

# Illinois Community College Board

## 394<sup>th</sup> Work Session Agenda and Materials

September 15, 2011

Kennedy-King College  
6343 South Halsted  
Chicago, Illinois



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**394<sup>th</sup> Meeting**  
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**PROGRAMS OF STUDY AND  
LEARNING EXCHANGE INTERGOVERNMENTAL AGREEMENT**

ICCB staff will present information on the implementation and progress of CTE programs of study, mandated through the Carl D. Perkins Career & Technical Education Act (Perkins IV). Programs of Study include fully articulated curriculum from secondary to postsecondary education and is the primary way in which CTE programs are aligning curriculum across the important transition point from high school to community colleges. Programs of Study span the gamut of what is offered in community colleges, from welding certificates and truck driver training to nursing programs. Included in this presentation will be discussion of ICCB's participation in the STEM Learning Exchanges. STEM Learning Exchanges cut across nine industry clusters and represent an intergovernmental effort to promote the use of important innovations in CTE such as work-based learning, mentoring opportunities and program improvement efforts. A key element of the Learning Exchanges is the explicit involvement of business and industry through participation in the design and development of the exchanges as well as through membership and support once Exchanges are fully operational. The development of STEM Learning Exchanges was recently endorsed by the Illinois P-20 Council.

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**ILLINOIS ARTICULATION INITIATIVE UPDATE**

An update will be provided to the Board on the Illinois Articulation Initiative (IAI) regarding the recent implementation of the Major Panel initiative, course submissions and review, and the development of Career & Technical Education (CTE) IAI panels. The Major Panel Initiative is guided by several principles including that community colleges and public universities are equal partners in the delivery of the first two years of post-secondary education, the recognition that undecided students need guidance on transfer, and that time to degree must be managed through more effective articulation. The five general education and eighteen major panels have been approving and reviewing courses over the past semester as usual. Additionally, the major panel initiative has garnered agreement on the transfer of courses across eleven majors with six additional majors currently in progress. These agreements span the eleven public universities. Nine Career & Technical Education IAI Panels are being convened in the coming months to review recommendations from the STEM Learning Exchange workgroups as well as establishing gatekeeper courses for CTE programs.

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**ACCELERATING OPPORTUNITY: A BREAKING THROUGH INITIATIVE**

Illinois is one of eleven states participating in a new national initiative to redesign adult education to better prepare adults for jobs. Nearly 40 community colleges across the country will be involved, including eight from Illinois.

The initiative, *Accelerating Opportunity: A Breaking Through Initiative*, targets workers unprepared for the job market. Accelerated Opportunity is funded by five philanthropies: the Bill & Melinda Gates Foundation, the Joyce Foundation, the W.K. Kellogg Foundation, the Kresge Foundation, and the Open Society Foundations.

Illinois has received \$200,000 to redesign adult basic education (ABE) and postsecondary programs to integrate basic skills with practical, occupational training. About five of the eleven states will then each receive a \$1.6 million grant over three years to implement their plans. The states will be announced in mid-November.

The states that will be selected this fall will have their work cut out for them. The initiative aims to serve 40 percent of the target population at each participating college, with at least 25 percent of that group receiving a credential at the end of the three years.

By 2018, 70 percent of all jobs will require workers with some form of postsecondary credentials, she said. In Illinois, there are more than 1.8 million adults who lack skills beyond a high school diploma.

The Design Team for the Illinois grant includes community college presidents, representatives from partner agencies and from the Governor's Office, a member of the Illinois Community College Board, college administrators, adult education administrators, and classroom instructors.

The eight colleges participating from Illinois include College of Lake County, Danville Area Community College, Daley College, Elgin Community College, Lake Land College, Lewis & Clark Community College, Lincoln Land Community College, and McHenry County College.

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**COMMUNITY COLLEGE INSURANCE PROGRAM**

Community college employees are not part of the state health insurance program. All State University Retirement System (SURS) annuitants receive free health insurance except community college retirees. To assist with the retirees and colleges' costs for retirees' health insurance, there was an annual GRF appropriation made to ICCB for health insurance grants. In FY 1997, legislation was passed to create the Community College Health Insurance Security Fund and the College Insurance Program to be administered by the Illinois Department of Central Management Services. The fund's revenues come from four sources: current community college employees in the form of a 0.5% payroll deduction, 0.5% of salary paid to full-time employees by the community colleges from their operating funds, annuity deductions made by SURS from current retirees, and the State through an annual appropriation. The program was framed around the idea that each source was required to pay 25% of the cost.

After two years of deposits into the fund, the program started in FY 2000. City Colleges of Chicago opted not to participate in the program in FY97. Since that time, the fund has not been able to sustain the insurance costs and it is currently running in a \$13-\$14 M deficit. The amount from each source has not changed. Beginning in fiscal year 2012, the system proposed legislation that would increase annual contributions into the funds over at least four years and allow City Colleges of Chicago to join the program. The legislation did not move, and an alternate plan by the House and Senate to eliminate the State's participation in the program did not pass.

In FY 2012, the program is still running in a deficit, City Colleges is not participating yet, and the revenue sources have not been increased.

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**REGIONAL OFFICES OF EDUCATION UPDATE**

On July 1, 2011, Governor Pat Quinn cut funding for the salaries for the state's regional school superintendents. Gov. Quinn cut \$9.1 million that would have provided salaries for the regional superintendents and their assistants, along with \$2.2 million from their operations budget. The Illinois Association of Regional Superintendents of School hopes that the General Assembly will resolve the once they return to Springfield for the fall veto session.

In the meantime, the Regional Superintendents are currently working without pay, although some have resigned their positions to take other employment. An elimination of the Regional Superintendents or the Regional Offices of Education could greatly affect Adult Education services in Illinois. Their responsibilities include:

- Regional Offices of Education by statute handle all official and unofficial transcript requests, provide verification of receipt of GED to outside entities, are the custodians of record, maintain multiple years of records on GED test-takers, and issue all GED certificates within their district/boundaries, with the exception of Cook County. The Regional Superintendents certify that those individuals who take the GED Tests have met the necessary requirements. The Regional Superintendents sign all GED certificates that are issued within their boundaries.
- In cooperation with the ICCB, the Regional Superintendents determine testing sites within their boundaries.
- Most Regional Offices of Education provide GED Testing for their areas.
- They are responsible for advertising GED Tests for their respective areas and for making known the availability of testing accommodations.
- They are responsible for purchasing materials related to administration of the GED, for maintaining and training examination staff.
- They are responsible for administering the test and establishing testing centers that are in compliance with American Council on Education/GED Testing requirements and for maintaining the integrity of the GED Testing Process.

In the event that the pay issue is not resolved in the fall veto session, the ICCB will have to investigate strategies to fulfill these responsibilities and the reduction of services provided by the ROE's.



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**ILLINOIS LONGITUDINAL DATA SYSTEM  
ILLINOIS HIGHER EDUCATION CONSORTIUM**

In July 2009, Public Act 096-0107 (SB1828) set the framework for the Illinois Longitudinal Data System (ILDS) with full functionality scheduled by June 30, 2013. Major outcomes identified for the Illinois LDS include the improvement of data quality and linking K-12 data with postsecondary and employment data to be used for research and evaluation purposes. Using data provided to and maintained by the longitudinal data system, the State Education authorities, Illinois State Board of Education (ISBE), Illinois Community College Board (ICCB), and Illinois Board of Higher Education (IBHE) may perform research for or on behalf of early learning programs, schools, school districts, or institutions of higher learning.

The ICCB is responsible for ILDS community college data as specified in the P-20 Longitudinal Education Data System Act legislation. ILDS is being built on a decentralized approach and aims to link education data systems with special interest in recent P-12 participants and recent high school graduates.

ICCB has long-standing expertise with longitudinal data collection and use. In partnership with the colleges, ICCB staff collect and report data on the community college students we serve. It has been necessary to develop a flexible system to track the histories, progress, and outcomes of the hundreds of thousands of students who attend community colleges. Since the 1970's, Illinois' Community College System and the ICCB have established and improved processes, procedures, and protocols to undertake detailed data collection, analysis, and reporting of community college data and information.

The public universities and the private colleges and universities in Illinois do not have the same history of collaborative data collection. The Illinois Shared Enrollment and Graduation In 199, the Illinois Shared Enrollment and Graduation Consortium was formed by the Illinois Board of Higher Education (IBHE) following their mandate that all public community colleges and public four year universities submit once a year a roster of their enrolled students. As of 2006, the database contained over 14 million individual records from each of the public institutions and two private institutions. In order to expand the higher education data collection to include more private colleges and universities, as required by the Longitudinal Education Data System Act, a voluntary consortium of Illinois' higher education community—public, independent and proprietary institutions was formed as the Illinois Higher Education Consortium (IHEC). Through IHEC, the IBHE will be able to meet its statutory requirements with regard to the mandated Illinois Longitudinal Data System by providing resources for technical support and training for institutions of higher education and by making grant funding available to this consortium to provide assistance in the development of a data collection system.

The ICCB MIS, Research and Longitudinal Data System Advisory Committee has expressed concerns over ICCB's participation in IHEC. Their concerns include outsourcing to the IHEC Administrating Institution the duty of maintaining the common data file, security of data submitted to IHEC, the burden of additional data collection for community colleges, potential future costs to maintain and administer the database, and unequal representation for community

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college on the IHEC Governing Board. The Governing Committee of the Illinois Community College Presidents' Council share similar concerns.

At this time, two community college representatives have been elected to serve on the IHEC Governing Board and one ICCB staff member serves as an ex-officio member. ICCB staff prefer to establish a partnership with IBHE to provide data to IHEC through a separate data sharing and participation agreement rather than as designated in the current agreement as a "participating institutions."

The ICCB remains fully committed to participation in the ILDS. The ICCB is also committed to collaborating with educational and workforce partners to track student progress and outcomes in order to evaluate strategies for student success and to affect educational and workforce preparation policies.

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**ILLINOIS HIGHER EDUCATION PERFORMANCE-BASED FUNDING**

**Illinois Performance-Based Funding Legislation**

Performance-based funding focuses on the goal of increasing completion of college courses, certificates and degrees. In the 2011 spring session, the General Assembly passed House Bill 1503 (sponsored by Representative Chapin Rose and Senator Edward Maloney).

The statute calls for the IBHE to form a committee, the Higher Education Performance Funding Steering Committee, to devise a system for allocating state resources to public institutions of higher education based upon performance. The legislation also provides that, beginning in fiscal Year 2013, the IBHE budget recommendations to the Governor and General Assembly shall include allocations to public institutions of higher education based upon performance metrics designed to promote and measure student success in course, degree and certificate completion. The statute mandates that these metrics must be adopted by the IBHE administrative rules and requires the metrics to be developed and promulgated in accordance with specified principles. The statute provides that in devising performance metrics, the Board may be guided by the report of the Higher Education Finance Study Commission.

The law allows consideration to be given to the different missions of the sectors of higher education when determining metrics. The Illinois Community College Board (ICCB) has formed its own committee, the Performance-based Funding Committee, to develop performance metrics that reflect the specific mission and charge of Illinois community colleges. This committee is separate from the IBHE Higher Education Performance Funding Steering Committee and its conclusions will be reported to the IBHE committee.

**ICCS Performance Based Incentive System (PBIS) – History**

In 1996, the Illinois Community College System (ICCS) Funding Task Force recommended that, funding plans should encourage and reward quality, efficiency, productivity and innovation through performance-based components. In May 1998, the Illinois Community College Board approved a Performance Based Incentive System (PBIS). This principle-centered Performance Based Incentive System (PBIS) consisted of a series of statewide measures (60%) and a district based component (40%).

PBIS was funded with “in addition to” dollars beyond regular system allocations at the \$1 million level in fiscal year 1999, \$1.5 million for fiscal year 2000, and \$2 million for 2001. In fiscal year 2002, PBIS was eliminated from the state budget due to funding shortfalls.

**ICCB Performance-Based Funding Committee**

Because the mission of community colleges in Illinois includes serving students who are financially and academically at-risk, non-traditional students, and students whose goals of upgrading their job skills may not include program or degree completion, the ICCB committee will evaluate metrics for a performance-based funding system that will recognize mission differentiation and the unique student characteristics of community colleges.

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**CLERY ACT PRESENTATION**

**Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act**

Information regarding the Clery Act, implications and reporting requirements for our 48 community colleges will be presented to the board for discussion. The Clery Act is the federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses. Because the law is tied to participation in federal student financial aid programs it applies to most institutions of higher education both public and private. It is enforced by the U.S. Department of Education.

The “Clery Act” is named in memory of 19-year-old university freshman Jeanne Ann Clery who was raped and murdered while asleep in her residence hall room in April 1986. Jeanne’s parents discovered that students had not been told about 38 violent crimes on their daughter’s campus in the three years before her murder. They joined with other campus crime victims and persuaded Congress to enact this law, which was originally known as the “Crime Awareness and Campus Security Act of 1990.”

The law was amended in 1992 to add a requirement that schools afford the victims of campus sexual assault certain basic rights, and was amended again in 1998 to expand the reporting requirements. Subsequent amendments in 2000 and 2008 added provisions dealing with registered sex offender notification and campus emergency response. The 2008 amendments also added a provision to protect crime victims, “whistleblowers”, and others from retaliation.