submitted by the colleges in their Accountability and Program Review Reports for Fiscal Year 2001. College reports document ongoing review processes aimed at ensuring that high levels of quality and productivity are achieved through programs and services that best meet the needs of individual colleges and the communities they serve. The program review process requires college officials to examine targeted programs and services and assess their ongoing need, quality, and the extent to which they cost effectively meet intended purposes. Colleges also address accountability special focus topics that have statewide impact.

Results from the two studies were overwhelmingly positive. At the same time, there were issues that arose and are worth further examination.

Issue 1. Occupational Programs Leading to Positions With Relatively Low Pay

Policy Issue Area: While the vast majority of career and technical education programs offered at community colleges result in graduates being able to earn wages that provide a substantial standard of living, there are programs that lead to occupations that, upon entry, pay little more than minimum wage.

Discussion: Economic considerations are one of several factors an individual considers when choosing a career path. There is a diminished concern about low initial earning when these programs are tied to high demand occupations and links to related programs in career ladder arrangements. Programs which initially lead to low wage employment in growing occupations, but offer completers an opportunity to attain positions with higher levels of compensation if they take closely related coursework, offer the potential for more positive results. Graduates in full-time positions with low average earnings in this year's follow-up included two small programs – Radio and Television Broadcasting (\$7.79 per hour or \$16,203 annually) and Business Computer Operators (\$8.11 per hour or \$16,869 annually). These wages are competitive for their respective fields. Self-sufficient wage calculations suggest that these wages can adequately support one adult depending on where they live in Illinois, but would make it challenging to support a larger family unit. For example, recent data suggest a family of four in Cook County (two adults, one school aged child, and a teenager) would have required a minimum of \$29,100 to survive without subsidies (*Women Employed*, 1998).

Over the past few years in response to the program needs of initiatives such as the Workforce Investment Act and Welfare Reform, colleges have been encouraged to develop short-term programs that may result in low-paying jobs. Additionally, the colleges are frequently addressing the training needs of their local communities, which includes preparing individuals for jobs with lower wages. At the same time, a cost-benefit analysis of the cost of training compared to the benefits of low-paying jobs could raise questions on program justification. Should colleges consider these factors in reviewing their programs and setting priorities for serving their districts?

This year, colleges had been asked to address this issue during their review of four programs, Teacher/Aide, Diesel Engine Mechanic, Human Resources Management, and Medical Assistant. College officials indicated that they provide students with current labor market information to help them make informed choices. Students are often encouraged early in their programs to explore local classified advertisements to get a sense of their real earnings potential within the local community. Placement advisors typically follow-up this strategy by presenting occupational information to students towards the end of their program, including information from HORIZONS Career Information System, ACT's Discover System, and the Illinois Department of Employment Security's Illinois Job Outlook In Brief brochure.

Issue 2. Unrelated Employment

Policy Issue Area: One of the premises of career and technical education is that degree and certificate programs are preparing individuals to find or enhance positions in an area related to their field of study. Overall, while the follow-up survey results show high levels of success in this regard (almost three-quarters of the employed graduates), seven program areas had higher than average rates of graduates employed in nonrelated fields.

Discussion: While the goal of career and technical education programs is to prepare people for initial or enhanced employment or continuing education in the field of study, there can be reasonable rationale for working in another field after graduation. Individuals sometimes take other positions for better pay, preferred hours, prefer to remain in the immediate area – not interested in relocating, etc. Would there be benefits to expanding opportunities to incorporate additional exposure to the workplace earlier in program? Are job shadowing opportunities, internships, and work-study arrangements available in sufficient numbers? Do opportunities exist to further strengthen the already close connections between the employer community and related occupational programs? Programs with elevated rates of employment not related to their training include – Electrical/Electronic Communications Engineering Technology, Law Enforcement, Computer Installer/Repairer, Business Computer Programming, Business System Networking, and Business Computer Operator. A small contingent of employed graduates working in positions unrelated to their programs of study reported that they could not find a position in their field of preparation. Programs with more than a few workers in this situation include Law Enforcement and Electrical/Electronic Communications Engineering Technology.

The challenge is to determine whether the programs, with large numbers of graduates employed outside the area of study, are serving the purposes for which they were established and does this factor demonstrate a lack of need for the programs. This can only be determined by an in-depth review of individual programs. Additionally, for those persons working in another field who want to work in their field of study, what is the role of the college in assisting them to find that employment?

Issue 3. Employment Levels

Policy Issue Area: Positive employment and/or continuing education outcomes are expected for and generally reported by community college graduates. What does it mean for programs when the unemployment rate is unusually high and how should colleges respond?

Discussion: Issue 3 discussed the concern of people working outside their area of study. Another employment issue is when the graduates are not working at all. Of the programs with more than 30 graduates and unemployment rates above the 6.7 percent average, Business Computer Programmer (N = 56) was the only program area with significant numbers of unemployed graduates. As with those working outside their field, there are numerous reasons why students are not working. However, employment is a critical outcome for career and technical programs, and information on

employment rates for graduates is an important factor to consider in determining the continuing need, as well as the quality of a program. Each institution must be prepared to examine closely the reasons for unemployment of graduates and determine whether the program is needed, needs improvements, and/or needs consolidation with programs that are in greater demand.

Issue 4. Teacher Shortage

Policy Issue Area: Illinois is experiencing a serious teacher shortage and needs to seek innovative ways to meet the demand. According to a study entitled *Educator Supply and Demand* (2000), Illinois projects that between 56,000 and 72,600 teacher vacancies will need to be filled over the next three academic years. In Illinois, the first-year teacher attrition rate of 11 percent is adding to the challenge.

Discussion: During its retreat in December 2000, members of the Illinois Community College Board identified as one of its priorities the enhancement of the community college role in teacher preparation. Two program areas reviewed by colleges during fiscal year 2001 – Teacher Assisting and Early Childhood Education – relate directly to this priority. There is a critical need for well-prepared individuals to fill these positions across the state. These programs can and should also serve as pathways to teacher education for many students, particularly in urban and other high-need areas of the state.

The colleges' reports identified a variety of challenges these programs face, including low wages, minimal requirements for the profession which contribute to low completion rates, and a need to strengthen articulation with teacher education programs. In areas of high demand, colleges must weigh this issues against the demonstrated need for workers in these areas and work with partners to assist in addressing the concerns.

Issue 6. Program Completion

Policy Issue Area: Program completion is an accountability measure for community colleges and accurately assessing this outcome requires a higher degree of precision in identifying individuals seeking formal awards. The latest Annual Enrollment and Completion (A1) data show that 56.8 percent of the students participate to complete selected courses rather than programs.

Discussion: Additional emphasis should be placed on reporting student intent and degree/ certificate objective information. Individuals participate in skill building courses at community colleges for a variety of reasons. Data college officials supply on student intent/goal and degree/certificate objective are used to differentiate between individuals interested in completing programs and those participating to complete courses. Program completion is a quality performance indicator for Perkins Postsecondary funding, the Workforce Investment Act (WIA) Title I accountability, and part of the Performance-Based Incentive System (PBIS) statewide measure initiative. Perkins and PBIS directly link funding to performance. Similarly under WIA, programs must perform to remain on the approved list. Appearing on the approved list

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is a prerequisite to receiving students funded through WIA individual training account vouchers. Colleges are addressing the desire to elevate program completion levels in a number of ways, including restructuring curricula to add short-term certificates built around skill sets needed for entry and advancement in the workplace. Student advisement is being strengthened. Data systems and student tracking approaches are being evaluated. ICCB staff implemented a streamlined approval process for short-term certificates to facilitate each college's ability to respond to the need for short-term training. Ongoing efforts are needed to increase data quality on current student intent/goal and student degree/certificate objective.

Conclusion

Community colleges exist to help individuals gain knowledge and skills that allow them to move forward and achieve their goals. The employer community considers education and training an important investment in the development of human capital.

To be successful in today's ever shifting, always competitive market, people count for more – they can make or break the best business strategy; be the driver or brake in adopting new technologies. People are not an implementation issue, nor just an operational or strategic asset. People are the raw resource around which business success revolves.

Chris Matthews, CEO, The Hay Group, Management Consulting

A well-educated and highly trained workforce and citizenry can make an important difference for organizations and contribute to businesses gaining a competitive advantage in the marketplace. Community colleges are a uniquely American phenomena developed to expand affordable higher education access. In recent years, community colleges have enjoyed greater recognition and visibility from external audiences for their role in providing skill building programs. For example, Jim Adams the Chairman of Texas Instruments notes that, "The community college system is an absolutely imperative part of the fabric of education in this country. It's the thing that helps us be competitive leaders in the world, and corporations like Texas Instruments have to retain competitive leadership throughout the U.S., throughout the world." (<http://www.aacc.nche.edu/allaboutcc/peopletalking.htm>). As Illinois and the nation face the new challenges in these changing economic times, community colleges look forward to partnering with education and workforce preparation partners to meet the education and training needs of the new millennium.

Community college officials continue to meet the challenges in today's society with strong academic; career and technical education; adult education and literacy; remedial; and noncredit programs. To maintain that strength, the colleges are asked to examine the issues that pertain to their programs in the 2002 edition of their Accountability and Program Review Reports.

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UNAPPROVED

Minutes of the 330th Meeting of the
Illinois Community College Board
September 21, 2001
Joliet Junior College
City Center Campus
Ballroom
214 North Ottawa Street
Joliet, Illinois

Item #1 - Roll Call and Declaration of Quorum

Vice Chairman Neely called the meeting to order at 9:45 a.m. Roll call was taken with the following members present: James Berkel, Inez Galvan, Laura Godwin, Dawood Nagda, Joseph Neely, Martha Olsson, Gwendolyn Rogers, Lee Walker, and James Zerkle. Edward Duffy and Delores Ray were absent.

Item #2 - Announcements and Remarks by Joseph Neely, Vice Chair

Vice Chair Neely thanked Joliet Junior College for hosting today's meeting of the ICCB and for the dinner and reception held last evening. Mr. Neely also welcomed Dawood Nagda as this year's ICCB Student Member.

Item #3 - Remarks by J. D. Ross, President, Joliet Junior College

President Ross made welcoming remarks to the Board and guests. He also identified many awards and recognitions Joliet Junior College has received during the past year in honor of Joliet Junior College's 100th Anniversary.

Item #4 - Committee Reports

Item #4.1 - Adult Education Transition Committee

James Berkel provided background information on the purpose of the committee and reported that the transition of adult education governance from the State Board of Education to the Illinois Community College Board is now completed. Eleven full-time staff are now employed and one more staff person will report to work on October 9 in Chicago.

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On August 9-10, an Adult Education Administrators Retreat was held to provide intensive training to program administrators on all aspects of program administration. All 114 funded providers were invited and evaluations of the Retreat were positive.

Transition News was published during the transition period. *Adult Education and Family Literacy News* will now be published to continue keeping the public informed.

Staff Development Institutes for the GED Online are being held. GED 2002 Start Up Pack and materials on the new test for GED teachers have been developed by the Adult Education Service Center Network. A math curriculum module has been developed and is being pilot tested at eight programs around the state.

Dr. Will Leinicke, President of the Illinois Adult and Continuing Educators Association, addressed the Board to express appreciation to the ICCB for its efforts in increased state funding by \$9 million for adult education in fiscal year 2002.

Item #4.2 - Funding Equity Study Committee

James Zerkle reported that all required work by ICCB staff has been completed and the Committee is now waiting for the final compilation by the Board of Higher Education staff. Joe Cipfl will be speaking with Keith Sanders regarding the final report.

Item #4.3 - Budget and Finance Committee

Martha Olsson reported that the committee met this morning and reviewed the financial statements for fiscal year 2001 (final) and fiscal year 2002. The statements include examination of ten funds.

Fiscal year 2001 ended on June 30, and the state general funds were reviewed in more detail. The general funds budget totals over \$319 million, and less than 1 percent was lapsed.

Fiscal year 2002 Office Budget issues were discussed. Over 80 percent of the office administration budget has been obligated or spent this fiscal year.

Item #5 - Board Liaison Reports

Item #5.1 - Status Report on the Statewide Leadership and Core Values Committee

Martha Olsson introduced Yvonne Singley. Ms. Singley reported on the success of Leadership and Core Values Institutes held to date and Illinois' demands for this training

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and national requests for information about the initiative. Currently, a national conference is planned for June 30-July 3, 2002, at the downtown Chicago Marriott Hotel. Ms. Singley also reported on the Center for Applied Ethics, Campus-based Programs, and Phase II of the Leadership and Core Values Initiative.

Item #6 - President/CEO's Report

Joe Cipfl welcomed Dawood Nagda to serve as ICCB Student Member for the coming year. Dawood is a student at Parkland College in Champaign.

Dr. Cipfl commended Yvonne Singley, ICCB Senior Director for Student and Instructional Development; Nick Kachiroubas, advisor to the Student Advisory Committee and a current member of the Board of Trustees at McHenry County College; and Jim White, coordinator of Illinois faculty advisors to Phi Theta Kappa and a faculty member at Prairie State College, for their work with the Student Advisory Council's Red Cross fund drive at each of our community colleges in response to the national crisis in New York City and Washington, D.C.

J.D. Ross was recognized for his leadership at Joliet Junior College and his efforts in the celebration events of JJC's 100th Anniversary. Appreciation was also expressed for hosting the ICCB meeting events last evening and this morning.

Dr. Cipfl commended members of the ICCB and emphasized the importance of their leadership in ensuring the education of all adults in Illinois.

Transfer of Postsecondary Perkins Funds from the Illinois State Board of Education to the Illinois Community College Board is currently underway. State and federal resources in the amount of approximately \$27 million will be administered by the ICCB.

On September 28, a groundbreaking will be held at the East St. Louis Community College Center (ESLCCC). During the past session, the General Assembly approved \$24 million for the expansion of the Center and the creation of a new Center to be called the East St. Louis Higher Education Center. This new Center will include Illinois community colleges, Southern Illinois University-Edwardsville, and a One-Stop Workforce Development Center. Community college enrollments at ESLCCC in the past year have increased 16 percent. There are currently 1,055 individuals being served with community college programs, charter school, a pre-school program, and workforce development programs in school district #189. We are serving almost 200 individuals at the correctional center in East St. Louis and there are another 900 students in off-campus programs in neighboring colleges. Southeastern Illinois College, Southwestern Illinois College, Kaskaskia College, Rend Lake College, Shawnee Community College, and Lake Land College are currently offering programs at the Center. Southern Illinois Collegiate Common Market is the administrator.

Item #7 - Advisory Organizations

Item #7.1 - Student Advisory Committee

Dawood Nagda expressed appreciation to the Board for the opportunity to serve as its Student Member for the coming year.

Dawood reported on activities of the Student Advisory Committee meeting on September 7 and conveyed the commitment of students who serve on SAC.

He also commended the Board on the "Promise for Illinois" and the IAI initiative.

Item #7.2 - Illinois Community College Trustees Association

Gary Davis distributed *ICCTA Board Highlights* which included tributes to recent deaths of Highland Community College president Ruth Smith and Illinois Central College trustee Louis Owens.

A New Trustee Orientation is scheduled for October 18-19 in Springfield.

A Trustees Institute is scheduled for November 2. On November 1, an evening reception is scheduled at the Governor's Mansion.

Dr. Davis thanked the membership of the Illinois Community College Board for taking the leadership on the Economic Impact Study.

On September 8, the Trustees adopted a Resolution reaffirming the willingness of community colleges to work in partnership with the K-12 sector to address the needs of noncollege-bound and low-achieving students.

Trustees encourage cooperation for system colleagues to work together.

* * * *

ICCB Vice Chairman Neely commended Gary Davis on his leadership to the Trustees.

* * * *

Item #7.3 - Presidents Council

Gretchen Naff reported that the Council has an active agenda for the coming year. The first act of the Council at its September meeting was to honor Highland Community College President Ruth Smith who recently passed away.

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Some Council committees will continue and new ones will be formed. The Council will address the Economic Impact Study, articulation, part-time faculty, dual credit, workforce, ISAC, ICN, Online, adult education, tech prep, P-16, capital funding, and others.

Item #7.4 - Illinois Community College Faculty Association

Leo Welch reported that the November 1-2 Teaching/Learning Conference was discussed at the Faculty Association's August meeting.

Also addressed were the Board of Higher Education reports on faculty and civil service salaries in Illinois colleges and universities and the Illinois Articulation Initiative.

Comments were provided on the Knight's education collaboration to be held on October 12.

Mr. Welch serves on the Illinois Board of Higher Education Higher Education's Faculty Advisory Committee, and he reported on the responsibilities of that committee. The committee previously had eight seats reserved for community college representatives and, at the past May meeting, Mr. Welch was successful in passing a motion to increase the number of community college seats to 12.

He encouraged the reactivation of the Illinois Community College System's "Legislative Task Force."

Item #8 - Fiscal Year 2003 Community College System Budget Issues

Chairman Duffy and Joe Cipfl will participate in the Governor's Cabinet meeting in Oak Brook on September 22 to discuss the state's funding status for fiscal year 2003.

Don Wilske presented an overview of fiscal year 2003 community college system budget issues.

Lee Walker made the following motion, which was seconded by Gwendolyn Rogers:

The Illinois Community College Board hereby endorses the following priorities for the Fiscal Year 2003 Illinois Community College System budget request:

- < Base Operating Grant
- < Equalization Grant
- < Workforce Development
- < P-16 Initiative Grant
- < Advanced Technology Grant

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and directs its President/CEO, in agreement with the Board Chair, to develop the budget request in light of these priorities.

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

Item #9 - Illinois Community College System Results Report - Fiscal Year 2001

Carol Lanning reported on the third annual *Illinois Community College System Results Report* to the Illinois Board of Higher Education. The report summarizes actions taken or planned by Illinois community colleges in support of the statewide goals for higher education as identified in the IBHE's *Illinois Commitment: Partnerships, Opportunities, and Excellence*.

Item #10 - Advancing Opportunities Program (Final Report)

Beverly Waldrop reported on the success of the nine-year community college Opportunities program which concluded on June 30, 2001.

The Opportunities program began in fiscal year 1993 and was the Illinois community colleges' response to the challenges of the early welfare-to-work movement and later the Personal Responsibility and Work Opportunity Reconciliation Act (Welfare Reform) of 1996.

The Illinois Community College Board and System, in partnership with the Illinois Department of Human Services, created a model program that was nationally recognized and emulated, served the students of Illinois and, more importantly, made a difference in the lives of individuals by preparing them with skills to become economically self-sufficient.

Item #11 - Consent Agenda

Laurna Godwin made the following motion, which was seconded by Inez Galvan:

The Illinois Community College Board hereby approves the following items listed below:

Item #11.1 - Minutes of the June 15, 2001 Meeting

The Illinois Community College Board hereby approves the minutes of the June 15, 2001 meeting as recorded.

Item #11.2 - Illinois Community College Board Appointments to the Joint Education Committee

The Illinois Community College Board hereby reappoints Edward Duffy and Joseph Neely to represent the Illinois Community College Board on the Joint Education Committee. Inez Galvan and James Zerkle are hereby appointed to serve as alternate Illinois Community College Board representatives.

Item #11.3 - Illinois Community College Board Appointment to the Midwestern Higher Education Commission

The Illinois Community College Board hereby reappoints Lee Walker as the Illinois Community College Board Member to serve on the Midwestern Higher Education Commission.

Item #11.4 - 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

Danville Area Community College

< Golf Course Equipment Technician Certificate (37 semester credit hours)

Joliet Junior College

< Massage Therapy AAS (64 semester credit hours)

< Massage Therapy Certificate (49 semester credit hours)

Kaskaskia College

< Certified Respiratory Therapist AAS (70 semester credit hours)

Prairie State College

< Personal Trainer Certificate (34 semester credit hours)

Rock Valley College

< Electrician Apprenticeship AAS (64 semester credit hours)

Southwestern Illinois College

< Human Services Technology AAS (64 semester credit hours)

The following colleges were approved to offer programs on a temporary basis for a period of two years and now request permanent approval of these programs.

Illinois Eastern Community Colleges

< Computer Networking Specialist Certificate (12 semester credit hours)

TEMPORARY PROGRAM APPROVAL

Parkland College

< Massage Therapy Certificate (38 semester credit hours)

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

Item #11.5 - Certification of Eligibility for Special Tax Levy(Chapter 122, Paragraph 3-14.3)

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2001 or fiscal year 2002 and (2) had combined educational and operations and maintenance purposes tax rates less than 25.21 cents per \$100 of equalized assessed valuation and are, therefore, eligible to levy at a combined educational and operations and maintenance purposes rate up to and including 25.21 cents per \$100 of equalization assessed valuation in accordance with the provisions of Section 3-14.3 of the Public Community College Act:

Black Hawk College
City Colleges of Chicago
Highland Community College
Illinois Eastern Community College
Illinois Valley Community College
Kankakee Community College
Kaskaskia College
Lake Land College
Lewis and Clark Community College
Prairie State College
Rend Lake College
Carl Sandburg College
South Suburban College
Southwestern Illinois College
Spoon River College
John Wood Community College

Item #11.6 - Proposed Emergency Amendments to Illinois Community College Board Rules Concerning Foundation Matching Grants

The Illinois Community College Board hereby adopts and approves the following emergency rules and authorizes its President/CEO to process these amendments in accordance with the Illinois Administrative Procedures Act and distribute to the community college system and community college foundations.

SUBPART F: FINANCE

1501.523 Foundation Matching Grants

- a) An eligible community college foundation, as referred to in this subsection, is defined as a 501c3 entity formed to benefit a community college district, students, and taxpayers of a community college district as provided for in the Public Community College Act and meets the criteria to receive an award as provided for in these rules. A foundation shall establish its eligibility by submitting a copy of its articles of incorporation (the first year of application only), a copy of its most recent signed federal 990 tax return and a copy of the foundation's most recently completed external audit with the other components of an application.
- b) Requests for foundation matching grant awards (herein referred to as challenge grants) must be submitted in a format prescribed by the ICCB no later than December 1 of each year.
- c) Each community college foundation shall have the opportunity to apply for a \$25,000 challenge grant. The award amount shall be prorated to a reduced amount if sufficient funds are not available in the state's Academic Improvement Trust Fund to provide an initial grant of \$25,000 to those eligible foundations that submit an application no later than December 1.
- d) In order to be eligible to receive a challenge grant, the community college foundation board must establish, as part of the application process, that the foundation board has:
 - 1) established an academic improvement trust fund as a depository for private contributions and awarded challenge grants, and
 - 2) \$3 of local match available (contributions received after July 1, 1999, for the purpose of matching the state challenge grants) for each \$2 of state funds, and
 - 3) raised a minimum of \$10,000 from private sources and the contributions must be in excess of the total average annual cash contributions made to the community college foundation in the three fiscal years before July 1, 1999 (fiscal years 1997, 1998, 1999).

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- e) Any unmatched excess funds remaining in the state's Academic Improvement Trust Fund, on April 1st of the fiscal year in which an appropriation is received, for community college foundations after the award of the initial \$25,000 challenge grants will be available for matching by any community college foundation. No community college foundation will receive more than \$100,000 in challenge grants in any one state fiscal year.
- f) The community college foundation board is responsible for determining the use of the proceeds of the challenge grants and such uses may include 1) scientific equipment, 2) professional development and training for faculty, and 3) student scholarships and other activities appropriate to improving the quality of education at the community college. The community college foundation may not use the proceeds of the challenge grant for a capital campaign or program.
- g) Each community college foundation receiving grant funds shall file a report with the ICCB in a format prescribed by the ICCB detailing how the funds were utilized within 60 days of the foundation's fiscal year end and submit a copy of the external audit of the fiscal year just ended as soon as it is completed.

Item #11.7 - Proposed Illinois Community College Board Workforce Development Advisory Committee

The Illinois Community College Board hereby approves the establishment of the Workforce Development Advisory Committee and authorizes the President/CEO to appointment members to serve on the committee and staff to support its work.

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

Item #12 - Information Items

Item #12.1 - Fiscal Year 2001 Financial Statements (June-August/Final)

The financial statements are provided for Board information.

Item #12.2 - Fiscal Year 2002 Financial Statements (June-August)

The financial statements are provided for Board information.

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Item #12.3 - Illinois Community College Board Advisory Committee Membership Appointments

The Board received a listing of the ICCB advisory committee membership on the Finance Advisory Committee, MIS/Research Advisory Committee, and Program Advisory Committee for fiscal year 2002 as appointed by the President/CEO.

Item #12.4 - Status Report on the Plan for Enhancing the Role of Community Colleges in Teacher Preparation/Quality

At a Board Retreat in December 2000, Teacher Preparation/Quality was identified as one of the Board's top priorities. Three goals were identified to guide initial implementation of a plan to enhance the role of the colleges in this initiative.

This report was presented to the Board as information on how the staff are involved in activities and initiatives that relate directly to the accomplishment of the three goals.

Item #14 - Adjournment

Martha Olsson made a motion, which was seconded by Inez Galvan, to adjourn the meeting at 12:05 p.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Joseph J. Neely
Vice Chair

Joseph J. Cipfl
President/CEO

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 listed below:

PERMANENT PROGRAM APPROVAL

Illinois Central College -

< General Motors-Automotive Service Excellence AAS degree (72 semester credit hours)

Heartland Community College

< Electrician Apprenticeship AAS degree (66 semester credit hours)

The following college was approved to offer programs on a temporary basis for a period of two years and now requests permanent approval of the following program.

Rock Valley College

< Practical Nursing Certificate (36 semester credit hours)

BACKGROUND

Illinois Central College is seeking regional approval to offer a 72 semester credit hour "General Motors-Automotive Service Excellence" Associate in Applied Science degree program. This program meets the curriculum standards set-forth by the National Automotive Technicians Education Foundation (NATEF) and prepares students for employment as ASE certified technicians for General Motors automotive dealerships. The curriculum consists of coursework in electrical systems, automotive suspension, steering, brakes and alignment, transmissions, ignition systems, internal combustion engines, emissions and driveability, fuel systems, manual drivetrains, and automotive HVAC, in addition to general studies and a required work-based learning component that allows students to work on location at local GM dealers. The college anticipates a projected enrollment of 20 full-time students each year for the first three years. Labor market information provided by the college supports the need for automotive mechanics both districtwide, regionally and statewide. The proposed regional program includes the districts of Black Hawk College, Carl Sandburg College, Heartland Community College, Illinois Valley

Community College, John Wood Community College, Spoon River College, Danville Area Community College, and Illinois Central College. Students from any of these districts will have the opportunity for admissions into this program. The program will require one existing full-time faculty person the first year and one additional full-time faculty person the second year. The program will cost approximately \$10,000 the first year and \$40,000 the second year. Higher second year costs reflect salaries for additional staff and equipment purchases.

Heartland Community College is seeking approval to offer a 66 semester credit hour “Electrician” Associate in Applied Science degree program. This program is a cooperative effort proposed by the college and the Joint Apprenticeship and Training Committee (JATC) of the International Brotherhood of Electrical Workers (IBEW) Local Union 197 for the purpose of broadening the educational opportunities for individuals admitted into the Electrician Apprenticeship program. The program will prepare students for employment as journeymen electricians in industrial, commercial and residential construction, and repair and maintenance settings. The curriculum consists of technical coursework in electrical code and theory, lighting and transformers, motors and wiring systems, DC and AC systems, electronics circuitry, motor control, power control and advanced studies in specialty electrical systems, in addition to general education studies. The college anticipates a projected enrollment of 76 part-time students the first three years of the program. Labor market information provided by the college supports the need for skilled electricians within the district and statewide. The program will require one existing full-time faculty person and two new part-time faculty the first year. The program will cost approximately \$20,500 the first year, \$22,960 the second year, and \$25,500 the third year.

Temporary to Permanent Approval Recommendations

Last year, the ICCB granted approval to several colleges to offer programs on a temporary basis for a period of one year. In seeking permanent program approval, the colleges have been asked to review their programs and report on their progress, including meeting projected benchmarks, identifying program strength/weaknesses, and recommendations for program improvement. Below is a summary of each program’s performance during this trial period.

Staff have reviewed the applications for permanent approval and find that all of the programs exceed their projected benchmarks for enrollments, completions, and job placements and, therefore, permanent approval is recommended.

Rock Valley College is seeking permanent approval to offer a 36 semester credit hour “Practical Nursing” certificate program. The program was approved on a temporary basis June 18, 1999, for a two-year period. This program prepares students for employment as licensed practical nurses in hospitals, physician’s offices, short- and long-term care facilities, as well as in a variety of other healthcare settings. The program’s curriculum, redesigned since its temporary approval, includes the most current instruction in practical nursing theory and practices, including coursework in anatomy, pharmacology, psychology, nutrition, geriatric, maternal child and

pediatrics issues, and leadership for practical nurses. The curriculum was approved by the Illinois Department of Professional Regulation-Board of Nursing in May 2000. The college has met its objectives by maintaining a practical nurse education program in its district during the temporary period, by redesigning and updating the original curriculum as it was offered through the Rockford Public School district, by addressing the requirements of the Illinois Articulation Initiative Nursing Model Curriculum, by developing and implementing a bridge program between the practical nurse program and the Associate Degree Nursing program at Rock Valley College, and by exceeding the IDPR's minimum requirements for pass rates on the NCLEX-PN examination for the 1999 graduating class.

The program has also met its proposed benchmarks for enrollments, completions, and job placements. Twenty students were admitted into the program for fall 2000, 18 students completed the program and 17 of those students had gained employment or had offers of employment pending in nursing.

TEMPORARY PROGRAM APPROVAL

Southern Illinois Collegiate Common Market - IBEW Professional Inside Wiremen AAS degree
(67-69 semester credit hours)

BACKGROUND

The Southern Illinois Collegiate Common Market (SICCM), including John A. Logan College, Rend Lake College, Southeastern Illinois College, and Shawnee Community College, is requesting temporary approval to offer an "IBEW Professional Inside Wireman" Associate of Applied Science degree program. This program is a cooperative effort proposed by the SICCM colleges and the Joint Apprenticeship and Training Committee (JATC) of the International Brotherhood of Electrical Workers (IBEW) Local Union 702 for the purpose of broadening the educational opportunities for individuals admitted into the Electrician Apprenticeship program. The program will prepare students for employment as journeymen electricians in industrial, commercial and residential construction, and repair and maintenance settings. The curriculum varies in credit hours among the colleges ranging from 67-69 total credit hours and consists of technical coursework in electrical code and theory, lighting and transformers, motors and wiring systems, DC and AC systems, electronics circuitry, motor control, power control and advanced studies in specialty electrical systems, in addition to general education studies. The program will allow, through a capstone option, students to continue their education at Southern Illinois University at Carbondale towards a four-year degree. SICCM is requesting temporary approval to allow the consortium to substantiate the long-term needs of the program. Currently, the consortium expects 14 students per class to be admitted into the program. Permanent approval for this program will be considered at the end of a period of three years, based on program outcomes.

INFORMATION ITEM - BASIC CERTIFICATE APPROVAL

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

- Illinois Eastern Community Colleges - Psychiatric Rehabilitation Certificate (14 semester credit hours)

Illinois Community College Board

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

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. During fiscal year 2001, seven community colleges underwent in-depth recognition evaluations. Three of these colleges were recommended for continued recognition status at the June 15, 2001 ICCB meeting. Three more colleges are recommended for continued recognition status at this time. One more college from the fiscal year 2001 group will be presented at the January 2002 ICCB meeting. 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:

Danville Area Community College, District #507
Triton College, District #504
Waubonsee Community College, District #516

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.

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

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

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

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

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

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

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

Illinois Community College Board

**PROPOSED AMENDMENTS TO
ILLINOIS COMMUNITY COLLEGE BOARD RULES
CONCERNING REASONABLE AND MODERATE EXTENSIONS**
(Final Approval)

At its October 2000 meeting, the Illinois Community College Board approved a new policy regarding approval of short-term occupational certificate programs. Under this new policy, two categories of certificate programs of less than 30 hours were established: short-term certificate programs of less than seven semester credit hours and basic certificate programs of between seven and 29 semester credit hours. The new policy allows short-term certificate programs of less than seven hours to be created by a college if the college has previous approval to offer one or more programs in the same two-digit CIP category. This constitutes a new form of reasonable and moderate extension of existing programs and, thus necessitates an amendment to the Illinois Community College Board Administrative Rules. The following proposed rule modification was presented to the Board and the system in January 2001 for review and comment and again in March 2001 for initial approval. No opposition has been received. The item is, therefore, presented for the Board's final approval to be forwarded to the Joint Committee on Administrative Rules.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

SUBPART C: PROGRAMS

Section 1501.302 Units of Instruction, Research, and Public Service

- a) Approval of New Units of Instruction. Each proposed new unit of instruction shall be submitted to the ICCB for approval. The criteria for approval of new units of instruction, which also apply to existing programs offered by community colleges are:

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- 1) Mission and Objectives.
 - A) The objectives of the unit of instruction are consistent with the mission of the college as set forth in Section 1-2(e) of the Public Community College Act.
 - B) The objectives of the unit of instruction are consistent with what the title of the unit of instruction implies.
- 2) Academic Control.
 - A) The design, conduct, and evaluation of the unit of instruction are under the direct and continuous control of the college's established processes for academic planning and quality maintenance, and clear provision is made for ensuring a high level of academic performance of faculty and students.
 - B) The admission, course placement, and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction and with Section 3-17 of the Act where applicable.
- 3) Curriculum. The content of the curriculum ensures that the objectives of the unit of instruction will be achieved.
 - A) The range of total number of credit hours required for completion of an associate degree curriculum shall be within the following parameters:
 - i) For the Associate in Arts degree and the Associate in Science degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent;
 - ii) For the Associate in Fine Arts and the Associate in Engineering Science degree, a total requirement of not less than 60 semester credit hours nor more than 68 semester credit hours or the quarter credit hour equivalent;
 - iii) For the Associate in Applied Science degree, a total requirement of not less than 60 credit hours nor more than 72 semester credit hours or the quarter credit hour equivalent, except in such occupational fields in which accreditation or licensure by a state or national organization requires additional coursework; and

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- iv) For the Associate in General Studies degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent.
- B) Each associate degree curriculum shall include a specific general education component consisting of coursework in communication, arts and humanities, social and behavioral sciences, and mathematics and science within the following parameters:
- i) For the Associate in Arts degree and the Associate in Science degree, the general education component required will represent at least 37 semester credit hours or the quarter hour equivalent for completion;
 - ii) For the Associate in Fine Arts degree, the general education component required will represent at least 25 semester credit hours or the quarter hour equivalent for completion;
 - iii) For the Associate in Engineering Science degree, the general education component required will represent at least 19 semester credit hours or the quarter hour equivalent for completion;
 - iv) For the Associate in Applied Science degree, the general education component required will represent at least 15 semester credit hour or the quarter hour equivalent for completion; and
 - v) For the Associate in General Studies degree, the general education component required will represent no less than 20 semester credit hours or the quarter hour equivalent for completion.
- 4) Faculty and Staff.
- A) The academic preparation and experience of faculty and staff ensure that students receive education consistent with the objectives of the unit of instruction.
 - B) The involvement of faculty in the unit of instruction is sufficient to cover the various fields of knowledge encompassed by the curriculum, to sustain scholarship appropriate to the unit of instruction, and to ensure curriculum continuity.

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C) Support personnel, including counselors, administrators, clinical supervisors, and technical staff, have the educational background and experience necessary to carry out their assigned responsibilities.

5) Support Services.

A) Facilities, equipment, and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computation equipment) necessary to provide quality instruction will be available and maintained.

B) Library holdings and acquisitions necessary to support quality instruction and scholarship are available, accessible, and maintained.

C) Provision is made for the guidance and counseling of students, the evaluation of student performance, the continuous monitoring of progress of students toward their degree or certificate objectives, the placement of completers of the unit of instruction, and appropriate academic recordkeeping.

6) Financing.

A) The financial commitments to support the unit of instruction are sufficient to ensure that the stated objectives can be attained and that the faculty, staff, and support services necessary to offer the unit of instruction can be acquired and maintained.

B) Projections of revenues necessary to support the unit of instruction are based upon supportable estimates of general revenue, student tuition and fees, private gifts, and/or governmental grants and contracts.

7) Public Information.

The information that the college provides to students and the public accurately describes: the unit of instruction offered; the objectives of the unit of instruction; length of the unit of instruction; residency requirements, if any; schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction; cancellation and refund policies; and such other material facts concerning the college and the unit of instruction as are likely to affect the decision of the student to enroll.

8) Accreditation and Credentialing.

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- A) Appropriate steps have been taken to ensure that accreditation of the proposed new unit of instruction will be granted in a reasonable period of time.
 - B) The proposed new unit will provide the skills required to obtain individual credentialing (certification, licensure, registration) needed for entry into an occupation as specified in the objectives of the proposed new unit of instruction.
- 9) Program Needs and Priorities.
- A) The unit of instruction must be educationally and economically justified based on the educational priorities and needs of the citizens of Illinois and the college's district.
 - B) The unit of instruction meets a need that is not currently met by units of instruction which are offered by other institutions in the district.
- b) Approval of New Administrative Units of Research or Public Service. An application for approval of each proposed new administrative unit of research or public service shall be submitted to the ICCB on forms provided by the ICCB. The criteria for approval of new administrative units of public service or research are:
- 1) The proposed new administrative unit shall be authorized by the board of trustees.
 - 2) The objectives of the proposed new administrative unit are consistent with the mission of the college [see Section 1-2(e) of the Act].
 - 3) The proposed new administrative unit shall meet a district's need to deliver a public service or research program which cannot be met through the district's current structure as indicated by an organizational chart.
 - 4) The proposed new administrative unit shall administer at least one public service or research program.
 - 5) The needs assessment demonstrates that the demand for the public service or research program to be administered by the proposed new unit shall be continuous for at least three years.
 - 6) The district shall provide evidence that the resources for the facilities, equipment and materials, and staff necessary to provide a quality program or service shall be made available to the proposed new administrative unit.

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- c) Withdrawal. An approved unit of instruction, public service, or research may be withdrawn by the college when it decides to suspend operation of the unit. The withdrawal request shall be reported on forms supplied by the ICCB.

- d) Reasonable and Moderate Extensions.
 - 1) An approved unit of instruction, public service, or research may be modified by the college within the parameters listed in subsection (d)(2) through (4). The college shall notify the ICCB of such extensions on forms provided by the ICCB.

 - 2) Reasonable and moderate extensions of previously approved units of instruction include:
 - A) The addition, modification, or withdrawal of courses within an approved unit of instruction which does not alter the objectives of the unit of instruction.

 - B) A change in minimum credit hours for completion of an approved unit of instruction that does not affect the instructional level of the unit of instruction.

 - C) A change in title of an approved unit of instruction that does not indicate a different objective of the unit than that previously approved.

 - D) The creation of an option (major, concentration, or specialization) within an approved unit of instruction in which:
 - i) the option created is within the same general academic discipline or occupational field as the previously approved unit of instruction,

 - ii) the option created within a previously approved associate degree curriculum shares a common core of first-year courses with the previously approved unit of instruction, and

 - iii) the option created does not substitute more than 15 semester credit hours of other courses for courses previously approved as part of an associate degree curriculum or cluster of closely related curricula; e.g., from the same four-digit CIP code or substitute more than 9 semester credit hours of other courses

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for courses previously approved as part of a certificate curriculum (or closely related cluster) of 30 semester credit hours or more.

- E) The creation of certificate curricula from previously approved associate degree curricula and certificate curricula, including closely related curricula; e.g., from the same four-digit CIP code, providing no more than 6 semester credit hours are substituted for certificates of up to 30 semester credit hours or no more than 9 semester credit hours are substituted in certificates of 30 semester credit hours or more.
 - F) The creation of a certificate curricula of less than seven semester credit hours from previously approved associate degree curricula and certificate curriculum from the same two-digit CIP code.
- 3) Reasonable and moderate extensions of previously approved units of research or public service include units with an annual operating expenditure from whatever source of less than \$250,000 or an annual operating expenditure from state appropriations of less than \$50,000.
 - 4) Reasonable and moderate extensions of previously approved units of administration include any administrative reorganization of a college.
- e) Approval in a Multicollge District. Approval of new units of instruction, research, or public service in a multicollge district will be for a specific college. Transfer of a unit to, or duplication of a unit by, other colleges within the district constitutes a new unit requiring approval by the ICCB. However, up to 9 hours of a program approved at one college may be offered by any other college in the district at the option of the Board.
 - f) When a college no longer offers an approved unit of instruction to additional new students, that unit of instruction shall be reported to the ICCB and shall be removed from the college catalog and other documents advertising the program offerings to the public.
 - 1) An inactive unit of instruction shall be maintained on the ICCB Curriculum Inventory File with the date that it became inactive for a period of at least ten years. The effective date that a unit of instruction becomes inactive shall be determined by the college.
 - 2) A unit of instruction that has been inactive for less than three years may be reactivated by the college once it has completed the following:

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- A) Obtained approval to reactivate the program from its chief executive administrator.
 - B) Obtained approval to reactivate the program from agencies that license, certify, or accredit the program, if appropriate.
 - C) Submitted a notification to the ICCB.
- 3) A unit of instruction that has been inactive for three to ten years may be reactivated by the Executive Director of the ICCB if the college has completed the following:
- A) Obtained approval to reactivate the program from its chief executive administrator.
 - B) Obtained approval to reactivate the program from agencies that license, certify, or accredit the program, if appropriate.
 - C) Demonstrated through local surveys or state labor market data that the labor market demand and supply shows a need for graduates of the program.
 - D) Conducted a review of the program with representatives from business and industry including on-site visits and advice regarding current technologies and equipment.
 - E) Demonstrated, in accordance with subsections (a)(5) and (a)(6) of this Section and Section 1501.510, that the college has adequate facilities, equipment, and financial resources to offer a quality program.
 - F) Demonstrated, in accordance with Section 1501.303(f), that the college has available qualified faculty to provide the instruction for the program.
 - G) Submitted a request for the reactivation to the ICCB.
- 4) A unit of instruction that has been inactive for over ten years may be reactivated by following the new unit approval process described in subsection (a) of this Section.
- g) Discontinuation of Programs. The ICCB may discontinue programs which fail to reflect the educational needs of the area being served as follows:

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- 1) Programs that do not meet standards of need, quality, and cost effectiveness may be discontinued by the ICCB. This determination shall be made based on review and collective findings of information available to the ICCB through ICCB and IBHE program review, evaluation, and productivity processes; the ICCB Management Information System; and other sources of pertinent information on the following criteria:
 - A) Program need, including educational priorities of the district, accessibility, credit hours generated, enrollments, completions, and labor market supply and demand.
 - B) Program quality, including job placement or education continuation, program content, academic control, faculty qualifications, and accreditation and credentialing.
 - C) Program costs, including adequacy of financial support and unit costs.
- 2) The ICCB will utilize special state-level analyses to identify programs that appear to be of questionable need, cost, or quality based on state data. Programs identified through state-level analysis will be referred to the colleges to enable them to evaluate the programs in detail in their normal process and to obtain the results and comments from the local level.
- 3) The ICCB will notify college districts of programs being considered for discontinuation and shall grant the district 60 days to respond to concerns regarding the program in question prior to action by the Board. This information shall be taken into account in determining if a program should be discontinued by the ICCB.
- 4) Once a program is discontinued by the ICCB and the appeal process is concluded, the college must inactivate the program by not enrolling any additional new students and develop a plan for an orderly discontinuation of the program for students currently enrolled. Programs discontinued by the ICCB may be reestablished by obtaining approval as a new unit of instruction under subsection (a) of this Section.

Illinois Community College Board

**BOARD RESOLUTION ALLOWING ICCB EMPLOYEES TO ENROLL
IN PRE-TAX PURCHASES OF SERVICE CREDIT FOR RETIREMENT
THROUGH PAYROLL DEDUCTION**

The State Universities Retirement System has implemented a pre-tax purchase of service credit program. The ICCB can elect to participate for the benefit of the employees so they can purchase service credit and repay refunds on a tax deferred basis through irrevocable payroll deduction.

RECOMMENDED ACTION

It is recommended that the following resolution be adopted:

RESOLUTION OF THE ILLINOIS COMMUNITY COLLEGE BOARD.

WHEREAS, the Illinois Community College Board is an employer whose employees participate in the State Universities Retirement System (the "System") pursuant to the Illinois Pension Code (the "Employer");

WHEREAS, the Illinois Community College Board (the "ICCB") has determined that it would be in the best interest of its employees to provide a pick-up of employee contributions under Section 414(h)(2) of the Internal Revenue Code of 1986 for contributions that are made for the purpose of purchasing service credit under §15-113.1 through §15-113.7 (excluding §15-113.4) of the Illinois Pension Code (the "Code") or for the propose of re-depositing amounts withdrawn under §15-154 of the Code;

WHEREAS, in order to effectuate this pick-up, the ICCB must adopt a resolution to pick up the member's contributions made pursuant to a binding, irrevocable payroll deduction authorization; and

WHEREAS, the contribution picked up by the Employer must be payable from the same source as is used to pay compensation to the employee;

NOW THEREFORE, BE IT RESOLVED BY THE ILLINOIS COMMUNITY COLLEGE BOARD AS FOLLOWS;

Section 1. That employee contributions made (pursuant to a binding irrevocable payroll deduction authorization to have such contributions picked up) for the purpose of purchasing service credit under §15-113.1 through §15-113.7 (excluding §15-113.4) of the Code and for the propose of re-depositing amounts withdrawn under §15-154 of the Code, even though designated as employee contributions for state law purposes, are being paid by the Employer to in lieu of the contributions by the employee.

Section 2. That, if the employee desiring to have contributions picked up executes an irrevocable, binding payroll deduction with respect to these contributions, the employee shall not be entitled to any option of choosing to receive the contributed amounts directly instead of having them paid by the Employer to the System.

Section 3. That, with respect to any employee's contributions, the effective date of the pick-up by the Employer is later of:

- (a) the date of adoption of the resolution;
- (b) the effective date of this resolution; or
- (c) the execution of the payroll deduction authorization form by both parties.

This pick up does not apply to any contributions that relate to compensation earned for services before the effective date.

Section 4. That any payroll deduction authorization in effect as of the effective date of this resolution is void and that an employee who wishes to have payroll deductions made for the purpose of purchasing service credit or redepositing withdrawn amounts must follow the procedures specified in Section 5 of the resolution.

Section 5. That an employee who wishes to redeposit amounts previously withdrawn from the system or to purchase certain service credit shall make the following series of elections with regard to these actions;

- The employee may elect a lump sum payment, a series of installments, or a combination of a lump sum payment followed by a series of installments.
- With respect to installments payable by payroll deduction, the employee must execute a binding irrevocable payroll deduction authorization to have these installment contributions picked up by the participating employer.

Section 6. That contributions made pursuant to Section 5(b) of this resolution are designated as being picked up by the employer and paid from the same source as the payment of salary to these employees.

Section 7. That this resolution takes effect November 1, 2001.

Adopted this 26th day of October, 2001, by the Illinois Community College Board.

BACKGROUND. In 1998, the State Universities Retirement System (SURS) submitted a request to the Internal Revenue Service (IRS) requesting approval of a proposal to allow its members to purchase service credit and repay refunds on a pre-tax basis through payroll deduction. In April 2001, the IRS approved the plan if the member's employing body approved a resolution allowing for the deductions.

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SURS members can participate in the program if their employer passes the resolution, they are currently employed, the member has received earnings in at least nine of the last twelve months, and the minimum monthly salary must accommodate a deduction of at least \$50. The deductions can only be stopped if the employee is terminated or resigns, becomes disabled, or dies.

The earliest an employee can elect to participate in the program is January 2002.

Illinois Community College Board

**TUITION PAYMENT PROGRAM FOR WARDS OF THE STATE:
AN INTERAGENCY AGREEMENT BETWEEN THE
ILLINOIS COMMUNITY COLLEGE BOARD
AND DEPARTMENT OF CHILDREN AND FAMILY SERVICES**

The Illinois Community College Board (ICCB) has entered into an Interagency Agreement with the Illinois Department of Children and Family Services (DCFS) to sponsor a tuition payment program for eligible Wards of the State. This program provides youth, ages 18 to 21, an opportunity to obtain a community college education as they move from the DCFS foster home care system to independent adulthood. The program helps these students reach their educational and career goals by offering tuition payment for up to four semesters toward the completion of a certificate or degree program at a community college. For fiscal year 2002, DCFS has contracted with ICCB to disperse up to \$150,000 to pay tuition costs for eligible students. The features of this agreement are indicated below and will be renegotiated each fiscal year.

Under this program, DCFS will:

- Encourage the utilization of this tuition payment program with DCFS caseworkers and care-givers, private agency caseworkers and care-givers, and among youth considered eligible to participate;
- In collaboration with ICCB, develop an eligibility and intake system for community colleges to use to verify the status of youth as Wards and to request tuition payment;
- Ensure that Wards of State have the appropriate documentation verifying their status prior to enrollment in community colleges; and
- Maintain contact with Wards in community colleges to ensure students are complying with the requirements of this program.

Under this program, the ICCB will:

- Notify community colleges of the tuition payment program and its purpose;
- Establish a vouchering system whereby community colleges can receive tuition payment for DCFS Wards attending community colleges;
- Encourage community colleges to actively work with DCFS Wards to ensure that financial advising and support services are timely and appropriately provided;
- Encourage community colleges to provide supportive services necessary to ensure successful

educational experiences for Wards of the State;

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- Maintain fiscal records documenting tuition payments including names of Wards, community colleges attended, dates of tuition coverage, credit hours attempted and earned, and dollar amounts of payment requested; and
- Provide reports on July 1 and January 1 to DCFS documenting the number of Wards and tuition costs by specific community college requesting tuition payments under this program.

Under this program, community colleges will:

- Provide career, transfer, and financial aid advising and other services to facilitate student success;
- Offer special support services (e.g., tutoring) and other direct services, if deemed necessary;
- Designate a person to advise students who are clients of DCFS;
- Submit information to DCFS on each Ward at the community college, including name, social security number, program of study, grade point average and course completion information; and
- Bill ICCB for the tuition costs for each Ward.

Under this program, students who are Wards of the State will:

- Submit an application to the community college requesting initial or continued tuition payment each semester and documentation showing acceptable academic status and number of credit hours completed during the last term of enrollment at the college;
- Provide verification of Ward status to the community college;
- Be prepared to pay for fees, books, and instructional materials upon enrollment; and
- Maintain a record of good academic standing as defined by the community college and submit grades to DCFS and ICCB each semester.

Currently, the DCFS and ICCB staffs are meeting on a regular basis to jointly develop processes and forms to ensure that the features of this program are implemented to meet the needs of this student population. Periodic reports as required by this agreement will be submitted to the Illinois Community College Board.