

Illinois Community College Board

**350th Meeting
Agenda and Materials**

Business Session

**February 20, 2004
9:00 a.m. - 12:00 p.m.**

**William Rainey Harper College
Conference Center
1200 West Algonquin Road
Palatine, IL**



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Agenda
350th Meeting of the
Illinois Community College Board
Business Session
William Rainey Harper College
Conference Center
1200 West Algonquin Road
Palatine, Illinois

February 20, 2004

Committee Meetings

7:30 a.m. - Adult Education and Family Literacy Committee - Room W-201

8:15 a.m. - Budget and Finance Committee - Room W-202

9:00 a.m. - 12:00 noon - Business Meeting - Rooms W-214 and W-215

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Illinois Community College Board

**STATUS REPORT ON THE
ADULT EDUCATION FUNDING STUDY TASK FORCE**

On January 23, 2004, the Adult Education Funding Task Force released its report and recommendations for public comment. It was widely disseminated in print and by email and was posted on the Illinois Community College Board website. Provided with the report was a notice announcing the date, time, and location of two public hearings being held to gather comment on the recommendations. These hearings were held on Wednesday, February 4, 2004 in Chicago and on Thursday, February 5, 2004 in Springfield. The panel receiving testimony consisted of: ICCB member Jim Berkel; Task Force co-chairs: Charles Guengerich - President of Wright College, Susan Kidder - Executive Director of Literacy Chicago, and John Muirhead - Director of the Adult Education Program at Urbana School District #116; ICCB President/CEO Geoffrey Obrzut; ICCB President Emeritus Joe Cipfl; Sarah Hawker, ICCB Vice President for Adult Education and Workforce Development; Don Wilske, ICCB Chief Financial Officer; and Jennifer Foster, ICCB Senior Director for Adult Education.

The hearing in Chicago was held at the James R. Thompson Center; 46 people attended and 15 testified. In Springfield, the hearing was held at the ICCB office; 25 people attended and six gave testimony. Written testimony was provided to staff by the speakers and others in attendance. Additional written testimony was received at the ICCB office through Friday, February 6, 2004.

The next step in the review of the Task Force's recommendations is the meeting of the Adult Education Advisory Council on February 11, 2004. The Council will provide comment on the Task Force's report and recommendations. On February 12, 2004, the Adult Education Funding Task Force will meet at the ICCB in Springfield to consider the written and oral comments received so far during the public comment period. ICCB member Judith Rake will be in attendance, along with ICCB staff. The Task Force will determine what, if any, further action or revision is advisable. Subsequently, the recommendations will be shared with the Community College Presidents Council and the Illinois Community College Trustees Association for review and comment. It is likely that another Task Force meeting will be held for final consideration of comments.

While the Task Force had planned to forward its recommendations on the Adult Education funding method to the Illinois Community College Board on February 20, 2004, it became apparent that a longer period should be allowed for consideration of public comments on the report. The ICCB has always supported an open and participatory process in the governance of Adult Education, and the Task Force agreed that careful consideration of feedback from the Adult Education system was crucial to the success of any recommendations adopted. Therefore, the schedule for completion of the report and submission of its recommendations to the ICCB has been delayed. It is anticipated that final recommendations will be ready for Board consideration prior to the next scheduled ICCB meeting on May 21, 2004.

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BACKGROUND. Since September 2002, the Illinois Adult Education System has been engaged in reviewing the methodology used to allocate state and federal adult education funds to over 100 program providers in all areas of the state. A Task Force representing all provider types – community colleges, community-based organizations, high schools and Regional Offices of Education—as well as other stakeholders was formed to undertake this activity. Subcommittees in the key areas of Need and Access, Base and Competitive Funding, Performance-Based Funding, and Data Collection worked with care and persistence to examine current practices inherited in the transition of the administration of Adult Education to the Illinois Community College Board and to identify new strategies or revisions that would increase equity and stability of funding and, at the same time, reflect changing demographic and enrollment trends.

Preliminary recommendations from each subcommittee were reviewed by the Task Force and compiled in a DRAFT document released for review by the public on August 6, 2003. Presentations and focus group discussions on the DRAFT recommendations were conducted through the month of August 2003. Questions and comments received during this process were recorded and presented to the Task Force at its next meeting on August 28, 2003.

The comments gathered from the field generated considerable discussion at the Task Force meeting. New questions were raised for some members and some concerns resurfaced that had been discussed during the work of the subcommittees. Of particular urgency was the demand by program providers for an estimation of the fiscal impact of the recommendations based on current funding data. While in principle many of the recommendations were accepted, programs wanted to assess the actual dollar effect the recommendations would have on their funding. These estimations were released on August 29, 2003.

Subsequently, the Tri-chairs and the Task Force facilitator concluded that several compelling, unresolved issues existed and that the Task Force and the field wanted more time to consider the recommendations in light of the funding estimates. It was considered essential to the principles of the Funding Study process established by the Task Force and the vision of adult education held by the Illinois Community College Board that information be provided openly, data be widely available, and ample time be provided for thoughtful consideration. The Task Force and the ICCB desired, and continue to desire, the best new ideas and the greatest amount of consensus possible in this endeavor.

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**DISCUSSION OF STATE OFFICIALS AND EMPLOYEES ETHICS ACT
(PUBLIC ACT 93-0617)**

The State Officials and Employees Ethics Act (Public Acts 93-0615 as amended by 93-0617, effective November 19 and December 9, 2003, respectively) expands and revises ethics laws in the State of Illinois.

Many of the provisions of the State Officials and Employees Ethics Act (SOEEA) Act relate to state employees, including the employees of the Illinois Community College Board. Members of boards and commissions are also covered by the Act. By statute, the entities covered by the Act must have policies relating to the provisions of the Act. These policies must relate to work time requirements, documentation of time worked, documentation for reimbursement for travel on official state business, compensation, and the earning or accrual of state benefits for all state employees who may be eligible to receive those benefits. The policies shall comply with, and be consistent with, all other applicable laws. The statute requires state employees to periodically submit time sheets documenting the time spent each day on official state business to the nearest quarter hour; contractual employees may satisfy the time sheets requirements by complying with the terms of their contracts which shall provide for a means of compliance with this requirement. The policies for state employees shall require those time sheets to be submitted on paper, electronically, or both, and to be maintained in either paper or electronic format by the applicable fiscal office for a period of at least two years. The policies must be adopted before February 1, 2004, and shall apply to state employees beginning 30 days after adoption.

Illinois Community College Board staff have reviewed its existing policies and believe the Board is in compliance with the provisions of the Act. Notification to that effect was submitted to the Governor's office by February 1, 2004. This action was taken to ensure complete compliance since the new Executive Ethics Commission to which the statements are to be submitted has not yet been established.

Processes related to regulations pertaining to Board members are in place for all items but time sheets. Time sheets for Board member activities will be completed at each Board meeting.

The Act not only calls for the adoption and implementation of personnel policies for all state employees and all boards and commissions, but also specifically requires the Illinois Community College Board to adopt and implement personnel policies "with respect to State employees of community colleges." The Board has never considered employees of local community colleges as "State employees" but rather as employees of the college district acting as a unit of local government having taxing authority and a locally elected board of trustees. While the new revisions to the Act exclude units of local government from the requirements of the Act, there is confusion in that the Act also defines state employees of higher education institutions as being employees of institutions defined in Section 2 of the Higher Education Cooperation Act (HECA). This section includes community colleges as higher education institutions covered by HECA.

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“State employee” is defined in the SOEEA to mean any employee. “Employee” is defined in the SOEEA to include any person employed full-time, part-time, or pursuant to a contract and whose employment duties are subject to the direction or control of a public institution of higher learning and also is defined to include appointees. “Appointees” are defined to mean any person appointed to a position in or with a public institution of higher learning, regardless of whether the position is compensated. Thus, “State employees” include all administrative officers, faculty and all other institutional employees.

Due to the conflicting definitions within the Act relating to community colleges, the Illinois Community College Board has requested an opinion from the Honorable Lisa Madigan, Attorney General of the State of Illinois, regarding the impact of the Act as it pertains to community colleges and further seeks an official opinion regarding the status of community colleges as units of local government.

INFORMATION ONLY

Illinois Community College Board

LEGISLATIVE UPDATE

Representative Kevin McCarthy (D-Tinley Park), Chair of the House Higher Education Committee, has agreed to sponsor two shell bills* for the ICCB. House Bill 4775 is the shell bill meant to deal with equalization grant changes, should any changes be necessary. House Bill 4776 is meant to deal with the adult education funding formula, should there need to be legislation in that regard.

Staff are currently scheduling introductory meetings with the Chairs and Minority Spokespersons of the education and appropriations committees from the House and the Senate. These committees include the House Higher Education Committee and Higher Education Appropriations Committee and the Senate Education Committee and Appropriations II Committee.

The House Higher Ed Appropriations Committee held a hearing on February 5 to receive testimony from the Illinois Board of Higher Education (IBHE) on its fiscal year 2005 budget recommendations. Questions from the committee members dealt primarily with capital projects. IBHE was the only entity providing testimony. Representative Roger Eddy (R-Hutsonville) did ask that IBHE provide him with information regarding dual enrollments at high schools and community colleges. After IBHE's testimony, Committee Chair Ricca Slone (D-Peoria) indicated that another hearing scheduled for February 10 would be canceled and that further budget hearings would not take place until after Governor Blagojevich's Budget Address on February 18.

The ICCB's appearance before the House Higher Education Appropriations Committee is tentatively scheduled for April 29. The Senate Appropriations staff has indicated that the ICCB's appearance before the Senate Appropriations Committee will probably not be requested until sometime in April.

* A "shell bill," sometimes called a vehicle bill, is a bill that makes no substantive change in a law, but may be amended during the legislative process with substantive language germane to the statute to which the bill refers.

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UNAPPROVED

Minutes of the 348th Meeting of the
Illinois Community College Board
Work Session
January 16, 2004
Harry L. Crisp II Community College Center
Conference Room
Springfield, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: Guy Alongi, James Berkel, Marjorie Cole, James Frommeyer, Lurna Godwin, Marylou Lowder Kent, Suzanne Morris and Judith Rake. Hermene Hartman and Rudolph Papa were absent.

Item #2 - Announcements and Remarks by Chairman Guy H. Alongi

Chairman Alongi introduced and welcomed Suzanne Morris of Lindenhurst to membership on the Illinois Community College Board.

Chairman Alongi also introduced and welcomed Geoffrey S. Obrzut as the new President/CEO of the Illinois Community College Board.

Item #3 - Recognition of Members of the Illinois Community College Board for their Service to the Illinois Community College System

James Berkel made a motion, which was seconded by Judith Rake, to adopt the following Resolutions:

WE, the members of the Illinois Community College Board, express our abiding gratitude to **Martha E. Olsson** for her exemplary service to the students, parents, taxpayers, and the entire community college system during her six years on the Illinois Community College Board.

Ms. Olsson's period of service to the ICCB and to the people of Illinois since 1997 has been a period of growth and increasing respect for the Illinois Community College System. Her patient voice, hard work, and dedication to her position as a member of the Board earned her the respect of her fellow Board members and the admiration of those working in the Illinois Community College System. Ms. Olsson

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has been an outspoken advocate of students and of the securing the funding necessary for community colleges to properly serve their communities.

Ms. Olsson served on the ICCB Budget and Finance Committee. She also worked diligently representing the ICCB on the Midwestern Higher Education Committee.

Ms. Olsson set an example for all Board members with the thorough preparation, discipline, and focus she has brought to the Illinois Community College Board. Her support and encouragement of the Board's staff have reinforced the professional respect she has garnered over the course of her term on the ICCB.

The Illinois Community College Board and the entire higher education community have benefitted from Ms. Olsson's experience, knowledge of the educational system, and advocacy for excellence in educational delivery that every Illinois community college student deserves.

WE, the members of the Illinois Community College Board, salute Martha E. Olsson for her strength of character, her public spiritedness, and her commitment to the Illinois Community College System and the people of the State of Illinois.

* * * * *

WE, the members of the Illinois Community College Board, express our abiding gratitude to **Joseph J. Neely** for his exemplary service to the students, parents, taxpayers, and the entire community college system during his ten years on the Illinois Community College Board.

Mr. Neely's service has extended over a period of unprecedented growth and change in the Illinois Community College System. His thoughtful voice, hard work, and dedication to his position as a member of the ICCB, especially in his lengthy term as Vice Chairman since 1997 and as Chairman in 1999, has earned him the respect of his fellow Board members and the admiration of those working in the Illinois Community College System. Mr. Neely has been an outspoken advocate of students and of the securing the funding necessary for community colleges to properly serve their communities.

Mr. Neely brought tremendous experience to the Illinois Community College Board. He served on the Board of Trustees at Shawnee Community College and also served as Chairman of that Board. Besides terms as Vice Chairman and term as Chairman of the ICCB, Mr. Neely was a member of the Board's Budget and Finance Committee and he has represented the Board on the Illinois Joint Education Committee since 1995. He brought deliberative thinking and sound judgement to his role as a member of previous ICCB Executive Search Committees and as Chair of the current Executive Search Committee.

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We especially appreciate Joe's leadership style. He set an example for all Board members with the thorough preparation, discipline, and focus he has brought to the Illinois Community College Board. His support and encouragement of the Board's staff have reinforced the professional respect he has garnered over the course of his term on the ICCB.

The Illinois Community College Board and the entire higher education community have benefitted from Joe Neely's experience, knowledge of the educational system, and advocacy for excellence in educational delivery that every Illinois community college student deserves.

WE, the members of the Illinois Community College Board, salute Joseph J. Neely for his strength of character, his public spiritedness and his commitment to the Illinois Community College System and the people of the State of Illinois.

* * * * *

WE, the members of the Illinois Community College Board, express our abiding gratitude to **Edward T. Duffy** for his exemplary service to the students, parents, taxpayers, and the entire community college system during his years on the Illinois Community College Board.

Mr. Duffy's period of service to the ICCB and to the people of Illinois since 1999 has been a period of growth and increasing respect for the Illinois Community College System. His thoughtful voice, hard work, and dedication to his position as Chairman of the Board earned him the respect of his fellow Board members and the admiration of those working in the Illinois Community College System. Mr. Duffy has been an outspoken advocate of students and of the securing the funding necessary for community colleges to properly serve their communities.

Mr. Duffy brought tremendous experience to the Illinois Community College Board, both from inside government service and from the private sector. In his capacity as Chair of the Illinois Community College Board, Mr. Duffy represented the ICCB on the Illinois Board of Higher Education and was selected by the Board to serve as its representative on the Illinois Joint Education Committee. He brought deliberative thinking and sound judgement to his role as Chair and has been an outspoken advocate for the advancement of articulation for students transferring from community college to other higher education institutions.

We especially appreciate Mr. Duffy's leadership style. He set an example for all Board members with the thorough preparation, discipline, and focus he has brought to the Illinois Community College Board. His support and encouragement of the Board's staff have reinforced the professional respect he has garnered over the course of his term on the ICCB.

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The Illinois Community College Board and the entire higher education community have benefitted from Mr. Duffy's experience, knowledge of the educational system, and advocacy for excellence in educational delivery that every Illinois community college student deserves.

WE, the members of the Illinois Community College Board, salute Edward T. Duffy for his strength of character, his public spiritedness, and his commitment to the Illinois Community College System and the people of the State of Illinois.

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

Joe Cipfl announced that three additional Board members, Gwendolyn Rogers, Edward J. Welk, and James K. Zerkle are unable to be with us today, but will be honored at a future Board meeting.

* * * * *

James Berkel made a motion, which was seconded by Laurna Godwin, to name Joseph J. Cipfl as President Emeritus of the Illinois Community College Board. The motion was approved by unanimous roll call vote. Voting aye were: James Berkel, Marjorie Cole, Laurna Godwin, Marylou Lowder Kent, Suzanne Morris, Judith Rake and Guy Alongi. Student advisory vote: Yes. There were no dissenting votes.

Item #4 - Remarks by Joseph J. Cipfl, President/CEO

Joe Cipfl accepted the honor of being named President Emeritus of the Illinois Community College Board and expressed appreciation to the Board for his opportunity to serve the system.

Item #5 - Illinois Community College Board Appointment to the Midwestern Higher Education Commission

At Chairman Alongi's inquiry, Judith Rake expressed an interest in serving on the Midwestern Higher Education Commission.

Laurna Godwin made a motion, which was seconded by Marylou Lowder Kent, to appoint Judith Rake to represent the Illinois Community College Board on the Midwestern Higher Education Commission. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #6 - Illinois Community College Board Appointments to the Joint Education Committee

Chairman Alongi asked Suzanne Morris to serve with Judith Rake in representing the Illinois Community College Board on the Joint Education Committee as regular members. Mr. Alongi also

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asked Marjorie Cole to serve as an alternate member of the Illinois Community College Board to serve on the Joint Education Committee.

Laura Godwin made a motion, which was seconded by Marylou Lowder Kent, to appoint Suzanne Morris to serve with Judith Rake as regular members on the Joint Education Committee. Marjorie Cole will serve as an alternate member. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #7 - Consent Agenda

Marylou Lowder Kent made a motion, which was seconded by Judith Rake, to approve the following items:

Item #7.1 - Minutes of the October 17, 2003 Meeting

Item #7.2 - Minutes of the November 13-14, 2003 Meeting

Item #7.3 - Minutes of the November 18, 2003 Meeting

Item #7.4 - Minutes of the December 8, 2003 Meeting

The Illinois Community College Board hereby approves the minutes of meetings on October 17, November 13-14, November 18, and December 8, 2003, as recorded.

Item #7.5 - Review of Executive Session Minutes

The Illinois Community College Board hereby determines that minutes of its executive sessions held on June 14, 2002; September 20, 2002; October 18, 2002; January 17, 2003; May 15, 2003; November 13-14, 2003; November 18, 2003; and December 8, 2003, will remain confidential. All prior minutes of executive sessions have been made available for public inspection.

Item #7.6 - 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

Wm. Rainey Harper College

- Maintenance Technology A.A.S. degree (65 semester credit hours)

Illinois Eastern Community Colleges (Lincoln Trail College, Olney Central College, Wabash Valley College, and Frontier Community College)

- Paraprofessional Educator A.A.S. degree (62 semester credit hours)

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Kankakee Community College

- Medical Assistant A.A.S. degree (63 semester credit hours)
- Medical Assistant Certificate (34 semester credit hours)

Kaskaskia College

- Paraprofessional Educator A.A.S. degree (63 semester credit hours)

College of Lake County

- Paraprofessional Educator A.A.S. degree (63 semester credit hours)
- Paraprofessional Educator Certificate (36 semester credit hours)

Lake Land College

- Horticulture Production and Landscape A.A.S. degree (68 semester credit hours)

Moraine Valley Community College

- Paraprofessional Educator A.A.S. degree (62 semester credit hours)
- Paraprofessional Educator Certificate (31 semester credit hours)

Oakton Community College

- Paraprofessional Educator A.A.S. degree (62 semester credit hours)

Olney Central College

- Network Support Specialist A.A.S. degree (60 semester credit hours)

Southeastern Illinois College

- Paraprofessional Educator A.A.S. degree (62 semester credit hours)
- Paraprofessional Educator Certificate (34 semester credit hours)

Harry S Truman College

- Automotive Technology A.A.S. degree (66 semester credit hours)

Item #7.7 - The Illinois Articulation Initiative Recommendation for Physics

The Illinois Community College Board hereby endorses the transferable major field program in physics developed by the faculty panel and endorsed by the Illinois Articulation Initiative Steering Panel as shown in the attachment and requests that community colleges begin to implement this recommendation.

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

Item #8 - Break

Item #9 - Rock Valley College Recognition Status

Joe Cipfl reported on ICCB's statutory authority to "recognize" Illinois community colleges for their compliance with state statutes and standards. He further reported on Rock Valley College's recognition evaluations from fiscal year 2001 to date.

Judith Rake made the following motion, which was seconded by Marylou Lowder Kent:

The Illinois Community College Board hereby grants a status of "recognition continued" to Rock Valley College with a financial audit to be conducted by the Illinois Community College Board in fiscal year 2005 and a full recognition evaluation to be conducted in fiscal year 2006 to determine if this status should continue.

The motion was approved by roll call vote. Voting aye were James Berkel, Marjorie Cole, Lurna Godwin, Marylou Lowder Kent, Suzanne Morris, Judith Rake and Guy Alongi. Student advisory vote: Yes. There were no dissenting votes.

Virginia McMillan reported on the consideration made by staff in its recommendation today. She also reported that the college would have a North Central Accreditation (NCA) visit in April 2004. The ICCB will communicate with the NCA team when the college is visited.

Item #10 - Fiscal Year 2005 Illinois Community College Board System Budget Requests

Joe Cipfl reported on the usual budget process which is conducted by the Illinois Community College Board, Illinois Board of Higher Education and the Governor's Office.

Don Wilske made a presentation of tentative system budgets which we were required to present to the Illinois Board of Higher Education by December 19, 2003. No Board support or endorsement is requested at this time.

Item #10.1 - Fiscal Year 2005 Community College System Operating Budget Request

Item #10.2 - Fiscal Year 2005 Community College System Capital Budget Request

Item #10.3 - Fiscal Year 2005 Adult Education and Family Literacy System Operating Budget Request

Item #10.4 - Fiscal Year 2005 Career and Technical Education System Operating Budget Request

* * * * *

Chairman Alongi called for a motion to recess for lunch. At 11:45 a.m., Marylou Lowder Kent made a motion, which was seconded by Judith Rake, to recess the meeting for lunch. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

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At 1:35 p.m., Judith Rake made a motion, which was seconded by Suzanne Morris, to reconvene the meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

* * * * *

Chairman Alongi reported the discussion budget from the Illinois Board of Higher Education was received earlier this week. There was discussion on continuing with the year two of our year three "Hold Harmless" plan and putting Special Populations back into the fiscal year 2005 budget.

Marylou Lowder Kent made a motion, which was seconded by Judith Rake, to defer all of Item #10 until after the February 3, 2004 meeting of the Illinois Board of Higher Education.

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

Item #11 - Fiscal Year 2005 Illinois Community College Board Office Budget Request

Ellen Andres provided background information on the office budget for fiscal year 2005. Discussion was also held on office vacancies and personnel issues.

Marylou Lowder Kent made a motion, which was seconded by Judith Rake, to defer Item #11 until after the February 3, 2004 meeting of the Illinois Board of Higher Education. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #12- Information Items

Item #12.1 - Student Enrollments and Completions in the Illinois Community College System - Fiscal Year 2003

This report is provided as information received from the colleges at the close of the past fiscal year.

Item #13 - Work Session

The Work Session was deferred until a later date when the current Board vacancies have been filled by Governor Blagojevich. The Work Session will focus on Board orientation.

Item #14 - Other

Judith Rake made a motion, which was seconded by Laura Godwin, to accept with regrets, the resignation of Edward J. Welk as a member of the Illinois Community College Board. The motion was approved with unanimous voice vote. Student advisory vote: Yes.

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Item #15 - Adjournment

At 2:15 p.m., Marjorie Cole made a motion, which was seconded by Laurna Godwin, to adjourn the meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Guy H. Alongi, Chair

Geoffrey S. Obrzut, President/CEO

Agenda Item #9.2
February 20, 2004

UNAPPROVED

Minutes of the 349th Meeting of the
Illinois Community College Board
via
Telephone Conference Call
February 9, 2004
Harry L. Crisp II Community College Center
Springfield, Illinois
11:30 a.m.

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 11:30 a.m. Roll call was taken with the following members present: Guy Alongi, James Berkel, Laurna Godwin, Suzanne Morris, Rudolph Papa, and Judith Rake. Marjorie Cole, Hermene Hartman, and James Frommeyer were absent.

Item #2 - Announcements and Remarks by Chairman Guy H. Alongi

Today's meeting is to consider the fiscal year 2005 budget requests for the Illinois Community College System and the fiscal year 2005 budget request for the Illinois Community College Board Office.

Item #3 - Fiscal Year 2005 Illinois Community College Board System Budget Requests

Rudolph Papa made the following motion, which was seconded by Judith Rake:

The Illinois Community College Board approves the following fiscal year 2005 budget requests at the level passed by the Illinois Board of Higher Education on February 3, 2004, and gives authority to its President/CEO, with concurrence of the ICCB Chair, to make adjustments as needed for the Illinois Community College System Operating Budget, Illinois Community College System Capital Budget; Adult Education and Family Literacy System Operating Budget, and the Career and Technical Education System Operating Budget.

The motion was approved by roll call vote. Voting aye were James Berkel, Laurna Godwin, Suzanne Morris, Rudolph Papa, Judith Rake, and Guy Alongi. There were no dissenting votes.

Item #4 - Fiscal Year 2005 Illinois Community College Board Office Budget Request

Suzanne Morris made the following motion, which was seconded by James Berkel:

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The Illinois Community College Board approves the fiscal year 2005 Office Operating Budget request at the level passed by the Illinois Board of Higher Education on February 3, 2004, and gives authority to its President/CEO, with concurrence of the ICCB Board Chair, to make adjustments as needed.

The motion was approved by roll call vote. Voting aye were James Berkel, Laurna Godwin, Suzanne Morris, Rudolph Papa, Judith Rake, and Guy Alongi. There were no dissenting votes.

Item #5 - Other Business

Chairman Alongi reported that, at his request, Marjorie Cole and Rudolph Papa have agreed to serve on the ICCB Budget and Finance Committee.

Item #6 - Adjournment

Judith Rake made a motion, which was seconded by Laurna Godwin, to adjourn the meeting at 11:55 a.m.

Guy H. Alongi, Chair

Geoffrey S. Obrzut, 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 for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Wm. Rainey Harper College

- ▶ Graphic Arts Design A.A.S. degree (60 semester credit hours)
- ▶ Graphic Arts Design Certificate (30 semester credit hours)

Richland Community College

- ▶ Medical Office Specialist A.A.S. degree (66 semester credit hours)
- ▶ Medical Office Specialist Certificate (42 semester credit hours)

BACKGROUND

William Rainey Harper College is seeking approval to offer a 60 semester credit hour Associate in Applied Science (A.A.S.) degree program and a 30 semester credit hour certificate program both titled "Graphic Arts Design". This certificate program will prepare students for entry-level employment in graphics arts design and serve as training program to update skills for existing graphic designers. The curriculum consists of coursework in introductory graphic arts design and technology, desktop publishing, digital imaging, website development, scanning and tone reproduction, color reproduction, and computer graphics studio. The degree program builds on this to include computer fundamentals and information systems, graphic arts offset press, estimating and scheduling, paper and ink technology, bindery and finishing operations, and six credit hours in technical electives, in addition to 18 credit hours in general education requirements. Technical electives allow students to specialize in the areas of website development, design, or graphic arts management. The college also recently received approval for two related basic certificates, one in Graphic Arts and one in Graphics Arts Desktop Publishing, which provide an educational ladder for students. The Graphic Arts Certificate focuses on entry-level graphic arts technology and offers an overview of the publishing process. The Graphic Arts Desktop Publishing Certificate focuses intermediate-level graphic arts technology, digital production, and website development.

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Labor market information provided by the college supports the interest in and need for graphic arts programs within the college district. According to the Illinois Department of Employment Security, the demand for “graphic designers” is projected to increase by 24 percent, twice as fast as the average for all occupations, through the year 2010. The college projects a combined enrollment of 10 full-time and 30 part-time students the first year, increasing to 30 full-time and 50 part-time students by the third year. One new full-time and one new part-time faculty will be required the first year. Costs of implementing these programs will be approximately \$250,545 the first year, \$81,500 the second year, and \$86,500 the third year. Higher first year costs reflect initial equipment purchases and library resource materials for the programs.

Richland Community College is seeking approval to offer a 66 semester credit hour Associate in Applied Science (A.A.S.) degree program and a 42 semester credit hour certificate program both titled “Medical Office Specialist”. The certificate program will prepare students for entry-level employment in medical office occupations at hospitals, physician’s offices, clinics and other allied health service providers. The curriculum consists of coursework in medical office procedures, operating systems and applications, records management, medical office accounting, insurance and patient billing, medical office anatomy and pharmacology terminology, as well as general education studies including math, English, and communications. The A.A.S. degree curriculum builds on this to include statistical keyboarding, voicing and transcription, human relations, six credit hours of technical electives and a required work-based learning experience. Technical electives allow students to specialize in the areas of coding, transcription or general medical office assistance. This curriculum meets the standards endorsed by the Illinois Occupational Skill Standards and Credential Council (IOSSCC) product for Medical Office Occupations. The college also recently received approval for two related basic certificates, one in Medical Coding and one in Medical Transcription, which provide an educational ladder for students. The Medical Coding certificate prepares students for several certifications including the Certified Coding Assistant (CCA), the Certified Coding Specialist (CCS), or the Certified Coding Specialist-Physician Based (CCS-P). The Medical Transcription certificate program prepares students for the Certified Medical Transcriptionist (CMT) examination, an optional certification for graduates with one year’s work experience.

Labor market information provided by the college supports the interest in and need for formal medical office training programs within the college district and statewide. According to the Illinois Department of Employment Security, the demand for “medical secretaries”, “medical records personnel” and “medical transcriptionists” is projected to increase faster than the average for all occupations through 2010. The college projects a combined enrollment of 10 full-time and 10 part-time the first year, increasing to 20 full-time and 30 part-time by the third year. One existing full-time and three existing part-time faculty will be required the first year. Costs of implementing this program will be approximately \$4,000 the first year and \$1,500 the second and third years.

TEMPORARY TO PERMANENT PROGRAM APPROVAL

The following colleges were approved to offer their programs on a temporary basis for a period of three years and now request permanent approval of the following programs:

South Suburban College

- ▶ Magnetic Resonance Imaging (MRI) Certificate (18 semester credit hours)

Triton College

- ▶ Personal Trainer Certificate (30 semester credit hours)

BACKGROUND

South Suburban College is seeking permanent approval of its 18 semester credit hour “Magnetic Resonance Imaging (MRI)” certificate program. This program was approved on a temporary basis May 2, 2001, for a period of two years. The college has met or exceeded its projected benchmarks for this program in the areas of enrollments, certification exam pass rates, retention, and job placement. The college has seen an overall increase in enrollments from 12 students during the fall 2001 to 20 students for fall 2003. Pass rates for the ARRT certification exam have ranged between 80-93 percent during the last two year period. Job placement rates have been 90 percent of graduates for both 2002 and 2003 program completers. Student satisfaction survey responses indicate a high level of satisfaction among students with their instruction, faculty and preparation for employment. The college has identified both strengths and weaknesses for this program. Strengths include applicant pool, job placement opportunities, and quality of curriculum and faculty. Weaknesses include the limitation on number of students the program can accept. The college’s recommendations for program improvement include instituting a 3-6 month follow-up survey for program graduates, increasing clinical sites, evaluating Biology 215-Human Anatomy Lab as a program requirement, and explore requirements for admitting additional students.

Triton College is seeking permanent approval of its 30 semester credit hour “Personal Trainer” certificate program. This program was approved on a temporary basis January 21, 2000, for a period of three years. The college has met or exceeded its projected benchmarks for this program in the areas of enrollment, completion, job placement and student satisfaction. The college has seen an overall increase in enrollment from 5 to 15 students over the last three years. Completion rates ranged between 85-95 percent for the three-year period, as well as job placements. While certification through ACE was not an original benchmark, the college indicates that over 50 percent of their graduates through year two have taken and pass this exam. The college has identified both strengths and weaknesses for this program. Strengths include knowledgeable and qualified faculty, quality curriculum, strong interest from community and support provided by the college for upgrades in equipment. The only weakness identified by the college was the lack of a formal marketing plan for recruiting students. The college’s recommendations for program improvement include updating the curriculum as necessary to reflect changes in industry, consider adding a nutrition course to the curriculum, consider adding an internship as a program requirement, and hiring additional faculty to work on marketing the program.

Paraprofessional Educator A.A.S. and Certificate programs. The following colleges have submitted applications to offer the Associate in Applied Science (A.A.S.) degree and/or Certificate programs of the “Paraprofessional Educator” Statewide Model Curriculum. All proposals meet the model guidelines endorsed by the Illinois Community College Board on May 16, 2003. The Board

indicated in its action at that time that colleges meeting these guidelines would be granted approval without further Board action required. Proposals will be recommended for action at the next available meeting of the Illinois Board of Higher Education.

TEMPORARY PROGRAM APPROVAL

Moraine Valley Community College

- ▶ Network Security Specialist (35 semester credit hours)

Parkland College

- ▶ Construction: Sheet Metal Apprentice Certificate (43 semester credit hours)

Rend Lake College

- ▶ Hospitality Management A.A.S. degree (71 semester credit hours)
- ▶ Cosmetology Teacher Certificate (31 semester credit hours)

BACKGROUND

Moraine Valley Community College is seeking temporary approval to offer a 35 semester credit hour “Network Security Specialist” certificate program for a period of three years. This program will prepare individuals for entry-level employment in network security and provide existing network security professionals an opportunity for upgrading their skills. The curriculum consists of coursework in orientation to IT professions, security awareness, IT hardware and operating systems, internetwork connectivity, introductory routers, LAN management, IT and data assurance, network security management and network security design. The college anticipates an enrollment of 60 full- and part-time students the first year with 30 students completing the program by the third year. Temporary approval is requested to meet the districts growing and immediate need for IT security and data assurance specialists. This certificate program also provides an educational ladder for students interested in pursuing the college’s IT Security A.A.S. degree program. *Permanent approval of this program will be considered after a period of three years based on program outcomes.*

Parkland College is seeking temporary approval to offer a 43 semester credit hour “Construction: Sheet Metal Apprentice” certificate program for a period of three years. This program will prepare individuals for employment as sheet metal workers. The college in collaboration with the Sheet Metal Workers International Association Local #218 developed this training program to address the district and surrounding area’s shortage of qualified sheet metal workers. According to a survey conducted by the local union, the need for sheet metal workers exceeds the existing population of workers by 40 percent. Furthermore, the Illinois Department of Employment Security projects an increase of 21.5% in the employment of sheet metal workers over the next ten years within Parkland’s district alone. The curriculum consists of over 360 classroom hours of instruction covering introduction to the sheet metal trade, tools, equipment and pattern development, sheet metal fittings and fabrication, layout, welding, and soldering, as well as advanced techniques and practices. The curriculum also requires over 400 laboratory hours of hands-on experience with sheet metal layout, fabrication, welding, maintenance, and repair. The curriculum was developed using the

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guidelines and standards outlined for entry-level sheet metal workers by the U.S. Department of Labor - Bureau of Apprenticeship and Training. The college anticipates an enrollment of five students the first year with 100 percent completion. *Permanent approval of this program will be considered after a period of three years based on program outcomes.*

Rend Lake College is seeking temporary approval to offer a 31 semester credit hour “Cosmetology Teacher” certificate program for a period of three years. The program will prepare individuals for employment as cosmetology teachers. The curriculum consists of coursework in cosmetology clinical training for individuals who are licensed cosmetologists but have not had two years practical work experience, cosmetology teaching methods and applications, and a required cosmetology student teaching experience. The curriculum is based on requirements outlined by the Illinois Department of Professional Regulation (IDPR) for cosmetology teacher training programs and prepares students for the related licensure examination. Rend Lake College is an IDPR-approved cosmetology training provider. The college anticipates an enrollment of nine students the first year, with at least 90 percent of students completing over the three-year period. Temporary approval is requested to address the district’s urgent need for cosmetology instructors. The college currently offers a cosmetology training program and hopes to recruit students from this program into teacher training. *Permanent approval of this program will be considered after 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:

Permanent Program Approval

Wm. Rainey Harper College

- ▶ Graphic Arts Desktop Publishing Certificate (27 semester credit hours)
- ▶ Graphic Arts Certificate (24 semester credit hours)

Highland Community College

- ▶ Medical Coding Certificate (28 semester credit hours)

Richland Community College

- ▶ Medical Coding Certificate (21 semester credit hours)
- ▶ Medical Transcription Certificate (21 semester credit hours)

Sauk Valley Community College

- ▶ Desktop Publishing Specialist Certificate (27 semester credit hours)

Waubonsee Community College

- ▶ Translation Certificate (5 semester credit hours)

Temporary Program Approval

Rend Lake College

- ▶ Director’s Credential Certificate (10 semester credit hours)

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Illinois Community College Board

NEW UNITS OF INSTRUCTION

The Illinois Community College Board is requested to approve these additional 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 Valley Community College

- ▶ Paraprofessional Educator Certificate (34 semester credit hours)

BACKGROUND

Illinois Valley Community College has submitted an application to offer the “Paraprofessional Educator” Certificate program Statewide Model Curriculum. This proposal meets the model guidelines endorsed by the Illinois Community College Board on May 16, 2003. The Board indicated in its action at that time that colleges meeting these guidelines would be granted approval without further Board action required.

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Illinois Community College Board

REPORTS ON RESTRICTED GRANTS FOR FISCAL YEAR 2003

In fiscal year 2003, the Illinois Community College Board originally allocated \$33,193,400 to the system's 39 community college districts for statewide priorities in the following areas: (1) Advanced Technology; (2) Deferred Maintenance; (3) P-16 Initiative; and (4) Workforce Development. Advanced Technology Grants had three components and Workforce Development Grants had four components within the larger grant area. The breakdown of funds is as follows:

<u>Grant</u>	<u>Grant Amount</u>
Advanced Technology	\$12,000,000
Deferred Maintenance	2,984,600
P-16 Initiative	1,279,000
Workforce Development	<u>16,473,000</u>
TOTAL	\$33,193,400

Each district is required by ICCB policy guidelines to submit a report to the ICCB by September 1, 2003, in a format provided by the ICCB as to how they used the funds provided to its district. ICCB staff have summarized and analyzed the reports submitted by the college districts and have prepared the attached statewide reports for the Board's information and for dissemination to the community college system.

INFORMATION ONLY

Illinois Community College Board

**ADVANCED TECHNOLOGY GRANTS
FISCAL YEAR 2003**

Illinois community colleges are responding to the constant changes in our technological society. Each year the challenge becomes greater. To prepare students for our-changing world, Illinois community colleges must keep pace with rapidly advancing technology. As these changes occur, so must community colleges adapt their educational programs and equipment to meet the educational needs of their students.

In recognition of the need to keep pace with the rate of change, Advanced Technology Grants were established in 1984 with the Instructional Equipment component. Advanced Technology equipment grants provide extra funding needed to replace obsolete instructional equipment. As a result of these grants, the community colleges provide instruction on state-of-the-art equipment.

In 1997, the Illinois Community College Board recognized the community college system's critical need for technological advancement in all areas of its operations and added the Technology Support component. The funds are designated for assisting community colleges with support efforts as they keep pace with changes and growth in technology.

In 2000, a new component was added, Staff Technical Skills Enhancement. These funds provide for technical training for both faculty and staff development. In 2002, another component was added, ILCCO Student Support Center. These funds are used at the colleges to provide support for their online students.

Four reports summarizing the activities and expenditures under the Advanced Technology Grants in the categories of Instructional Equipment, Technology Support, Staff Technical Skills Enhancement, and ILCCO Student Support during the fiscal year 2003 are presented for your information.

Illinois Community College Board

**ADVANCED TECHNOLOGY GRANT
INSTRUCTIONAL EQUIPMENT COMPONENT REPORT
FISCAL YEAR 2003**

The Illinois Community College Board Advanced Technology Grant Instructional Equipment Component provides funds for Illinois community colleges to purchase instructional equipment. The rapid technological changes in today's society require community colleges to continually upgrade their existing instructional equipment. The advanced technology equipment grant funds were used to obtain or upgrade instructional equipment in programs ranging from communications to integrated manufacturing thereby enabling community colleges to better prepare students for the challenges of a technological workforce.

Allocations

Funding allocation for the Advanced Technology Grant Instructional Equipment Component is determined by multiplying each district's occupational/vocational funded credit hours by a specified rate. During fiscal year 2003, \$5,023,000 Instructional Equipment Component funds were allocated to community college districts. Grant amounts ranged from \$27,231 to \$620,148. Of the total grant amount awarded during fiscal year 2003, the districts expended \$4,912,108 (97.8%). The colleges redirected some funding from this component into other Advanced Technology Grant Components.

Expenditures

Table 1 lists the amount allocated to each college district and the year-end unaudited expenditures reported by the community college districts to the ICCB. In addition to the funds received from the ICCB, the community colleges used funds from other sources for the purchase of instructional equipment.

Types of Equipment Purchased

Table 2 shows the types of instructional equipment purchased by the college districts. As indicated, 93.3% of the community college districts purchased computers, monitors, printers, and related peripheral equipment. Network equipment to establish or extend local area and wide area networks was purchased by 66.7% of the districts. Optical equipment such as projectors, cameras, and scopes was purchased by 53.3% of the districts. The college districts also purchased computer software and hands-on equipment such as models, trainers, and mockups. Other items purchased by the college districts included audio/visual equipment such as DVD and VCR players and recorders, test equipment and analyzers, and measuring devices such as meters, gauges, and indicators and power equipment such as power supplies and generators. A variety of workstations, and medical and lab equipment were purchased by 48.9% of the college districts.

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Table 1

**Advanced Technology Grant
Instructional Equipment Component Expenditures**

District/College	FY 2003 Allocated	FY 2003 Expended	Percent Expended
Black Hawk	\$118,291	\$116,834	98.8%
Chicago	\$620,148	\$603,616	97.3%
Danville	\$44,659	\$44,659	100.0%
DuPage	\$384,466	\$388,500	101.0%
Elgin	\$134,658	\$214,415	159.2%
Harper	\$147,363	\$147,363	100.0%
Heartland	\$41,169	\$41,170	100.0%
Highland	\$37,426	\$37,422	100.0%
Illinois Central	\$175,128	\$175,128	100.0%
Illinois Eastern	\$243,265	\$244,051	100.3%
Illinois Valley	\$84,045	\$84,029	100.0%
Joliet	\$158,270	\$158,270	100.0%
Kankakee	\$66,708	\$66,708	100.0%
Kaskaskia	\$82,094	\$88,146	107.4%
Kishwaukee	\$50,377	\$50,377	100.0%
Lake County	\$149,578	\$125,203	83.7%
Lake Land	\$207,837	\$204,143	98.2%
Lewis & Clark	\$94,213	\$94,213	100.0%
Lincoln Land	\$119,362	\$106,084	88.9%
Logan	\$132,636	\$132,636	100.0%
McHenry	\$58,172	\$57,778	99.3%
Moraine Valley	\$204,509	\$209,762	102.6%
Morton	\$37,149	\$44,916	120.9%
Oakton	\$173,616	\$173,616	100.0%
Parkland	\$112,041	\$123,194	110.0%
Prairie State	\$69,011	\$69,202	100.3%
Rend Lake	\$88,081	\$86,003	97.6%
Richland	\$55,810	\$44,164	79.1%
Rock Valley	\$114,635	\$114,635	100.0%
Sandburg	\$67,540	\$67,540	100.0%
Sauk Valley	\$39,086	\$39,086	100.0%
Shawnee	\$40,364	\$40,364	100.0%
South Suburban	\$116,841	\$116,836	100.0%
Southeastern	\$88,684	\$44,342	50.0%
Southwestern	\$245,731	\$245,731	100.0%
Spoon River	\$27,231	\$27,231	100.0%
Triton	\$270,513	\$162,450	60.1%
Waubonsee	\$79,562	\$79,562	100.0%
John Wood	\$42,731	\$42,731	100.0%
TOTAL	\$ 5,023,000	\$ 4,912,108	97.8%

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Table 2
**Advanced Technology Grant Instructional Equipment Component
Expenditure Categories - FY 2003**

District/College	Computers/Monitors/ Printers	Servers/Networking/ Peripherals	Software	Telecommunications	Meters/Gauges/ Indicators	Test Sets/Analyzers/ Probes	Power Supplies/ Generators	VCR/CD/DVD Players/Recorders	Projectors/Cameras/ Scopes	Models/Simulators/ Trainers	Workstations/ Furniture/Labs
Black Hawk	X		X			X			X	X	X
Chicago-Central Office											
<i>Daley</i>	X	X							X		
<i>Kennedy-King</i>	X	X			X						X
<i>Malcolm X</i>	X	X				X			X		X
<i>Olive-Harvey</i>	X	X	X							X	
<i>Truman</i>	X	X	X						X	X	
<i>Washington</i>	X	X	X						X		
<i>Wright</i>	X	X	X			X			X	X	
Danville	X			X							
DuPage	X	X	X			X		X	X		X
Elgin	X	X	X		X						X
Harper	X	X									
Heartland		X									
Highland	X					X			X	X	X
Illinois Central	X	X	X		X	X	X	X	X	X	X
Illinois Eastern	X	X	X					X	X	X	X
Illinois Valley	X		X							X	
Joliet	X	X									
Kankakee	X					X			X	X	
Kaskaskia	X	X				X					
Kishwaukee	X	X	X							X	X
Lake County	X	X									X
Lake Land	X	X	X		X	X	X		X	X	X
Lewis & Clark	X	X	X					X	X		X
Lincoln Land		X	X			X				X	
Logan	X				X					X	X
McHenry		X	X								
Moraine Valley	X								X		
Morton	X					X		X	X		
Oakton	X								X		
Parkland	X								X		
Prairie State	X		X					X	X		X
Rend Lake	X	X							X		
Richland	X	X							X		X
Rock Valley	X										
Sandburg	X	X					X				X
Sauk Valley	X		X						X		X
Shawnee	X				X						
South Suburban	X	X	X					X	X		X
Southeastern	X	X						X	X		X
Southwestern	X	X	X		X		X	X			X
Spoon River	X	X	X								
Triton	X	X	X								X
Waubensee	X				X	X	X		X		X
John Wood	X	X									
Counts	42	30	21	1	8	12	5	9	24	13	22
Percentages	93.3%	66.7%	46.7%	2.2%	17.8%	26.7%	11.1%	20.0%	53.3%	28.9%	48.9%

Illinois Community College Board

**ADVANCED TECHNOLOGY GRANT
TECHNOLOGY SUPPORT COMPONENT REPORT
FISCAL YEAR 2003**

Fiscal year 2003 was the sixth year that the Illinois Community College Board provided funds to Illinois community colleges through the Advanced Technology Grant Technology Support Component. This initiative was implemented in recognition of the community college system's critical need for technological advancement in all areas of its operations. The funds are designated to help defray the cost of expenditures related to infrastructure, transmission, and maintenance costs associated with technology support.

Grant Allocations

Funding allocation for the Advanced Technology Grant Technology Support Component is comprised of four parts: 1) a basic allocation, 2) an allocation based on geographical size, 3) an allocation based on the market service areas (MSA), and 4) an allocation based on the student headcount. During fiscal year 2003, a total of \$5,150,897 in Technology Support Component funds were allocated to community college districts (Table 3). Grant amounts ranged from \$86,830 to \$317,216. Of the total grant amount awarded during fiscal year 2003, the districts expended \$5,380,120 (104.5%). The colleges redirected some funding to this component from other Advanced Technology Grant Components.

Expenditure Categories

The technology support activities for which the grant funds may be expended are those specified in the contract, which is executed annually with each district. Table 3 lists the expenditures allowed and includes the following categories: salaries, staff development, contractual services, materials and supplies, travel, equipment, and other. Specific activities for which funds may be expended include: salaries and travel for technical personnel, maintenance agreements, telecommunication line charges, access provider fees, equipment such as micro-, mini-, and mainframe computers, monitors, printers, and other peripherals, videoconferencing equipment, local area and wide area networks, and other technology support expenditures.

Expenditures

As shown in Table 3, the majority of expenditures were under the categories of salaries (35%), contractual services (26%), and equipment (16.6%).

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Table 4 provides a look at the expenditures shown on Table 3 for each district from the standpoint of the percent of total funds expended by category. The data provided in Table 3 and Table 4 were derived from the annual report submitted by each district.

Table 3
Advanced Technology Grant - Technology Support Component
Expenditures by Category (\$) - Fiscal Year 2003

District No.	College	Salaries	Staff Development	Contractual Services	Materials & Supplies	Travel	Equipment	Other	Total Expended	Grant Amount	Percent Expended
503	Black Hawk			\$7,265	\$153,053				\$160,318	\$155,776	102.9%
508	Chicago	\$21,798	\$100,191	\$6,064	\$21,620	\$1,504	\$60,682	\$22,900	\$234,759	\$217,807	107.8%
507	Danville			\$130,140					\$130,140	\$126,376	103.0%
502	DuPage	\$131,332		\$15,636			\$1,475		\$148,443	\$141,833	104.7%
509	Elgin	\$5,550	\$6,120	\$42,448			\$973		\$55,091	\$110,263	50.0%
512	Harper	\$32,138		\$1,500	\$50	\$2,603	\$71,437	\$500	\$108,228	\$108,228	100.0%
540	Heartland							\$128,570	\$128,570	\$128,570	100.0%
519	Highland	\$66,379		\$74,000					\$140,379	\$140,379	100.0%
514	Illinois Central	\$113,207			\$29,174		\$6,416		\$148,797	\$148,797	100.0%
529	Illinois Eastern	\$185,963			\$5,945				\$191,908	\$179,045	107.2%
513	Illinois Valley			\$6,360	\$48,890		\$76,947		\$132,197	\$132,197	100.0%
525	Joliet			\$61,000			\$61,104		\$122,104	\$122,104	100.0%
520	Kankakee				\$34,479		\$78,969		\$113,448	\$113,448	100.0%
501	Kaskaskia	\$91,316					\$37,073	\$18,953	\$147,342	\$147,342	100.0%
523	Kishwaukee	\$72,948		\$8,820	\$1,514		\$14,444	\$6,329	\$104,055	\$104,054	100.0%
532	Lake County	\$136,901							\$136,901	\$112,526	121.7%
517	Lake Land	\$68,301	\$3,510	\$49,528	\$12,815		\$22,558		\$156,711	\$170,944	91.7%
536	Lewis & Clark			\$77,200	\$34,234		\$38,745		\$150,179	\$150,179	100.0%
526	Lincoln Land	\$36,248		\$152,788					\$189,035	\$172,755	109.4%
530	Logan	\$89,166		\$2,105	\$14,876	\$1,253		\$10,045	\$117,446	\$117,446	100.0%
528	McHenry	\$69,534		\$3,100	\$23		\$8,387	\$22,626	\$103,670	\$105,975	97.8%
524	Moraine Valley			\$107,913			\$4,521		\$112,434	\$112,434	100.0%
527	Morton	\$63,361					\$26,142		\$89,503	\$86,830	103.1%
535	Oakton			\$115,116			\$15,931		\$131,047	\$111,047	118.0%
505	Parkland	\$158,972							\$158,972	\$158,972	100.0%
515	Prairie State	\$97,167							\$97,167	\$97,167	100.0%
521	Rend Lake	\$3,479	\$3,200	\$14,700	\$23,289	\$295	\$87,548		\$132,512	\$126,764	104.5%
537	Richland	\$28,434	\$6,500		\$2,110	\$1,997		\$91,101	\$130,142	\$126,990	102.5%
511	Rock Valley			\$116,098					\$116,098	\$116,098	100.0%
518	Sandburg	\$120,895	\$5,870	\$14,500	\$500	\$2,000	\$12,500		\$156,265	\$156,265	100.0%
506	Sauk Valley	\$2,618		\$26,575		\$173	\$61,154	\$47,345	\$137,865	\$137,809	100.0%
531	Shawnee	\$86,187					\$13,012	\$33,180	\$132,379	\$114,793	115.3%
510	South Suburban	\$82,620	\$14,556	\$2,653					\$99,829	\$99,829	100.0%
533	Southeastern	\$66,944		\$81,024	\$1,427		\$14,196	\$18,769	\$182,360	\$118,396	154.0%
522	Southwestern	\$13,857			\$2,721		\$124,904	\$23,073	\$164,555	\$164,555	100.0%
534	Spoon River			\$102,662	\$34,135				\$136,797	\$136,797	100.0%
504	Triton	\$37,098		\$172,440			\$13,532		\$223,069	\$120,702	184.8%
516	Waubensee				\$111,743				\$111,743	\$111,743	100.0%
539	Wood			\$8,724	\$68,662	\$86	\$42,186	\$28,005	\$147,662	\$147,662	100.0%
	Totals	\$1,882,411	\$139,946	\$1,400,358	\$601,260	\$9,912	\$894,836	\$451,396	\$5,380,120	\$5,150,897	104.5%
	Percent of Total	34.99%	2.60%	26.03%	11.18%	0.18%	16.63%	8.39%	100.00%		

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Table 4
Advanced Technology Grant - Technology Support Component
Expenditures By Category (%) - Fiscal Year 2003

District No.	College	Salaries	Staff Development	Contractual Services	Materials & Supplies	Travel	Equipment	Other	Total
503	Black Hawk			4.53%	95.47%				100.00%
508	Chicago	9.29%	46.00%	2.58%	9.21%	0.64%	25.85%	9.75%	103.32%
507	Danville			100.00%					100.00%
502	DuPage	88.47%		10.53%			0.99%		100.00%
509	Elgin	10.07%	5.55%	77.05%			1.77%		94.44%
512	Harper	29.69%		1.39%	0.05%	2.41%	66.01%	0.46%	100.00%
540	Heartland							100.00%	100.00%
519	Highland	47.29%		52.71%					100.00%
514	Illinois Central	76.08%			19.61%		4.31%		100.00%
529	Illinois Eastern	96.90%			3.10%				100.00%
513	Illinois Valley			4.81%	36.98%		58.21%		100.00%
525	Joliet			49.96%			50.04%		100.00%
520	Kankakee				30.39%		69.61%		100.00%
501	Kaskaskia	61.98%					25.16%	12.86%	100.00%
523	Kishwaukee	70.11%		8.48%	1.45%		13.88%	6.08%	100.00%
532	Lake County	100.00%							100.00%
517	Lake Land	43.58%	2.05%	31.60%	8.18%		14.39%		99.81%
536	Lewis & Clark			51.41%	22.80%		25.80%		100.00%
526	Lincoln Land	19.18%		80.82%					100.00%
530	Logan	75.92%		1.79%	12.67%	1.07%		8.55%	100.00%
528	McHenry	67.07%		2.99%	0.02%		8.09%	21.83%	100.00%
524	Moraine Valley			95.98%			4.02%		100.00%
527	Morton	70.79%					29.21%		100.00%
535	Oakton			87.84%			12.16%		100.00%
505	Parkland	100.00%							100.00%
515	Prairie State	100.00%							100.00%
521	Rend Lake	2.63%	2.52%	11.09%	17.58%	0.22%	66.07%		100.11%
537	Richland	21.85%	5.12%		1.62%	1.53%		70.00%	100.12%
511	Rock Valley			100.00%					100.00%
518	Sandburg	77.37%	3.76%	9.28%	0.32%	1.28%	8.00%		100.00%
506	Sauk Valley	1.90%		19.28%		0.13%	44.36%	34.34%	100.00%
531	Shawnee	65.11%					9.83%	25.06%	100.00%
510	South Suburban	82.76%	14.58%	2.66%					100.00%
533	Southeastern	36.71%		44.43%	0.78%		7.78%	10.29%	100.00%
522	Southwestern	8.42%			1.65%		75.90%	14.02%	100.00%
534	Spoon River			75.05%	24.95%				100.00%
504	Triton	16.63%		77.30%			6.07%		100.00%
516	Waubonsee				100.00%				100.00%
539	Wood			5.91%	46.50%	0.06%	28.57%	18.97%	100.00%

Illinois Community College Board

**ADVANCED TECHNOLOGY GRANT
STAFF TECHNICAL SKILLS ENHANCEMENT COMPONENT REPORT
FISCAL YEAR 2003**

The Illinois Community College Board Advanced Technology Staff Technical Skills Enhancement Grant provides funds for Illinois community colleges to build technical skills in faculty and staff and add technical staff to meet growing needs. The rapid technological changes in today's society require community college faculty and staff to continually improve their technological skills. The advanced technology skills grant funds were used to increase faculty and staff ability and provide technical support staff.

Allocations

Funding allocation for the Advanced Technology Grant Staff Technical Skills Enhancement Component is determined by taking a derived rate and multiplying by the number of staff FTE in the district. During fiscal year 2003, \$1,813,900 in Technical Skills Enhancement Grant funds were allocated to community college districts. The specific grant amount for each district was determined by a formula based on the number of enrollments in occupational and technical courses. Grant amounts ranged from \$14,142 to \$317,216. Of the total grant amount awarded during fiscal year 2003, the districts expended \$1,728,673 (95.3%). The colleges redirected some funding from this component into other Advanced Technology Grant Components.

Expenditures

Table 5 lists the amount allocated to each college district and the year-end unaudited expenditures reported by the community college districts to the ICCB. The majority of expenditures were support staff salaries (40%), contractual services (19.4%), and travel (18.6%).

Table 6 lists the percent of expenditures by category at colleges.

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Table 5
Advanced Technology Grant - Staff Technical Skills Enhancement Component
Expenditures by Category (\$) - Fiscal Year 2003

District No.	College	Support Staff Salaries	Faculty Compensation	Contractual Services	Materials & Supplies	Travel	Other	Total Expended	Grant Amount	Percent Expended
503	Black Hawk	\$39,238		\$1,799	\$1,817	\$3,523		\$46,377	48,966	94.7%
508	Chicago	\$153,871	\$12,500	\$108,710	\$6,421	\$26,910		\$308,412	317,216	97.2%
507	Danville			\$2,000	\$325	\$7,102	\$9,523	\$18,950	18,950	100.0%
502	DuPage	\$45,330	\$16,672	\$8,125	\$9,386	\$36,806		\$116,319	126,963	91.6%
509	Elgin	\$7,417		\$8,875	\$9,909	\$339		\$26,539	51,029	52.0%
512	Harper	\$68,164						\$68,164	68,163	100.0%
540	Heartland				\$260	\$18,965		\$19,225	19,225	100.0%
519	Highland			\$4,658	\$10,124	\$1,789		\$16,571	17,571	94.3%
514	Illinois Central			\$7,418	\$896	\$6,061	\$48,025	\$62,400	62,400	100.0%
529	Illinois Eastern			\$6,531		\$10,720	\$10,491	\$27,742	39,950	69.4%
513	Illinois Valley	\$17,929				\$4,574		\$22,503	22,503	100.0%
525	Joliet			\$36,602	\$1,237	\$5,066		\$42,905	42,905	100.0%
520	Kankakee	\$9,889				\$14,841		\$24,730	24,730	100.0%
501	Kaskaskia				\$1,112	\$11,175		\$12,288	18,340	67.0%
523	Kishwaukee					\$23,069		\$23,069	23,069	100.0%
532	Lake County			\$25,000			\$39,530	\$64,530	64,530	100.0%
517	Lake Land	\$24,471	\$26,668	\$524				\$51,662	43,773	118.0%
536	Lewis & Clark	\$7,191		\$332		\$7,033	\$16,909	\$31,465	31,465	100.0%
526	Lincoln Land		\$1,288	\$39,539				\$40,828	43,830	93.1%
530	Logan					\$30,118	\$5,999	\$36,117	36,117	100.0%
528	McHenry		\$5,838	\$4,586	\$213	\$21,712		\$32,349	32,349	100.0%
524	Moraine Valley	\$26,387	\$29,032					\$55,418	55,418	100.0%
527	Morton		\$6,399			\$8,915		\$15,314	25,852	59.2%
535	Oakton	\$21,674		\$3,650	\$4,292		\$23,664	\$53,280	53,280	100.0%
505	Parkland	\$37,333				\$3,408	\$7,451	\$48,192	48,191	100.0%
515	Prairie State		\$25,694			\$2,766		\$28,460	28,460	100.0%
521	Rend Lake			\$8,939	\$579	\$9,702		\$19,220	22,892	84.0%
537	Richland	\$34,391						\$34,391	25,897	132.8%
511	Rock Valley	\$37,829						\$37,829	37,829	104.7%
518	Sandburg	\$22,229						\$22,229	22,229	100.0%
506	Sauk Valley	\$10,529			\$83	\$4,797	\$1,262	\$16,671	16,671	100.0%
531	Shawnee	\$3,956	\$600			\$2,083	\$570	\$7,209	14,142	51.0%
510	South Suburban	\$10,641	\$20,556			\$2,036		\$33,233	33,233	100.0%
533	Southeastern					\$19,621		\$19,621	39,243	50.0%
522	Southwestern	\$533		\$58,200		\$10,119		\$68,852	68,852	100.0%
534	Spoon River	\$14,945						\$14,945	14,495	103.1%
504	Triton	\$84,271						\$84,271	78,575	107.2%
516	Waubensee	\$12,477		\$9,099	\$24,181	\$10,985		\$56,743	56,743	100.0%
539	Wood				\$191	\$17,663		\$17,854	17,854	100.0%
	Totals	\$690,695	\$145,247	\$334,587	\$71,027	\$321,898	\$163,424	\$1,728,673	\$1,813,900	95.3%
	Percent of Total	39.96%	8.40%	19.36%	4.11%	18.62%	9.45%	100.00%		

Table 6
Advanced Technology Grant - Staff Technical Skills Enhancement Component
Expenditures By Category (%) - Fiscal Year 2003

District No.	College	Salaries	Staff Development	Contractual Services	Materials & Supplies	Travel	Other	Total
503	Black Hawk	84.61%		3.88%	3.92%	7.60%		100.00%
508	Chicago	49.89%	0	35.25%	2.08%	8.73%		100.00%
507	Danville			10.55%	1.72%	37.48%	50.25%	100.00%
502	DuPage	38.97%	14.33%	6.99%	8.07%	31.64%		100.00%
509	Elgin	27.95%		33.44%	37.34%	1.28%		100.00%
512	Harper	100.00%						100.00%
540	Heartland				1.35%	98.65%		100.00%
519	Highland			28.11%	61.09%	10.80%		100.00%
514	Illinois Central			11.89%	1.44%	9.71%	76.96%	100.00%
529	Illinois Eastern			23.54%		38.64%	37.82%	100.00%
513	Illinois Valley	79.68%				20.32%		100.00%
525	Joliet			85.31%	2.88%	11.81%		100.00%
520	Kankakee	39.99%				60.01%		100.00%
501	Kaskaskia				9.05%	90.95%		100.00%
523	Kishwaukee					100.00%		100.00%
532	Lake County			38.74%			61.26%	100.00%
517	Lake Land	47.37%	51.62%	1.01%				100.00%
536	Lewis & Clark	22.85%		1.06%		22.35%	53.74%	100.00%
526	Lincoln Land		3.16%	96.84%				100.00%
530	Logan					83.39%	16.61%	100.00%
528	McHenry		18.05%	14.18%	0.66%	67.12%		100.00%
524	Moraine Valley	47.61%	52.39%					100.00%
527	Morton		41.79%			58.21%		100.00%
535	Oakton	40.68%		6.85%	8.06%		44.41%	100.00%
505	Parkland	77.47%				7.07%	15.46%	100.00%
515	Prairie State		90.28%			9.72%		100.00%
521	Rend Lake			46.51%	3.01%	50.48%		100.00%
537	Richland	100.00%						100.00%
511	Rock Valley	95.47%						95.47%
518	Sandburg	100.00%						100.00%
506	Sauk Valley	63.16%			0.50%	28.77%	7.57%	100.00%
531	Shawnee	54.88%	8.32%			28.89%	7.91%	100.00%
510	South Suburban	32.02%	61.85%			6.13%		100.00%
533	Southeastern					100.00%		100.00%
522	Southwestern	0.77%		84.53%		14.70%		100.00%
534	Spoon River	100.00%						100.00%
504	Triton	100.00%						100.00%
516	Waubonsee	21.99%		16.04%	42.62%	19.36%		100.00%
539	Wood				1.07%	98.93%		100.00%

Illinois Community College Board

**ADVANCED TECHNOLOGY GRANT
ILCCO STUDENT SUPPORT CENTER COMPONENT REPORT
FISCAL YEAR 2003**

In fiscal year 2002, the Illinois Community College Board added the ILCCO Student Support Center Component to the Advanced Technology Grants. The funds are designated to help defray the cost of supporting online students and other online activities.

Grant Allocations

Funding allocation for the Advanced Technology Grant ILCCO Student Support Center Component is divided equally among each district. During fiscal year 2003, a total of \$468,975 in ILCCO Student Support Center Component funds were allocated to community college districts (Table 7). Grant amounts of \$12,025 were dispensed to each community college district. Of the total grant amount awarded during fiscal year 2003, the districts expended \$457,790 (97.6 percent). The colleges used other funds for the amount over their allocated level. The colleges redirected some funding from this component into other Advanced Technology Grant Components.

Expenditure Categories

The ILCCO student support center activities for which the grant funds may be expended are those specified in the contract, which is executed annually with each district. Table 7 lists the expenditures allowed and includes the following categories: salaries, library support and test proctoring, marketing and promotional, travel, and other. Specific activities for which funds may be expended include: salaries and travel for technical staff and support staff in the areas of advising, counseling, registration, and tutoring, along with library support and marketing.

Expenditures

As shown in Table 7, the majority of expenditures were under the categories of salaries (73.1%) and marketing & promotional activities (14.4%).

Table 8 provides a look at the expenditures shown on Table 7 for each district from the standpoint of the percent of total funds expended by category. The data provided in Table 7 and Table 8 were derived from the annual report submitted by each district.

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Table 7
Advanced Technology Grant - ILCCO Student Support Center Component
Expenditures by Category (\$) - Fiscal Year 2003

District No.	College	Salaries	Library Support Test Proctoring	Marketing & Promotional	Travel	Other	Total Expended	Grant Amount	Percent Expended
503	Black Hawk	\$9,262	\$1,200	\$561	\$455		\$11,478	\$12,025	95.5%
508	Chicago	\$5,525		\$4,000		\$2,500	\$12,025	\$12,025	100.0%
507	Danville	\$3,812	\$2,325	\$1,997	\$127	\$3,764	\$12,025	\$12,025	100.0%
502	DuPage	\$12,026					\$12,026	\$12,025	100.0%
509	Elgin	\$11,782					\$11,782	\$12,025	98.0%
512	Harper	\$6,992		\$5,033			\$12,025	\$12,025	100.0%
540	Heartland	\$12,025					\$12,025	\$12,025	100.0%
519	Highland	\$3,402	\$8,053		\$570		\$12,025	\$12,025	100.0%
514	Illinois Central	\$12,025					\$12,025	\$12,025	100.0%
529	Illinois Eastern			\$10,525			\$10,525	\$12,025	87.5%
513	Illinois Valley	\$5,524		\$5,120		\$1,381	\$12,025	\$12,025	100.0%
525	Joliet	\$12,025					\$12,025	\$12,025	100.0%
520	Kankakee	\$12,025					\$12,025	\$12,025	100.0%
501	Kaskaskia	\$12,025					\$12,025	\$12,025	100.0%
523	Kishwaukee	\$12,025					\$12,025	\$12,025	100.0%
532	Lake County	\$11,521	\$504				\$12,025	\$12,025	100.0%
517	Lake Land	\$12,015					\$12,015	\$12,025	99.9%
536	Lewis & Clark	\$12,025					\$12,025	\$12,025	100.0%
526	Lincoln Land	\$12,025					\$12,025	\$12,025	100.0%
530	Logan	\$5,548	\$1,000	\$5,477			\$12,025	\$12,025	100.0%
528	McHenry	\$5,627		\$9,096			\$14,724	\$12,025	122.4%
524	Moraine Valley	\$839		\$5,760	\$173	\$5,253	\$12,025	\$12,025	100.0%
527	Morton	\$2,972			\$3,427	\$5,626	\$12,025	\$12,025	100.0%
535	Oakton	\$1,025	\$144	\$9,910		\$946	\$12,025	\$12,025	100.0%
505	Parkland	\$8,323				\$3,702	\$12,025	\$12,025	100.0%
515	Prairie State	\$12,383					\$12,383	\$12,025	103.0%
521	Rend Lake	\$12,025					\$12,025	\$12,025	100.0%
537	Richland	\$12,025					\$12,025	\$12,025	100.0%
511	Rock Valley	\$12,025					\$12,025	\$12,025	100.0%
518	Sandburg	\$9,650	\$2,167		\$208		\$12,025	\$12,025	100.0%
506	Sauk Valley	\$10,361	\$1,664				\$12,025	\$12,025	100.0%
531	Shawnee	\$6,014					\$6,014	\$12,025	50.0%
510	South Suburban	\$11,930	\$53		\$42		\$12,025	\$12,025	100.0%
533	Southeastern	\$8,250		\$3,775			\$12,025	\$12,025	100.0%
522	Southwestern			\$1,640	\$1,455	\$8,999	\$12,094	\$12,025	100.6%
534	Spoon River	\$12,025					\$12,025	\$12,025	100.0%
504	Triton	\$12,025					\$12,025	\$12,025	100.0%
516	Waubonsee	\$12,025					\$12,025	\$12,025	100.0%
539	Wood	\$1,560	\$325	\$2,852	\$1,205	\$84	\$6,025	\$12,025	50.1%
	Totals	\$334,694	\$17,434	\$65,746	\$7,661	\$32,254	\$457,790	\$468,975	97.6%
	Percent of Total	73.11%	3.81%	14.36%	1.67%	7.05%	100.00%		

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Table 8
Advanced Technology Grant - ILCCO Student Support Center Component
Expenditures By Category (%) - Fiscal Year 2003

District No.	College	Salaries	Library Support Test Proctoring	Marketing & Promotional	Travel	Other	Total
503	Black Hawk	80.69%	10.45%	4.89%	3.96%		100.00%
508	Chicago	45.95%		33.26%		20.79%	100.00%
507	Danville	31.70%	19.33%	16.61%	1.06%	31.30%	100.00%
502	DuPage	100.00%					100.00%
509	Elgin	100.00%					100.00%
512	Harper	58.15%		41.85%			100.00%
540	Heartland	100.00%					100.00%
519	Highland	28.29%	66.97%		4.74%		100.00%
514	Illinois Central	100.00%					100.00%
529	Illinois Eastern			100.00%			100.00%
513	Illinois Valley	45.94%		42.58%		11.49%	100.00%
525	Joliet	100.00%					100.00%
520	Kankakee	100.00%					100.00%
501	Kaskaskia	100.00%					100.00%
523	Kishwaukee	100.00%					100.00%
532	Lake County	95.81%	4.19%				100.00%
517	Lake Land	100.00%					100.00%
536	Lewis & Clark	100.00%					100.00%
526	Lincoln Land	100.00%					100.00%
530	Logan	46.13%	8.32%	45.55%			100.00%
528	McHenry	38.22%		61.78%			100.00%
524	Moraine Valley	6.98%		47.90%	1.44%	43.68%	100.00%
527	Morton	24.72%			28.50%	46.79%	100.00%
535	Oakton	8.52%	1.20%	82.41%		7.86%	100.00%
505	Parkland	69.22%				30.78%	100.00%
515	Prairie State	100.00%					100.00%
521	Rend Lake	100.00%					100.00%
537	Richland	100.00%					100.00%
511	Rock Valley	100.00%					100.00%
518	Sandburg	80.25%	18.02%		1.73%		100.00%
506	Sauk Valley	86.17%	13.83%				100.00%
531	Shawnee	100.00%					100.00%
510	South Suburban	99.21%	0.44%		0.35%		100.00%
533	Southeastern	68.61%		31.39%			100.00%
522	Southwestern			13.56%	12.03%	74.41%	100.00%
534	Spoon River	100.00%					100.00%
504	Triton	100.00%					100.00%
516	Waubensee	100.00%					100.00%
539	Wood	25.89%	5.39%	47.33%	19.99%	1.39%	100.00%

Illinois Community College Board

**DEFERRED MAINTENANCE GRANT REPORT
FISCAL YEAR 2003**

Executive Summary

Deferred maintenance is usually defined as repairs and improvements that can not be accomplished within the normal budget cycle due to maintenance needs increasing at a rate quicker than funds become available to do the work. Illinois community colleges budget a portion of their operating budget for operation and maintenance needs, however, meeting the maintenance needs of community college facilities in Illinois continues to be a challenge. Aging facilities, increased use by students and the community, increasing labor and materials costs, and demand for funds to meet other instructional needs all contribute to creating a backlog of maintenance. This situation is not unique to Illinois community colleges, but rather can be found as a persistent problem for higher education institutions across the country.

Beginning in fiscal year 1998, Illinois began supporting community colleges by providing a flexible and readily accessible operational grant dedicated to reducing the backlog of deferred maintenance. These operational funds have been very useful in controlling the rate of growth of deferred maintenance within the system. Consider for instance, deferred maintenance grew three fold from fiscal year 1991 to 1998 but has decreased slightly from 1998 to 2003. The community college system has received a total of \$16.4 million since the first year's appropriation. Over the six fiscal year period from 1998 through 2003 this has ranged by district from \$170,516 to \$852,614, excluding the City Colleges of Chicago. The City Colleges of Chicago received \$2.9 million over that period. This funding has provided flexible operational funding to supplement what a district had been spending to maintain their facilities before fiscal year 1998.

Illinois Community College Board

**DEFERRED MAINTENANCE GRANT REPORT
FISCAL YEAR 2003**

Community colleges nationwide, as well as universities and private colleges, have been facing a growing problem of maintaining facilities that are growing older and becoming more and more expensive to maintain. As these maintenance costs continue to grow, it has become more difficult to find additional dollars within the normal budgeting process to keep up with the additional demands of older facilities. Approximately \$134.3 million (or 12 percent) of Illinois community colleges' \$1.1 billion in operating fund expenditure in fiscal year 2003 were spent for operation and maintenance purposes. Most of the \$134.3 million are for day-to-day operations and regularly scheduled maintenance.

The community college system began receiving deferred maintenance funding in fiscal year 1998. The state funding is intended to supplement, not supplant, the unrestricted operating funds currently spent by the districts on operation and maintenance of facilities. This grant demonstrated a state-level recognition of the problem of aging facilities and a commitment to assist community colleges to meet growing maintenance demands. An appropriation has been received each year since fiscal year 1998 with the fiscal year 2003 spending authority level at \$2,984,600. During the six-year period, the Illinois Community College System has received \$16,341,046, averaging \$2,723,508 per year. Increases in funding year to year are dependent upon support of the General Assembly. The grant has been allocated to community colleges using a \$10,000 flat grant per district with the remaining appropriation allocated based on weighted gross square feet of owned space. For fiscal year 2003, this resulted in a \$453,341 grant to City Colleges of Chicago and other grant amounts ranging from \$26,565 to \$185,096, averaging \$66,612 per district. Districts also have capital renewal funds from the state's sale of long term capital bonds available to assist in addressing deferred maintenance needs. These funds are critical to maintaining the buildings on campus as they become older. While these funds are vital and critical, they are not as accessible for addressing deferred maintenance needs immediately and some of these funds are lost to additional administrative costs in the form of an administrative fee charged by the Capital Development Board for the management of projects. The ICCB does not charge an administrative fee for the use of the operational grant and the colleges generally use these funds for the types of projects that do not require extensive architectural or engineering services.

Annually, community colleges are asked to complete a year-end report about the use of the deferred maintenance funds. During fiscal year 2003 districts report, as indicated in the following table, they used approximately \$2.1 million (70 percent) of the funds for carpeting replacement and/or cleaning, remodeling and renovation, painting, HVAC improvements, electrical or utilities modifications, and labor, materials and supplies. The majority of the remaining \$.9 million (30 percent) was used for hardwood floor cover repairs and replacements, plumbing, parking lot improvements, exterior building repairs, chiller repairs, and fire alarm system modifications. The districts reported that the main consideration used by districts to develop processes to identify a deferred maintenance project and to distinguish it from an ongoing routine maintenance project is the recognition that maintenance projects

have repeatedly been postponed due to budgetary constraints and further postponement poses a hazard/risk to students, faculty, and staff.

Based on conservative district estimates, remaining deferred maintenance needs systemwide are estimated at \$208 million. The March 1997 report entitled A Report on the Condition of Facilities at Illinois Community Colleges sites a threefold growth of deferred maintenance from fiscal year 1991 to the fiscal year 1996 estimated level of \$229 million. Based upon current estimates it would seem this grant in combination with other local efforts has been useful in helping to slow the rate of growth and perhaps even to reduce outstanding deferred maintenance levels.

The following table presents a list of the type of projects completed/performed with the fiscal year 2003 spending authority.

**SUMMARY OF FISCAL YEAR 2003
DEFERRED MAINTENANCE PROJECTS**

Carpet Replacement/Cleaning	\$ 468,250
Remodeling/Renovation	464,825
Painting	354,977
HVAC Improvements	303,821
Electrical/Utilities Modifications	299,726
General Labor, supplies, and maintenance for deferred projects	199,301
Floor Coverings/Hardwood Repairs and Cleaning	162,764
Plumbing	149,709
Parking Lot Improvements	146,472
Exterior Building Repairs	112,763
Chiller Repairs	92,176
Fire Alarm System Modifications	66,098
Boiler/Pump/Valve Testing, Repair and/or Replacement	53,904
Road and Walkway Improvements	34,715
Maintenance Tools/Equipment	21,345
Outdoor Lighting Improvements	21,337
Maintenance Staff Salaries (dedicated to deferred maintenance)	21,295
Miscellaneous	11,122
	\$ 2,984,600

SOURCE: FY 2003 Deferred Maintenance Grant Reports

Illinois Community College Board

**P-16 INITIATIVE GRANT REPORT
FISCAL YEAR 2003**

Purpose of Grant. P-16 Initiative Grant funding is intended to allow community colleges to address the need to strengthen student preparation within the P-16 education spectrum in two ways:

1. **Dual Credit/Dual Enrollment:** Expand community college service to high school students desiring to take college-level classes prior to receiving their high school diploma to accelerate their college coursework (formerly known as the Accelerated College Enrollment Grant). Funds are to be used primarily to support in-district high school students. In instances where students from outside the college district are being served, a written agreement must be in place between the community college providing the instruction and the student's home community college;
2. **Teacher Preparation and Professional Development:** Implement and/or expand programs and services that relate to teacher preparation (certification) and professional development (recertification). The intent is to allow colleges to enhance or expand current activities.

Dual Credit/Dual Enrollment

In support of the dual credit/dual enrollment component of the P-16 Initiative grant, colleges are eligible to receive funding for course tuition and universal fees associated with the coursework of dual credit/dual enrollment students. College districts will receive credit for eligible midterm student enrollments at their local in-district tuition and universal fee rate, up to the total amount allocated to the district. The college may use these funds for full or partial coverage of the high school student's tuition and universal fees. Funds may not be used for coursework in Adult Basic or Adult Secondary Education (ABE/ASE), English as a Second Language (ESL), General Educational Development (GED), or Remedial/Developmental (i.e., the courses must be approved by the ICCB as funding category: Baccalaureate, Business, Technical, or Health).

Fiscal Year 2003 Results. In fiscal year 2003, \$1,278,999 was allocated to the system through the P-16 Initiative grant. The bulk of the grant was used to support the dual credit/dual enrollment component, serving 20,057 secondary students who enrolled in a total of 6,676 college-level courses. The grant served approximately 58 percent of the 34,835 total dual credit/dual enrollment students statewide in fiscal year 2003.

Enrollment in dual credit/dual enrollment courses occurred most frequently at secondary school sites, with 24,820 students (71.3 percent) participating in this manner. On-campus enrollments totaled 6,593 (19 percent), distance learning totaled 2,008 (6 percent) and internet course enrollments totaled 1,414 (4 percent).

Of the 38 community college districts reporting, all indicated that they offered academic/transfer courses for dual credit, and 37 of the 38 reported that they offer career and technical education courses for dual

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credit/dual enrollment. Students were selected to participate in these programs based on a variety of factors including academic performance, recommendations, and college admissions testing. Course placement was dependent on many factors as well, including subject area testing, prerequisite course success and entry exams.

Secondary school participation increased in these programs in fiscal year 2003. A total of 519 high schools (79 percent of the 661 total public high schools in Illinois) offered dual credit courses, and 478 (72 percent) offered dual enrollment options to their students. Community colleges established 48 new dual credit agreements with area high schools, with 55 more expected in fiscal year 2004.

**Comparison of Dual Credit/Dual Enrollment Grant
Outcomes for Fiscal Years 2002 and 2003**

	<u>FY 2002</u>	<u>FY 2003</u>	<u>% Change</u>
Total Dual Credit/Dual Enrollment Students Served by Grant	17,006	20,057	18%
Total Student Enrollments	27,124	34,835	28%
enrolled at secondary site	18,945	24,820	31%
enrolled on-campus	7,123	6,593	-7%
enrolled via distance learning	687	2,008	192%
enrolled via internet	369	1,414	283%
Total Dual Credit/Dual Enrollment Courses Offered	6,969	6,676	-4%
High Schools Engaged in Dual Credit	483	519	7%
High Schools Engaged in Dual Enrollment	375	478	27%

P-16 Grant/Dual Credit/Dual Enrollment Program Issues and Comments Colleges were overwhelmingly positive when asked to comment on the P-16 grant and their dual credit/dual enrollment programs. Cited often as a strength was the way dual credit helped introduce students early to the demands of college level courses and more fully utilize their senior year in high school. P-16 grant funds have become an integral part of the success of many students as they transition from high school to college. Colleges also stated that these programs help build strong relationships with area high schools and the public, and provide a good opportunity for college faculty to network with high school teachers.

Concerns mentioned include the difficulty in coordinating conflicting high school and community college schedules, as well as problems arranging student transportation. Other areas of concern include the lack of sufficient grant funds to offer benefits to all interested students, limited transferability of dual credit courses, home schooled student issues, dealing with teacher unions, and the considerable amount of time needed to oversee these programs.

Teacher Preparation and Professional Development

In recognition of the vital role that community colleges play in teacher preparation and professional development, this component of the P-16 Initiative allows colleges to use funds to expand or enhance related activities. Fiscal year 2003 is the first year in which grant funds were available for this purpose.

As reported above, colleges used the bulk of their P-16 Initiative grant funds to provide continuing support to dual credit/dual enrollment initiatives that were in place as a result of the former Accelerated College Enrollment grant. However, four colleges indicated they used a total of \$50,582, or 3.95% of the total allocation, for the P-16 Initiative grant to support activities related to teacher preparation and/or professional development, including:

- support for joint meetings of community college and university faculty to develop professional education and related courses to be offered at the community college level;
- alignment of curriculum with Illinois and NCATE standards to allow for seamless transition to formal teacher education programs;
- development of curriculum related to a recently-approved model Associate in Applied Science degree for Paraprofessional Educators;
- support for test preparation for paraprofessional educators to meet new requirements under No Child Left Behind legislation; and
- development of workshops and special topics classes to meet professional development requirements for recertification for current teachers.

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**FISCAL YEAR 2003 P-16 RESTRICTED GRANT
USE OF FUNDS**

<u>District</u>	FY 2003 P-16 <u>Grant Allocation</u>	Grant Funds Supporting		Grant Funds Supporting <u>Tech Prep</u>	<u>Balance</u>	
		<u>Dual Credit</u>	<u>Dual Enrollment</u>		<u>\$</u>	<u>%</u>
		<u>\$</u>	<u>%</u>		<u>\$</u>	<u>%</u>
Black Hawk	\$26,993	\$26,993	100.00%	\$0	\$0	
Carl Sandburg	\$15,000	\$15,000	100.00%	\$0	\$0	
Chicago	\$101,076	\$96,536	95.51%	\$4,540	\$0	
DuPage	\$113,516	\$109,523	96.48%	\$0	\$3,993	3.5%
Danville	\$15,000	\$15,000	100.00%	\$0	\$0	
Elgin	\$54,298	\$54,298	100.00%	\$0	\$0	
Heartland	\$17,813	\$17,813	100.00%	\$0	\$0	
Highland	\$15,000	\$15,000	100.00%	\$0	\$0	
Illinois Central	\$37,929	\$37,929	100.00%	\$0	\$0	
Illinois Eastern	\$15,000	\$15,000	100.00%	\$0	\$0	
Illinois Valley	\$16,792	\$16,792	100.00%	\$0	\$0	
John Wood	\$15,000	\$15,000	100.00%	\$0	\$0	
Joliet	\$62,422	\$62,422	100.00%	\$0	\$0	
Kankakee	\$15,272	\$15,272	100.00%	\$0	\$0	
Kaskaskia	\$15,000	\$15,000	100.00%	\$0	\$0	
Kishwaukee	\$15,000	\$14,031	93.54%	\$0	\$969	6.5%
Lake County	\$72,488	\$57,450	79.25%	\$15,038	\$0	
Lake Land	\$21,716	\$21,716	100.00%	\$0	\$0	
Lewis & Clark	\$23,049	\$23,049	100.00%	\$0	\$0	
Lincoln Land	\$36,455	\$9,550	26.20%	\$26,895	\$10	0.0%
Logan	\$15,000	\$15,000	100.00%	\$0	\$0	
McHenry	\$28,709	\$28,709	100.00%	\$0	\$0	
Moraine Valley	\$58,287	\$58,287	100.00%	\$0	\$0	
Morton	\$15,000	\$12,552	83.68%	\$0	\$2,448	16.3%
Oakton	\$46,481	\$42,372	91.16%	\$4,109	\$0	
Parkland	\$27,516	\$27,516	100.00%	\$0	\$0	
Prairie State	\$45,540	\$45,540	100.00%	\$0	\$0	
Rend Lake	\$15,000	\$15,000	100.00%	\$0	\$0	
Richland	\$15,000	\$15,000	100.00%	\$0	\$0	
Rock Valley	\$31,194	\$31,194	100.00%	\$0	\$0	
Sauk Valley	\$15,000	\$15,000	100.00%	\$0	\$0	
Shawnee	\$15,000	\$15,000	100.00%	\$0	\$0	
South Suburban	\$34,594	\$34,594	100.00%	\$0	\$0	
Southeastern	\$15,000	\$15,000	100.00%	\$0	\$0	
Southwestern	\$48,825	\$48,825	100.00%	\$0	\$0	
Spoon River	\$15,000	\$15,000	100.00%	\$0	\$0	
Triton	\$23,990	\$23,990	100.00%	\$0	\$0	
Waubonsee	\$34,599	\$34,599	100.00%	\$0	\$0	
William Rainey Harper	\$74,445	\$74,445	100.00%	\$0	\$0	
TOTAL	\$1,278,999	\$1,220,997	95.47%	\$50,582	\$7,420	0.6%

Illinois Community College Board

**WORKFORCE DEVELOPMENT GRANT REPORT
FISCAL YEAR 2003**

The Illinois Community College Board provided \$16.47 million in Workforce Development Grants to community college districts in fiscal year 2003. The Workforce Development Grant is composed of four components: Business and Industry Services, Education-to-Careers, Welfare-to-Work, and Current Workforce Training. The following report shows that colleges have used these grants to provide a comprehensive array of services to businesses and economic development activities, local Education-to-Careers partnerships, welfare recipients, low-income individuals, and the working poor.

Many accomplishments were achieved as result of these grants. The following provides a brief overview of the activities of these grants:

Business and Industry Services Component: Community colleges served 143,807 people through contract training for businesses, entrepreneurship seminars and workshops, individualized counseling and management assistance, employment workshops for unemployed or underemployed individuals, public noncredit training courses, and testing and assessment services.

Education-to-Careers Component: Community colleges were integral in sustaining local education to career partnerships by increasing work-based learning opportunities for students, expanding career exploration programs and resources, offering professional development opportunities for educators, supporting lifelong learning activities, expanding articulation agreements, and delivering career awareness programs.

Welfare-to-Work Component: Community colleges provided an infrastructure to support welfare recipients and the working poor in gaining the education and training necessary to become employed or to improve their wage earning ability. In partnership with the Illinois Department of Human Services, 27,910 individuals were served with an array of basic skills and occupational programs.

Current Workforce Training Component: Community colleges provided assistance to 1,012 companies to deliver 2,496 noncredit customized training contracts that served 40,862 employees. Out of the \$3.5 million provided for training, companies reported receiving an equivalent of \$79 million in savings as a result of increased productivity, quality, employee progression, and nine other performance measures.

Illinois Community College Board

**WORKFORCE DEVELOPMENT GRANT REPORT
BUSINESS AND INDUSTRY SERVICES COMPONENT
FISCAL YEAR 2003**

Executive Summary

During fiscal year 2003, the Illinois Community College Board provided approximately \$5.4 million to community colleges to provide workforce development activities throughout Illinois. These services were provided by the Business and Industry Centers in the colleges. The workforce development activities conducted under the grant have been divided into nine different categories in order to capture the magnitude of involvement and outcomes resulting from each service. This summary provides information on contract training; business attraction, retention and expansion; entrepreneurship classes; business counseling; public workshops; contract procurement; and employment and training activities.

- Community colleges provided 8,406 contract training courses to 2,272 companies and served 89,439 employees for a total of 163,278 contact hours of education or 20,409 days of training. This contributed to the start up of 17 companies, expansion of 72 companies, retention of 240 companies, and the development of 1,280 jobs and another 9,606 jobs retained.
- Community colleges conducted a total of 768 entrepreneurship seminars and workshops for 9,728 participants. A total of 58 companies started, 37 expanded and another 237 companies were retained. As a result, 219 jobs were created and 322 jobs were retained.
- Business counseling and management assistance was provided for 5,317 individuals or organizations which resulted in 242 companies starting, 88 expanding and another 432 companies retained. Business counseling led to 783 jobs created and 2,629 jobs retained.
- Eight community college districts provided 2,442 businesses through government Contract Procurement Technical Assistance Centers. One hundred and thirty-six companies received 2,533 contracts for a total of \$229,388,021 in federal contracts. As a result of the contracts, two companies were started, 20 companies were able to expand, 209 companies were retained, 151 jobs were created, and another 873 jobs were retained.
- Illinois community colleges provided 1,990 noncredit public training courses and 2,584 noncredit workshops and seminars to 33,652 individual participants and served 2,675 organizations.
- Twenty-one community colleges reported offering 22 noncredit workshop and seminars to 2,282 unemployed or underemployed individuals and another 6,506 noncredit and credit courses were provided to 2,376 participants. As a result, 4,290 individuals received counseling or job placement. Community colleges also reported a total of 93 additional activities such as job fairs, networks, and advisement services that served another 6,330 individuals.

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- As a result of the business attraction, retention and expansion activities reported by the community colleges, a total of 3,323 companies were visited for potential expansion or location. As a result, 19 companies were started, 40 expanded, and 256 were retained. This resulted in 1,962 jobs created and 4,440 jobs retained.
- Because of the changing learning environment, community colleges offered 1,442 noncredit internet courses, 47 satellite broadcasts, and 37 two-way interactive video courses. Throughout the state, community college business and industry centers developed 61 job profiles and assessed 146 individuals. Other services included 70 workplace literacy programs and 12 benchmarking studies.

In summary, Illinois community colleges provided workforce services to a total of 16,014 businesses and organizations and 143,807 individuals which resulted in the start up of 338 companies, 257 company expansions, and 1,374 companies retained. The total performance outcome of fiscal year 2003 resulted in 4,395 jobs created and another 17,870 jobs retained.

Illinois Community College Board

**WORKFORCE DEVELOPMENT GRANT REPORT
BUSINESS AND INDUSTRY SERVICES COMPONENT
FISCAL YEAR 2003**

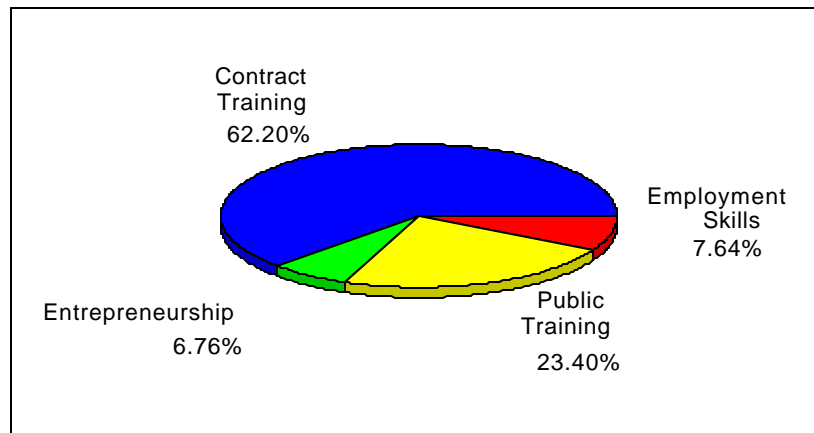
Each community college is committed to supporting its community, including the economic development and workforce needs of local businesses. The Illinois Community College Board supported these efforts by providing approximately \$5.4 million to colleges for workforce development services during fiscal year 2003.

This report highlights many of the business and industry programs and contains information about the outcomes and impacts these activities have on the local and state economy. The workforce development activities conducted under the grant have been divided into ten different categories in order to capture the magnitude of involvement and outcomes resulting from each service. During fiscal year 2003, the Illinois Community College System reported providing services to a total of 16,014 businesses and organizations and 143,807 individuals. These services resulted in the start up of 338 companies, 257 company expansions, and 1,374 companies retained. The total performance outcome for fiscal year 2003 resulted in 4,395 jobs created and another 17,870 jobs retained.

Contract/Customized Job Training

Community colleges provide up-to-date, effective and affordable customized training courses. Customized training has become the most successful and most common service provided by the Business and Industry Centers within the community college. Colleges have the unique ability to assess business needs, modify curriculum, and use hands-on material to teach directly to individuals within a business.

**Total Individuals Served
By Workforce Activity**



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In fiscal year 2003, community colleges provided 8,406 contract training courses to 2,272 companies and served 89,439 employees for a total of 163,278 contact hours of education or 20,409 days of training. This contributed to the start up of 17 companies, expansion of 72 companies, retention of 240 companies, and the development of 1,280 jobs and another 9,606 jobs retained.

The complexity and skill that it takes to provide a quality customized training program has been demonstrated by Southwestern Illinois College, Center for Training Innovations (CTI). The Center meets annually with Holten Meat, Inc to assess the year’s training needs. CTI embarked upon a long-term training program that was designed to increase the leadership skills of managers, supervisors and team coordinators. During the last three years, CTI has:

- defined skill requirements for leadership;
- designed, developed and utilized appropriate assessment tools for employees;
- assessed, identified and analyzed training requirements of employees;
- developed and implemented performance improvement programs in coordination with college staff, external vendors, part-time instructors and Holten Meat, Inc.;
- assured all course materials, technology and off campus facilities were appropriate to serve instructor and client needs.

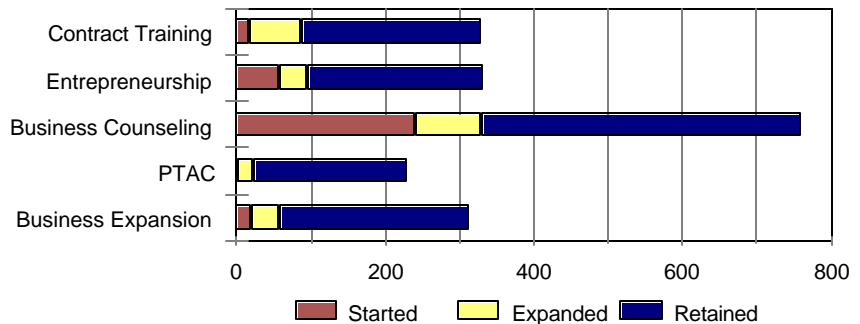
As a result of this three-year project, Holten Meat, Inc. has experienced an estimated \$50,000 savings from employee retention and job satisfaction.

Entrepreneurship Seminars and Workshops

Entrepreneurship seminars and workshops are open to the general public and are scheduled throughout the year on various community college campuses. Small business owners and those interested in learning more about starting a business can attend. Individual assistance is provided with business plans, finances, state and federal employment laws and other resources needed to be successful.

Community colleges conducted a total of 768 entrepreneurship seminars and workshops for 9,728 participants. A total of 58 new businesses started, 37 expanded and another 237 companies were retained. As a result 219 jobs were created and 322 jobs were retained.

Companies Started/Expanded/Retained
by workforce activity



At Moraine Valley Community College, a father and his daughter came to the Small Business Development Center to explore their interest in opening a Rocky Mountain Chocolate Factory franchise.

The Small Business Development staff assisted in the completion of a business plan and made a financing referral. In October 2002, they were able to open a new Rocky Mountain Chocolate Factory franchise at a local mall creating six new jobs.

Counseling and Management Assistance

Small Business Development Center staff are knowledgeable about common challenges experienced during business start up and growth. Business owners rely on the staff to provide feedback, advice, and real answers to challenging questions. Business owners soon develop a sense of trust with center staff and continue to seek advice and assistance throughout the year in order to nurture a business into a stable and profitable company.

In fiscal year 2003, community colleges provided business counseling and management assistance to 5,317 individuals or organizations that resulted in 242 companies starting, 88 expanding and another 432 companies retained. Business counseling led to 783 jobs created and 2,629 jobs retained.

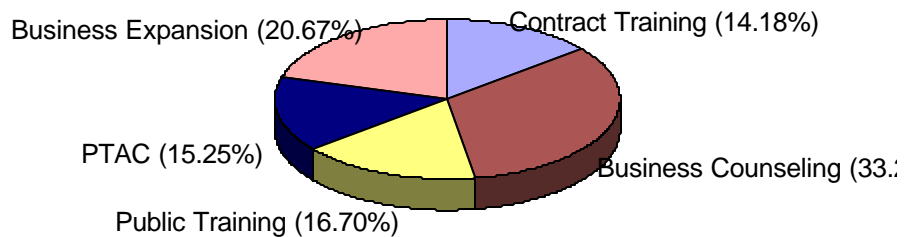
The Small Business Development center at Rock Valley College has provided significant counseling expertise throughout its existence. Recently, a small business owner came to the center to seek assistance and guidance on the financial stability of his existing businesses. The businessman had a significant loan at a bank, and the bank required over three times collateral for his two jewelry stores. The Small Business Development Center staff recommended three local banks that were approved to provide federal Small Business Assistance loans. The man chose a bank that was very cooperative and was able to save his two businesses and several jobs.

Contract Procurement Assistance

Many manufacturers and even service businesses have discovered that the federal government can be a profitable and stable client. However, the process of applying for government contracts can be difficult and time consuming for any small business. Procurement Assistance Centers help businesses to navigate through the government processes. In fiscal year 2003, over \$200 million in contracts were awarded to Illinois businesses who sought assistance from the Procurement Technical Assistance Centers.

Eight community college districts provided 2,442 businesses with government contract procurement assistance. One hundred and thirty-six companies received

Total Organizations Served by workforce activity



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2,533 contracts for a total of \$229,388,021 dollars in federal contracts. As a result of the contracts, two companies started, 20 companies expanded, 209 companies retained, and 151 jobs were created and another 873 jobs were retained. College of DuPage's Procurement Center focuses on assisting clients to receive Federal Supply Schedules through the General Services Administration. The federal government has hit an all time high in purchasing since the September 11 tragedy, so it has become very important for businesses to receive federal Supply Schedules. After attending a workshop held at College of DuPage, Hamilton & Bond Inc. completed the documents necessary and received a \$1 million federal contract within 45 days. The College of DuPage staff continues to assist Hamilton & Bond in marketing to expand their sales to other government agencies.

Public Training Activities

Community colleges serve as a major local resource for short-term training in professional and continuing education. Colleges host continuing education courses for professional real estate brokers, cosmetologist, teachers, social workers and others. These courses allow professionals to receive their continuing education credits necessary for certification renewal at a convenient location and at an affordable cost. Colleges also serve the community by providing short-term educational courses such as truck driver training, which allow the student to gain meaningful employment after completing twelve weeks of intense instruction.

Several pharmacies in southern Illinois contacted staff at the Center for Business and Industry Services at John A. Logan College. The businesses requested that the college develop an entry-level Pharmacy Technician program. The ten-week program consists of 50 classroom hours and was taught by a private partnership firm called Condensed Curriculum, a training firm specializing in healthcare topics and training. The partner supplies the instructor, materials, and placement services. The first course was offered to a maximum of 30 students. As of August 2003, 50 percent of the first class have accepted full-time employment positions.

Community colleges continue to be an excellent resource for local businesses and individuals to receive short-term training or continuing education in various fields such as real estate, cosmetology, child care specialist, social workers, nurses, truck drivers, and more. In fiscal year 2003, Illinois community colleges provided 1,990 noncredit public training courses and 2,584 noncredit workshops and seminars to 33,652 individual participants and served 2,675 organizations.

Employment and Training Services for Unemployed or Underemployed

Community colleges continue to be the educational institution of choice for individuals to receive career and vocational training. However, many students need additional assistance and resources in order to attend classes and be successful. Colleges provide various resources such as one-on-one job counseling, resume writing, interview techniques, and other noncredit workshops that provide support for those that are unemployed or underemployed.

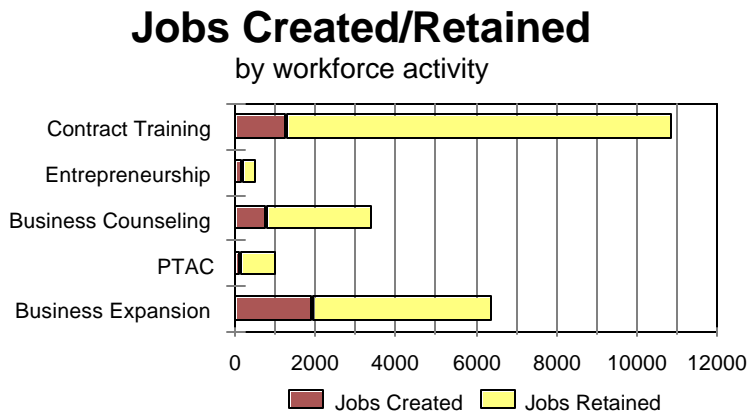
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Twenty-one community colleges reported offering 22 noncredit workshop and seminars to 2,282 unemployed or underemployed individuals and another 6,506 noncredit/credit courses were provided to 2,376 participants. As a result, 4,290 individuals received counseling or job placement. Community colleges also reported a total of 93 additional activities such as job fairs, networks, and advisement services which impacted another 6,330 individuals.

Parkland College designed and developed an innovative Call Center Customer Service Training Program in response to the necessary training needed for entry-level employees. Call Center salaries are between \$9 to \$12 per hour. The initial pilot program was targeted to people over age 56, people with disabilities, School-to-Work, Welfare-to-Work, underemployed, unemployed, and women and minorities. The first pilot had eight graduates. Cingular Wireless, the largest call center in Champaign County, hired 50 percent of the graduates and are very supportive of the program. Another class was held in fall 2003.

Business Attraction, Retention and Expansion

Community colleges are a key resource for the economic development of a region. Colleges house a wealth of resources that businesses look for when faced with location and expansion decisions. Colleges often assist businesses by designing, developing, and delivering incumbent employee training for expanding businesses; providing pre-employment testing and training; and temporary use of college facilities.



As a result of the business attraction, retention, and expansion activities reported by the community colleges, a total of 3,323 companies were visited for potential expansion or location. As a result, 19 companies were started, 40 expanded, and 256 were retained. This resulted in 1,962 jobs created and 4,440 jobs retained.

In 2001, Sauk Valley Community College's Corporate and Community Services was asked by the Lee County Industrial Development Association to meet with a company that was considering locating in Dixon, Illinois. The company was interested in the potential training capabilities of the college. In 2002, Rayovac announced the opening of a distribution center in Dixon. As a result, Sauk Valley Community College provided a week of training for each of the 225 new hires. Phase Two of the training plan is to be implemented in fall 2003.

Distance Learning and Continuous Improvement

The educational landscape is continuously improving as colleges strive to increase students' access to education. As a result, Illinois community colleges are delivering noncredit internet courses and satellite broadcasts to expand their distance learning offerings. In fiscal year 2003, community colleges provided 1,442 noncredit internet courses, 47 satellite broadcasts, and 37 two-way interactive video courses. Through out the state, community college business and industry centers developed 61 job profiles and assessed 146 individuals. Other services included 79 workplace literacy programs and 12 benchmarking studies.

A unique example of a community college bringing expanded educational opportunities to the door of rural residents is when John Wood Community College developed a partnership with DOT Foods, Inc., a warehousing and distribution company in rural west/central Illinois. John Wood has established a satellite campus on the company grounds to serve residents of rural west/central Illinois, as well as employees of DOT Foods, Inc. The Learning Center houses a computer lab, two distance-learning classrooms, and a traditional classroom. The partners have been innovative in creating a number of educational and training opportunities. The most recent example is the Accelerated Business Program that enables employees and others to earn 24 semester credit hours within a year. Since the classes are offered at the DOT Foods, Inc./John Wood Community College Learning Center, the employees have enjoyed an additional convenience which has helped make going back to school an easier adjustment.

Other Workforce Development Activities and Partnerships

Many community colleges are involved in other workforce development activities. This may include working with a large company to develop apprenticeship programs for that industry, working with local and state government to disseminate information to the local business clientele, or working with the local Chamber of Commerce on various issues that will enhance the local business climate.

In May 2002, Prairie State College was awarded an RFP by Ford Motor Company to build and operate a training center on the newly proposed Chicago Manufacturing Campus at the Ford Assembly Plant. The project is a joint effort of the City of Chicago and Ford Motor Company.

Due to unforeseen difficulties, the funds to build a training center were not forthcoming so Prairie State College adjusted its goal to establish a training system in collaboration with South Suburban College, the City Colleges of Chicago, the President's Office of Employment and Training, and the Mayors Office of Workplace Development. This group will work collaboratively to provide training to the suppliers in the manufacturing campus. Employment service agencies will provide pre-employment services, and community colleges will provide all post-employment training services. Prairie State College will coordinate all activities of the Network. It is anticipated that 1,050 employees from 12 companies will be trained in 2003-2004. All community colleges will share equitably in providing training and revenue generated from the project. Pre-employment training has begun, and post-employment training will begin in September 2003.

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Community colleges significantly impact local economies throughout the state of Illinois, as well as the overall state economy. They stand as the primary workforce development resource for both individuals and businesses within their communities with 143,807 individuals served in partnership with 16,014 businesses and organizations, creating and/or retaining 22,265 jobs. The commitment of community colleges to their communities and the businesses that reside within them remains a bedrock of Illinois' economic success.

Illinois Community College Board

**WORKFORCE DEVELOPMENT GRANT REPORT
EDUCATION-TO-CAREERS COMPONENT
FISCAL YEAR 2003**

The ICCB Workforce Preparation Grant - Education-to-Careers (ETC) Component funds are dedicated to sustaining local ETC partnerships and institutionalizing ETC experiences and support services. The purpose of this funding is to support the community colleges in their efforts to affect systemic change. This special initiative recognizes that the community college system needs 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.

Illinois community colleges made use of their ICCB/ETC funds to support both the college and local partnership ETC initiative. Among the many projects and initiatives instituted during this fiscal year, the colleges

- # increased business partnerships to provide work-based learning and internship opportunities for all students and educators
- # expanded career exploration programs and resources for students and educators
- # offered professional development opportunities for educators through conference workshops and classes
- # promoted ETC concepts to educators, parents, students, business and industry in their local communities
- # supported the lifelong-learning concept of ETC through the IETC
- # cultivated partnerships with the LWIB, local youth councils, regional offices of education, IDES, chambers of commerce, community and business organizations
- # linked employers to education and vice versa
- # improve career assessment and placement services
- # expand articulation agreements
- # developed and delivered career and academic counseling
- # purchased state-of-the-art equipment and software for career programs to enhance career exploration
- # delivered workshops and Career Awareness Programs and resources.

During 2003, the ICCB continued to emphasize the four goals outlined during the fifth and final year of implementation of ETC in Illinois. Through the use of incentive grant monies provided by the Illinois Community College Board, Illinois community colleges have responded to these goals through the following activities:

Goal I - Each and every student is involved in a comprehensive career development system that includes continuous career exploration and exploration activities, K-16.

Career Awareness and Exploration:

In addition to offering support and funds for local Career Fairs, work-based learning activities, and internships, several colleges

used the 2003 ICCB grant to improve college-level career awareness activities. The grant enabled Illinois Central College to host a Dual Credit Summit where eighty high school administrators, faculty counselors, college faculty and administrators participated. Black Hawk College was able to address the needs of its community through focused career exploration sessions and rapid response meetings for individuals who had lost their jobs at Freedom Plastics, Harper Wyman and Matag. Heartland Community College held a variety of activities including a Hands-On Science Fair, Hand-On Math Fair, and a Job and Internship Fair. Kishwaukee College expanded its usage of the Employment Resource Center to serve more students and employers by 33 percent. Rend Lake College's culinary arts instructors and Culinary Arts Club members attended the Salute to Excellence and National Restaurant Association Food Show in Chicago, Illinois. The Salute to Excellence Career Fair gave students an opportunity to explore career opportunities with the restaurant industry's top employers. Moraine Valley Community College purchased Career Cruising site license that allows Moraine Valley and local K-12 schools to do online career assessments and search for related career and educational information.

Goal II - Each and every student receives instruction based on curriculum that integrates academic content and workplace skills and supports rigorous standards.

Curriculum Integration:

Most of the community colleges found the 2003 ICCB ETC grant useful when updating their technology and when integrating academic content and workplace skills. For example, Illinois Eastern Community College conducted an Occupational Summit that helped district staff,

college presidents, and deans review and revise existing programs and explore new programs. Danville Area Community College focused on conducting staff development activities and technical training for instructors to enhance their vital link to the workplace. Spoon River College enhanced its school/work place connections and field experience for both students and faculty of the college. Teacher Treks were offered at John Wood Community College to provide teachers, counselors, and administrators opportunities to visit business industry sites to learn about career opportunities for students, gain "real world" experience to incorporate into the curriculum and speak with experts in the field.

Goal III - Each and every student is assisted in making smooth transitions between levels of education and into employment.

Transitional Services:

Illinois community colleges have responded very well to the need to provide smoother transitions for students through the use of Work Keys, dual credit and dual enrollment, staff development activities, stronger articulation, and support for

their local One-Stop Centers. Elgin Community College has a strong Dual Credit/Tech Prep program, which is continually growing and has led to a need for a building plan within the college. Richland Community College directed its efforts to marketing and recruiting students into Tech Prep. One highlight was the expansion of the High-Tech Summer Camps, which Richland

provides for seventh through twelfth grade students. The college also engaged in the Continuous Improvement Process Project (CIP); through this process the college reexamined the process of articulation between high school and Richland Community College. The process led to discussion of possible dual credit options in the occupational technical areas. John Wood Community College held a week long professional development course for three graduate credits entitled "Building Capable People", which explored models of success and methods to teach these models. Using the formats of Multiple Intelligence, Emotional Intelligence, Workplace Skills, and Illinois Learning Standards, educators learned how to teach, communicate, problem solve, critically think, and self manage both the content and interpersonal skills necessary for success.

Goal IV - Each and every student has access to progressive community/work-based learning opportunities.

Work-Based Learning:

The second basic element of the national School-to-Work Opportunities Act calls for guided educational experiences outside the classroom, particularly in the workplace. The most common response to this need involves internships or

apprenticeships in which students or faculty spend some time in training or in employment at a work-site. Moraine Valley coordinated efforts to increase opportunities for students to participate in internships at Walt Disney World including increasing opportunities for students to earn college credit for participating in the internships. Waubensee Community College partnered with North Aurora Illinois Employment and Training Center to host Summer Job Connection, which provided summer employment opportunities for students. Shawnee Community College held an Apprenticeship Day for ninety-eight juniors and seniors to meet with nine unions representatives from six different trades. Triton College provided work-site training, career field trips, job shadowing and co-op programs for their students in a variety of occupational areas.

Sustainability and Serving All Learners:

Two other focus areas include strategies for continued improvement/sustainability and serving all learners. Both of these focus areas are simultaneously being addressed with ICCB ETC funds by at least twenty community colleges through support of their local IETC's. The ICCB grant funds allow the colleges to provide staff and educational and training programs through the IETC's above and beyond the required services in such areas as career planning, adult basic education, English as a Second Language, GED preparation, literacy tutoring, community education classes, preemployment skills training, and job search assistance. Additionally, funds are used to coordinate WIA services and provide faculty and staff cross training sessions.

At the Job Center of Lake County in Grayslake the College of Lake County provided career counseling staff to conduct career assessments, reviews, planning and follow-up assistance. Black Hawk College co-developed Job Net, a weekly job club, with other IETC's and assisted Deere and Co. in recruiting minorities for employment. Illinois Valley Community College provided support for single parent and

displaced homemaker services through the area vocational center. Finally, in the City of Chicago, funds were used to create an implementation plan for a new "Transformation/Career Bridge Program", including designing an 18-week program that provides displaced workers with the necessary employment skill needed by the transportation electronics technology facilities in the Chicagoland area

Conclusion

A focus over the past five years for many of the colleges has been the development of a plan to promote systemic change in K-14 curriculum to include career development competencies and to provide for the overall sustainability of the ETC philosophy beyond the anticipated end of the local partnership funding in June, 2003. To accomplish this end, many colleges cooperatively worked with the partnerships on long-range and strategic plans and have agreed to continue support of regional ETC initiatives through their Workforce Development staffs, ICCB funds, and enrollment management programs. Illinois community colleges are a key factor in the continuing improvement of the educational reform issues that Illinois ETC has addressed in the last four years. Many Illinois community colleges are developing innovations to implement and integrate the philosophy of school-to-work and to align this philosophy with the existing needs of the college, the student body, the curriculum and the emerging workforce.

Illinois Community College Board

**WORKFORCE DEVELOPMENT GRANT REPORT
WELFARE-TO-WORK/LOW-INCOME COMPONENT
FISCAL YEAR 2003**

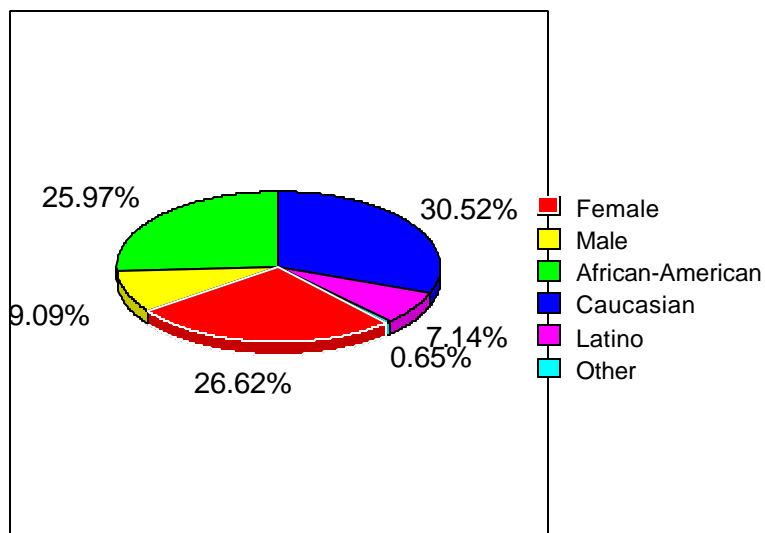
Purpose and Funding of the Grant

During fiscal year 2003, \$3.26 million dollars were distributed to Illinois community colleges for infrastructure support to welfare recipients and the working poor. Each college received a base amount of \$60,000. The remainder of funds were distributed based on need by using the Temporary Assistance to Needy Families (TANF) available-to-work caseload numbers in each district. These numbers were provided by the Illinois Department of Human Services. This funding helped the colleges support a Welfare/Low-Income Liaison, the development of educational workshops and skill training, student tuition, books, and uniforms, as well as student transportation, child care, and other services that are barriers to educational access for many of these individuals.

Overall Program Success

During fiscal year 2003, 27,910 students were served through this grant. Seventy-five percent of those reported were female, with the remaining 25 percent male. Additionally, of those reported, 40 percent reported themselves as African-American, 47 percent were Caucasian, and 11 percent were reported as Latino.

**Demographic Makeup
By Race**

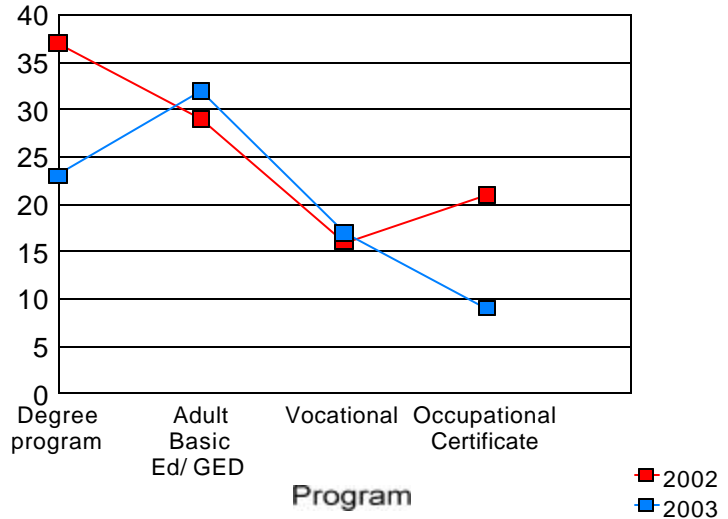


Ensuring that welfare-to-work and low-income recipients receive the services they need is a high priority for Illinois community colleges. During fiscal year 2003, 37 percent were enrolled in a degree program; 29 percent were enrolled in Adult Basic Education/GED; 16 percent were enrolled in a vocational program, and 21 percent were enrolled in an occupational certificate program. Each of these reflect significant changes from the previous fiscal year (see graph). An average of 52 percent of participants in the program reported completing their goals, with an additional 21 percent remaining to complete their educational goals.

FY 2002 vs FY 2003 Program Enrollment

Initiatives and Projects

Illinois community colleges have many ongoing and new initiatives that continue to improve their services to both welfare recipients and low-income individuals. One of the most important efforts is the continuing growth in communication and linkages between the college Welfare-to-Work/Low-Income Liaison and the local One-Stop Illinois Employment and Training Centers. This communication provides the Welfare-to-Work/Low-Income Liaison with valuable resources, including the ability to draw on 16 additional partner programs for services, training resources for his



or her clients, and assessment services, among other things. This has further heightened a trend toward increased referrals from both the Department of Human Services and the Department of Employment Security.

The college Welfare-to-Work/Low Income Liaison plays a critical role in the coordination of services between the college and the community. The liaison is responsible for developing and maintaining healthy relationships with both the Department of Human Services and the Illinois Department of Employment Security. This facilitates a dynamic referral process. The liaison markets the program internally within the college, insuring all interested community college stakeholders are up-to-date and provided with the best information and knowledge of available resources as possible. The liaison markets externally to local businesses as well. Networking with local business and industry allows the liaison to assess local employment needs in order to match correctly individual skills with those needs. Liaisons also work directly with individual clients and assist them in removing educational barriers, developing education and training programs, and by providing the support necessary for the client to reach their goals.

Colleges reported a variety of new initiatives throughout the year. These initiatives included the development of workshops to facilitate job readiness and employment; the development of assessment tools to guide both the client and the liaison in the development of a training plan; computer literacy programs to address the growing 'digital divide' between skilled and unskilled workers in a technological age; new GED classes in outlying areas that serve the hardest to serve in these areas; and office training for ESL populations, to name a few. In addition, colleges throughout the system reported a general streamlining of services to all workforce service recipients, in concert with systemic pressures focusing on the reduction of service duplication.

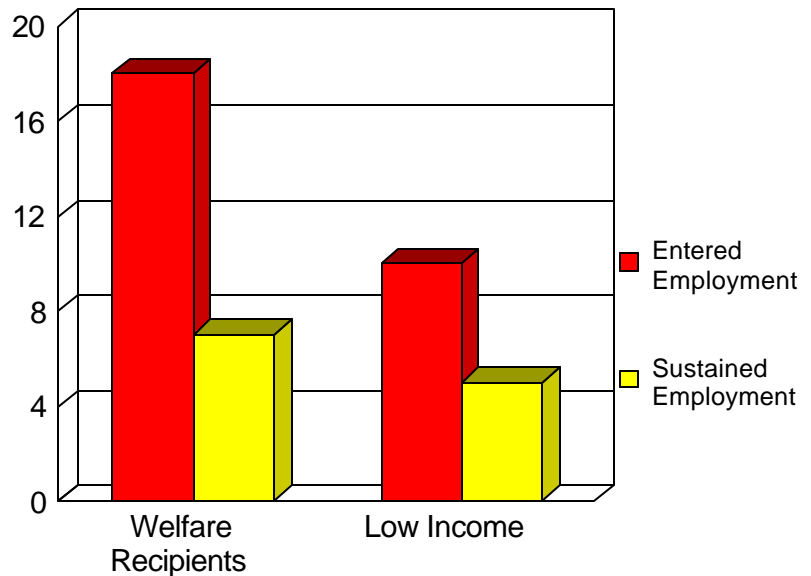
Linkages with Business and Industry

Local businesses and industries utilize the colleges to recruit employees by posting job openings and marketing employment opportunities at job fairs.

They also rely on colleges to verify the training level of incoming employees. In addition, businesses provide students with many cooperative educational opportunities, including job shadowing, mentoring, and internships. Colleges work closely with employers by following their students throughout their employment and by continuing to provide support to both the employer and the student.

Businesses have been very willing to hire welfare recipients and low income workers. Successful hiring is related to a number of factors, including the state of the local economy and the relationship between the college and the businesses involved. During fiscal year 2003, 18 percent of welfare recipients and 10 percent of low-income clients entered employment. During these hard economic times, 7 percent and 5 percent, respectively, were able to sustain employment.

Welfare v. Low Income Employment and Retention



Conclusion

Welfare roles have hit historic lows in the last several years. To ensure this continuing decline in the face of a struggling state and national economy, it is incumbent upon stakeholders to work harder than ever to preserve the opportunities and relationships created by this grant. As the workforce investment act reauthorization approaches, new and exciting opportunities, as well as challenges for welfare-to-work and low-income clients are on the horizon. The Welfare-to-Work grant is a critical part of making sure the colleges continue to meet these challenges and exploit these opportunities, enabling colleges to support the individuals served by this grant with the development of skills that enable them to lead productive and fruitful lives full of economic and social opportunities. Serving the unemployed and the underemployed within a community is one of the many challenges community colleges are facing throughout Illinois. Illinois community colleges, with the help of the Welfare-to-Work grant, are meeting these challenges.

Illinois Community College Board

**WORKFORCE DEVELOPMENT GRANT REPORT
CURRENT WORKFORCE TRAINING GRANT COMPONENT
FISCAL YEAR 2003**

During fiscal year 2003, the Illinois Community College Board provided approximately \$4.2 million to colleges in order to increase the noncredit training opportunities for local business and industry. The Current Workforce Training Grant is used by the colleges to provide noncredit customized training, assessments, and consultations to local businesses that result in an increase in employee skills and an increase in local and state economies.

A minimum of \$50,000 is allocated to each of the 39 community college districts. Remaining funds are allocated based on the number of district residents currently in the workforce. This summary report will provide the reader with information on the type of services provided and the impact of those services in local businesses and industries across the state of Illinois.

Illinois community colleges provided grant funds to 1,012 (unduplicated) companies to deliver 2,496 noncredit customized training contracts to serve 40,862 (duplicated) employees during fiscal year 2003.

Summary Statements of Key Findings

- Client companies reported that 90 percent of all individuals were current employees that were being retrained and only 10 percent of individuals were new employees who had been with the company for less than a year.
- Thirty-eight percent of all companies served reported the reason for training was to increase employee skills, 26 percent to increase productivity, and, 23 percent to increase quality improvement.
- Community colleges continue to report instructor led training as the primary method of delivery. Computer-based training and distance learning methods continue to be below 5 percent of all training delivery.
- For every dollar the company invested in training by the community college, \$10.00 in net benefits were returned to that company.

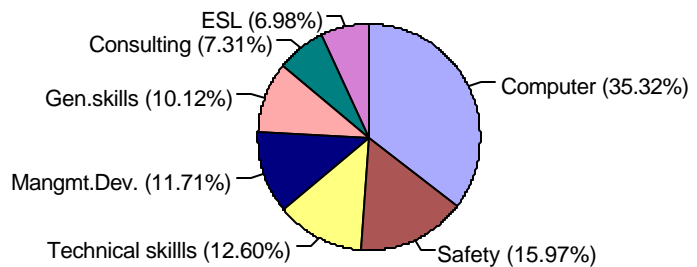
Out of the \$3.5 million provided for training, companies reported receiving an equivalent of \$79 million in savings as a result of increased productivity, quality, employee progression, and nine other performance measures resulting in 628 full-time jobs being created and 13,710 full-time jobs sustained.

Services for Illinois Employers

The Current Workforce Training Grant funds are primarily used for small- to medium-sized businesses in Illinois. This is defined as 300 employees or less at one site. In fiscal year 2003, 79 percent of all companies served by this grant had 300 employees or less. Furthermore, 36 percent of all companies served employ less than 50 employees.

The Current Workforce Training Grant allows colleges to provide education and training services to a wide range of employers within their district. In fiscal year 2003, community colleges served a majority of employers in the service industry at 38 percent. The second largest industry served was manufacturing at 32 percent. The largest change in industry training was seen in the third largest industry served – wholesale/retail trade industry. In fiscal year 2002, 67 classes were delivered to the wholesale/retail industry and, in fiscal year 2003, 103 classes were delivered within this industry. This is a 5 percent increase. Other industries served by the current workforce training grant include construction, financial/insurance/real estate, transportation, communication/utilities, agriculture/forestry/fishing, and mining – in that order.

Type of Training
Top categories



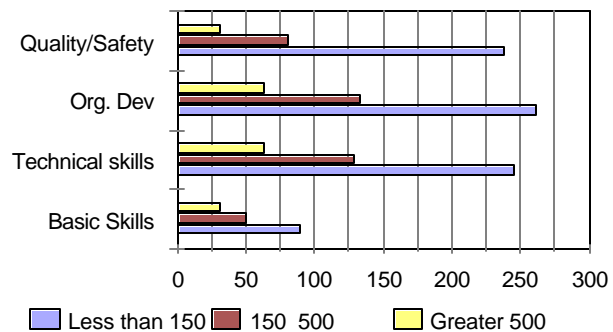
The type of training that colleges deliver for various industries reflect the employee skill shortage of area businesses. During fiscal year 2003, the following training courses were delivered by local community colleges: computer (30 percent), safety/environmental (14 percent), technical/industrial skills (11 percent), management development (10 percent), general work skills (9 percent), consulting, English as a Second language, Spanish in the workplace, basic workplace skills, assessments, general education diploma, and curriculum development – in that order.

In addition, companies with 150 employees or less primarily request organizational development, technical skills, and quality/safety training for their employees.

Community college programs excel in providing high quality, affordable employee training. Company clients continue to report employee skill upgrades as the primary reason for doing training.

In fiscal year 2003, 2,696 new employees were trained. These are employees that have been with the business for a year or less. Another 26,979 employees were retrained for their position.

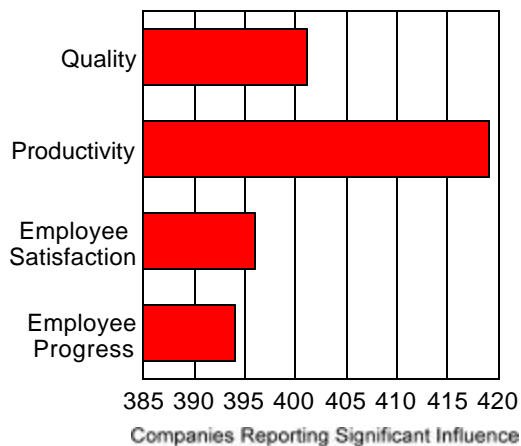
Training Type
Company Size



Performance Outcomes

As a result of the Current Workforce Training grant, Illinois community colleges are able to provide quality, affordable training programs to a variety of employers across Illinois. Each company client is required to report the amount of influence and a estimated dollar amount saved from the following performance measures: annual sales increase, employee attendance, cost control, customer satisfaction, employee progression, employee satisfaction, injury reduction, on-time delivery, productivity, quality, waste reduction, and regulatory compliance. As a result of these reports, community colleges are able to quantify and measure the benefit to a company from any given training.

Anticipated Training Impact



Over 50 percent of companies served reported that the community college programs had **Significant Influence** in these four categories: company productivity, quality, employee satisfaction and employee progression (see graph). Thirty five percent of companies served reported that the community college programs had **Significant Influence** in customer satisfaction and cost control.

In fiscal year 2003, company clients reported approximately \$79 million in first-year values saved as a result of the project accomplishments. This is a cumulative monetary figure derived from the client companies ability to identify ways in which the training has impacted production, quality, etc. and to estimate

the dollar amount saved due to that impact. As a result of this report, a 975 percent return on investment was calculated. After costs were covered, \$9.75 in net benefits were returned to the company. Community colleges spent an average of \$3,535 grant dollars per company/per district and an average of \$88.56 per employee/per district.

Fiscal year 2003 marks the final year that the Illinois Community College Board will provide colleges with funds specifically designed to increase noncredit training to local business. Funds that have supported this program have been transferred to the Department of Commerce and Economic Opportunity started in fiscal year 2004. Since fiscal year 2001, Illinois community colleges have cumulatively provided grant funds to 3,282 companies to deliver 8,590 noncredit customized training contracts to 114,260 employees.

This responsive, flexible grant program has enabled business and industry centers to assist a total of 2,165 new clients over the last three years with over 70 percent of the companies served employing less than 300 employees at one site. This grant provided a unique opportunity for small- and medium- size businesses to receive direct assistance for employee skill upgrades, productivity assessments, and other services that lead to an increase in employee wages and business profit. Over the last three years, this grant has saved businesses a total of \$470 million as a direct result of the services provided by Illinois community colleges.

Illinois Community College Board

**SUMMARY OF CAPITAL PROJECTS APPROVED
BY THE PRESIDENT/CEO DURING CALENDAR YEAR 2003**

ICCB Rules 1501.602 and 1501.516 grant authority to the ICCB President/CEO to approve locally funded and state-funded capital renewal projects and subsequently report such actions to the Board. Locally funded projects include: 1) any project financed with either a protection, health, and safety tax levy; or 2) a nonmaintenance project financed with operating tax/bond proceeds or available fund balance with a cost of \$250,000 or more; or 3) any state-funded capital renewal project regardless of the dollar amount. The following report summarizes 115 new projects totaling \$86.2 million that were granted such approval during calendar year 2003. This is less than the 117 projects totaling \$156.4 million from the previous year due primarily to fewer larger locally funded initiatives. William Rainey Harper College alone obtained ICCB approval of \$95.2 million of capital projects in calendar year 2002.

Of the 115 projects approved by the ICCB President/CEO during the year, 14 were locally funded with sources other than protection, health, and safety levy proceeds; 18 were capital renewal funded projects; 71 were funded with protection, health, and safety tax levy proceeds; ten were funded with protection, health, and safety bond issues; and two were funded with ADA Access for All funds (only appropriated in fiscal year 2000).

A 20-year lease agreement was approved for Kaskaskia College allowing it to lease space from South Central Illinois Mass Transit District (SCT) located at Locust and East Broadway in Centralia, Illinois, to offer courses of instruction for, but not be limited to, mass transit employees under an intergovernmental agreement between the district and SCT.

In addition, eleven budget and scope modification requests to existing projects were approved during the year for eight districts (one district had several requests). Five were for protection, health, and safety projects not requiring additional tax levy authority, four were for capital renewal (state) funded projects, and two were for state-funded projects modified with additional local funds. The modifications totaled \$4,077,213 and are not included in the attached report.

INFORMATION ONLY

Illinois Community College Board
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ADA-Access for All

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
11/15/2003	Lincoln Land	ADA Exterior and Interior Signage	0015-1103	\$100,000	FY 2004
11/15/2003	Moraine Valley	ADA Gym Bleacher Replacement -Blding G	0010-1103	\$177,000	FY 2004
			Category Sub-Total	\$277,000	

Excess PHS Bonds

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
4/14/2003	IECC-Wabash Valley	Roof Replacement, Main Hall	1499-0403	\$131,800	FY 2003
4/14/2003	IECC-Wabash Valley	Exterior/Interior Wall Repair	1500-0403	\$86,400	FY 2003
5/27/2003	Illinois Eastern	HVAC Upgrade & Data Center Acoustics	1503-0503	\$39,325	FY 2003
10/2/2003	Spoon River	HVAC Work (ducts & temp controls)-Macomb	1516-0903	\$287,000	FY 2004
10/2/2003	Spoon River	Electrical System Upgrades	1517-0903	\$219,000	FY 2004
10/2/2003	Spoon River	Stairwell Repairs & Upgrades	1518-0903	\$149,700	FY 2004
10/2/2003	Spoon River	Roof Replacements-Taylor & Center Bldings	1519-0903	\$407,000	FY 2004
10/2/2003	Spoon River	ADA Door(Canton) & Entrance (Macomb) Upgrades	1520-0903	\$218,600	FY 2004
10/2/2003	Spoon River	Walkway Improvement and Enclosure	1521-0903	\$211,000	FY 2004
10/2/2003	Spoon River	Fire Alarm System Replacement	1522-0903	\$97,800	FY 2004
			Category Sub-Total	\$1,847,625	

Local

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
2/24/2003	Black Hawk	Rock Island Technology Center Donation	0010-0203	\$0	FY 2003
12/10/2003	Black Hawk	Kewanee Community Educational Center	0012-1203	\$3,374,100	FY 2004
1/6/2003	Elgin	Culinary Arts Addition	0021-0103	\$3,000,000	FY 2003
1/30/2003	Joliet	Land Acquis for parking at 269 N. Chicago	0018-0103	\$285,000	FY 2003
1/6/2003	Kaskaskia	Fine Arts Addition	0009-0103	\$312,836	FY 2003
3/13/2003	Kaskaskia	Technology Blding Addition	0011-0303	\$661,807	FY 2003

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5/13/2003	Kaskaskia	Cafeteria Addition	0013-0503	\$649,191	FY 2003
2/6/2003	Prairie State	Courtyard Addition-Financial Aid Services	0011-0203	\$949,700	FY 2003
9/29/2003	Waubonsee	Science Building	0017-0903	\$13,375,000	FY 2004
9/29/2003	Waubonsee	Maintenance Facility	0018-0903	\$2,200,000	FY 2004
12/23/2003	Waubonsee	Student Center Construction	0019-1203	\$12,050,000	FY 2004
12/23/2003	Waubonsee	Classroom/Training Building Construction	0020-1203	\$9,450,000	FY 2004
12/23/2003	Waubonsee	Sports/Fitness Center Construction	0021-1203	\$2,750,000	FY 2004
12/23/2003	Waubonsee	Henning Academic Computer Center Expansion	0022-1203	\$6,360,000	FY 2004
Category Sub-Total				\$55,417,634	

Capital Renewal

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
4/29/2003	Black Hawk	Kewanee Agricultural Center Ph II	0011-0403	\$800,000	FY 2003
8/8/2003	Danville	Asphalt Repair/Paving-Trucking & Serv Areas	0029-0803	\$143,715	FY 2004
6/16/2003	Elgin	Student Resource Center Reroofing	0022-0503	\$268,000	FY 2003
12/23/2003	Harper	Boiler,Condensate,Emerg Generator Replacement	0020-1203	\$950,000	FY 2004
6/13/2003	Illinois Valley	Repair/Replace Roads & Paving	0013-0603	\$550,000	FY 2003
4/9/2003	Joliet	Elevator Modernization -Bldings A,B & J	0019-0403	\$416,220	FY 2003
3/14/2003	Kankakee	HVAC Upgrade in Activities Center	0013-0303	\$339,900	FY 2003
11/24/2003	Kishwaukee	North Parking Lot Replacement	0016-1103	\$1,113,442	FY 2004
11/24/2003	Lake Land	Student Center Adm Offices Renovation	0020-1103	\$278,000	FY 2004
10/2/2003	Lewis and Clark	Hatheway Hall Art Gallery & North Rd Entrance	0025-1003	\$817,103	FY 2004
10/2/2003	McHenry	Library Renovations	0016-1003	\$112,000	FY 2004
2/5/2003	Parkland	Rooftop Cupalaw Removal	0015-0103	\$100,000	FY 2003
2/5/2003	Parkland	Masonry Repair and Renovation	0016-0103	\$100,000	FY 2003
11/24/2003	Parkland	Boiler Replacements (in wings B, M, &, X	0017-1103	\$300,000	FY 2004
11/24/2003	Parkland	Restroom Remodeling Phase I	0018-1103	\$260,000	FY 2004
4/29/2003	Rend Lake	Student Center Kitchen Renovation (culinary)	0019-0403	\$305,863	FY 2003
10/2/2003	Sauk Valley	Science Lab Renovations	0008-1003	\$865,374	FY 2004

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9/8/2003	Spoon River	Roof Replacements-Votech Building	0013-0903	\$381,800	FY 2004
			Category Sub-Total	\$8,101,417	

PHS Tax Levy

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
11/12/2003	Black Hawk	Sidewalk, stairs, & lighting at QC lot #4	1541-1103	\$939,447	FY 2004
11/12/2003	Black Hawk	Concrete Roadway/Storm Sewer replacements/QC	1542-1103	\$126,990	FY 2004
11/12/2003	Black Hawk	Ramp,Sidewalks,& Stairs at EC A-Wing Entrance	1543-1103	\$55,620	FY 2004
11/12/2003	Black Hawk	Roof Replacements-EC Buildings 1, 2, 3, 4	1544-1103	\$124,974	FY 2004
11/12/2003	Black Hawk	Drainage/Sidewalk Improvements/ EC quad area	1545-1103	\$86,280	FY 2004
12/3/2003	Danville	Chiller Replacements in Clock Tower Center	1570-1203	\$360,000	FY 2004
11/26/2003	Harper	Fire Alarm Replacement	1557-1103	\$200,000	FY 2004
11/26/2003	Harper	Asbestos Abatement-Campus Wide	1558-1103	\$300,000	FY 2004
11/26/2003	Harper	Stair Tread Replacement	1559-1103	\$150,000	FY 2004
11/26/2003	Harper	Masonry Tuckpointing on Buildings I,J & S	1560-1103	\$50,000	FY 2004
11/26/2003	Harper	Roof Repairs on Buildings C & P	1561-1103	\$50,000	FY 2004
9/3/2003	Heartland	Snow Guard Installation	1514-0903	\$36,000	FY 2004
10/2/2003	Highland	Roof Replacements-Sport Ctr,SCC,Maint Blding	1524-0903	\$485,400	FY 2004
10/2/2003	Highland	Sidewalk Replacement/Upgrade	1525-0903	\$70,600	FY 2004
10/2/2003	Highland	Retention Pond Shoreline Stabilization	1526-0903	\$65,000	FY 2004
10/2/2003	Illinois Central	Roof Replacement Blding D, ICC-North	1527-0903	\$235,400	FY 2004
12/3/2003	Illinois Central	Parking Lots A&B - Phase II	1571-1203	\$1,450,000	FY 2004
12/3/2003	Illinois Central	Roof Replacement-Buildings C & B2 ICC North	1572-1203	\$549,960	FY 2004
12/3/2003	Illinois Central	Site lighting Improvements-ICC North Camous	1573-1203	\$75,000	FY 2004
12/3/2003	Illinois Central	Fire Alarm Improvements-Phase I North Campus	1574-1203	\$75,000	FY 2004
12/3/2003	Illinois Central	Door Replacement & Hardware Upgrade- North	1575-1203	\$75,000	FY 2004
12/5/2003	Illinois Valley	ADA Structural Changes-3rd Floor Connections	1576-1203	\$1,171,146	FY 2004
11/12/2003	Kankakee	Asbestos Abatement in Building L	1535-1103	\$182,500	FY 2004
11/24/2003	Kaskaskia	Sidewalk Repairs and Entry Plaza Pavers	1546-1103	\$180,480	FY 2004

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11/24/2003	Kaskaskia	Concrete Foot Bridge Repair and Recoat	1547-1103	\$52,245	FY 2004
11/24/2003	Kaskaskia	Roof Replacement Administration Building	1548-1103	\$159,122	FY 2004
11/24/2003	Kaskaskia	ADA Stair/Balcony/Handrail/Egress Upgrades	1549-1103	\$122,663	FY 2004
4/15/2003	Lake Land	Office Area Renovation-Northwest Bldg	1502-0403	\$220,000	FY 2003
11/12/2003	Lake Land	HVAC Pipe Replacement/Finishes Rehab- NE Bld	1538-1103	\$412,500	FY 2004
11/12/2003	Lake Land	Exterior Wall Repairs on Classroom Penthouse	1539-1103	\$72,600	FY 2004
11/12/2003	Lake Land	HVAC upgrade & Floor Finishes in Student Ctr.	1540-1103	\$435,000	FY 2004
12/2/2003	Lincoln Land	Logan Hall PHS Structural Improvements	1566-1203	\$1,807,489	FY 2004
12/2/2003	Lincoln Land	Mason Hall PHS Structural Improvements	1567-1203	\$294,050	FY 2004
12/2/2003	Lincoln Land	Mercury Abatement and Gym Floor Replacement	1568-1203	\$210,600	FY 2004
12/2/2003	Lincoln Land	EREC Welding Lab Ventilation Rehab	1569-1203	\$244,693	FY 2004
12/9/2003	Logan	Mechanical and Electrical Upgrade	1578-1203	\$1,167,650	FY 2004
11/24/2003	Moraine Valley	Air Handler Replacement -Building L	1556-1103	\$812,650	FY 2004
11/26/2003	Parkland	Drainage Improvements Phase V	1562-1103	\$1,400,000	FY 2004
11/26/2003	Parkland	Exterior Door Upgrade Phase III	1563-1103	\$100,000	FY 2004
11/26/2003	Parkland	ADA Handrailings Phase II	1564-1103	\$75,000	FY 2004
11/26/2003	Parkland	Security Monitoring System Phase II	1565-1103	\$80,000	FY 2004
11/24/2003	Rend Lake	Emergency Power Distribution Sys Improvements	1551-1103	\$46,000	FY 2004
11/24/2003	Rend Lake	Roof Replacement-Theater Building	1552-1103	\$68,000	FY 2004
7/17/2003	Rock Valley	Elevator Renovations-CL1, CL2, & ERC	1509-0703	\$148,300	FY 2004
7/17/2003	Rock Valley	Lighting Renovations-CL1, CL2, & ERC	1510-0703	\$100,100	FY 2004
7/17/2003	Rock Valley	Pedestrian Bridge Repair	1511-0703	\$129,300	FY 2004
11/24/2003	Sauk Valley	Elevator Improvements - Code Requirements	1553-1103	\$90,300	FY 2004
11/24/2003	Sauk Valley	Electrical Service Upgrades	1554-1103	\$58,500	FY 2004
11/24/2003	Sauk Valley	Roof Replacement T2	1555-1103	\$450,500	FY 2004
11/12/2003	Shawnee	Replace HVAC Ducts and Fire Alarms	1537-1103	\$1,099,800	FY 2004
11/12/2003	South Suburban	Micro Biology Lab Renovation (Code Upgrades)	1536-1103	\$325,000	FY 2004
10/30/2003	Southwestern	Parking Lot B Drainage-Belleville	1528-1003	\$531,000	FY 2004

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10/30/2003	Southwestern	Renovation of Campus Are Department	1529-1003	\$351,000	FY 2004
10/30/2003	Southwestern	Asbestos Tile Flooring Removal	1530-1003	\$426,400	FY 2004
10/30/2003	Southwestern	Campus Safety Office	1531-1003	\$90,200	FY 2004
10/30/2003	Southwestern	Campus 200 Area Lighting-Granite City	1532-1003	\$70,000	FY 2004
10/30/2003	Southwestern	Campus Sidewalks-Granite City	1533-1003	\$129,400	FY 2004
11/12/2003	Triton	Asbestos Abatement PH II	1534-1103	\$300,000	FY 2004
			Category Sub-Total	\$19,174,859	

Excess PHS

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
1/16/2003	Highland	Auto Body Paint Booth Upgrade	1498-0103	\$81,500	FY 2003
4/14/2003	Illinois Central	Roof Replacements-Variou Bldings	1501-0403	\$295,000	FY 2003
5/29/2003	Illinois Valley	ADA Bookstore/Cashier Area Improvements	1504-0503	\$77,245	FY 2003
9/3/2003	Lake County	Greenhouse Roof Replacement /Repairs	1515-0903	\$40,000	FY 2004
12/9/2003	Logan	Stair Tread and Riser Replacement	1577-1203	\$42,350	FY 2004
9/15/2003	Oakton	Emergency Warning/Security Camera Upgrade	1523-0903	\$210,000	FY 2004
11/24/2003	Rend Lake	Site Lighting Improvements	1550-1103	\$45,000	FY 2004
7/17/2003	Rock Valley	Emergency Generator Replacement-Stenstrom Ctr	1505-0703	\$47,200	FY 2004
7/17/2003	Rock Valley	Energy Conservation/Lighting Renovation-CLR	1506-0703	\$43,800	FY 2004
7/17/2003	Rock Valley	Parking Lot Drainage Improvements -Aviat Ctr	1507-0703	\$69,700	FY 2004
7/17/2003	Rock Valley	Accessibility Remodeling-Admin Blding E	1508-0703	\$79,200	FY 2004
8/21/2003	Sauk Valley	Storm Sewer Outfall Structures Repair	1512-0803	\$172,000	FY 2004
8/21/2003	Sauk Valley	Safety Improvements (ladders,rails,platforms)	1513-0803	\$167,000	FY 2004
			Category Sub-Total	\$1,369,995	
			Grand Total Approved Projects	\$86,188,530	

Illinois Community College Board

**PROPOSED AMENDMENTS TO
ILLINOIS COMMUNITY COLLEGE BOARD RULES CONCERNING
MIDTERM CERTIFICATION OF STUDENTS FOR STATE FUNDING**

A major driver of funding within the Illinois Community College funding formula is credit hours generated by students attending classes. Credit hours are reported in the instructional credit hour claim report as SU and SR records. Illinois Community College Board (ICCB) administrative rules 1501.501 (Definitions) and 1501.507 (Credit Hour Grants) define and outline requirements for submission of the SU/SR claims. These rules have been modified from time to time to reflect changing requirements. However, the whole midterm certification concept has been predicated on hard copy midterm class lists and hard copy instructor signatures on those midterm class lists. Technology has changed significantly in the past ten years and provides some opportunities for designing operational efficiencies into the colleges processes. Many districts have been exploring the possibilities of using electronic methods to obtain instructor signatures on their midterm class lists and final grade sheets. ICCB rules have not changed since their inception with regard to the manner in which the districts obtain the signature of the instructor. These proposed rule changes would allow districts to modify their practices and procedures to design systems that would eliminate the need for districts to physically distribute midterm class lists or final grade sheets to instructors, collect the signed forms, and store multiple pieces of paper in a file cabinet.

This item is presented for information only at this meeting and will be presented for initial approval at a future meeting.

SUBPART E: FINANCE

Section 1501.501 Definition of Terms

Midterm Class List Certification- as part of the verification that a student's credit hours are eligible for state funding, the college shall establish a process for certifying students in attendance at the midterm. The district shall file with the ICCB a document outlining the process (including but not limited to specific steps and/or procedures, steps for obtaining an electronic midterm certification signature, etc.) it follows as part of that certification and the district shall file an amended process anytime changes are made, but not less than once every five years.

Midterm Certification signature- the college may either obtain and maintain midterm class lists manually signed and dated by faculty or accept electronic signature of the faculty. If the college chooses to accept an electronic signature of faculty then the college must include in the Midterm Class List Certification Process a written summary explaining what steps are in place which assure:

- 1) Appropriate administrative and operational controls are in place to ensure faculty only have access to midterm class lists which they teach;

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- 2) Appropriate controls are in place to only allow an electronic signature at the midpoint of the class during a specified period (i.e. one or two weeks before and one or two weeks after the midpoint of the class);
- 3) Each faculty member's identity is authenticated and attributed to the midterm certification signature; and
- 4) The integrity of the electronically signed midterm class list of each course section has been secured and verified;
- 5) The college has the capability of generating a signed printed midterm class lists which support the ICCB SU/SR credit hour claim submission.

A final grade sheet electronic signatures process, if adopted, should be implemented in the same manner as the electronic midterm certification signature.

Section 1501.507 Credit Hour Grants

e) Midterm class list certification requirements

- 1) The midterm class lists' primary purpose shall be for certification of students' credit hours for state funding eligibility or ineligibility.
- 2) The process must rely on the course section's instructor's assessment of the students' pursuit of successful completion at the midpoint of the class as indicated by that instructor's midterm certification signature.
- 3) The college shall document and communicate district requirements to faculty each semester.
- 4) The college must be able to provide a hardcopy midterm class list print out of each course section submitted on the ICCB SU/SR credit hour claim upon request containing either a manual faculty signature or an authenticated electronic faculty signature for either ICCB or external audit purposes.

INFORMATION ONLY