Agenda
436th Meeting of the
Illinois Community College Board

The Westin Chicago Northwest
Stanford Room
400 Park Blvd
Itasca, IL 60143

June 7, 2019

Agenda
436th Meeting of the
Illinois Community College Board

The Westin Chicago Northwest
Stanford Room
400 Park Blvd
Itasca, IL 60143

June 7, 2019

Illinois Community College Board

**NOMINATION OF THE MIDWESTERN HIGHER EDUCATION
COMPACT REPRESENTATIVE**

Chair Laz Lopez will open the floor for nominations for the position of the Midwestern Higher Education Compact Representative.

Illinois Community College Board

NOMINATION OF VICE CHAIR

Chair Laz Lopez will open the floor for nominations for the position of Vice Chair of the Illinois Community College Board.

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD GOALS UPDATE

An update and review of the progress on all of the board goals occurs annually during the June Board meeting. The attached memo details the progress we have made on the Board goals, based upon the report provided at the January 18, 2019 Board meeting. Additionally, some ongoing core agency functions affecting the board goals have been integrated. The information provided includes a brief description of the specific item, a status update, and an impact statement.

The three goals are:

- GOAL 1: Smooth the transition for all students into and through postsecondary education.

- GOAL 2: Contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, closing the skills gap through talent pipeline management, and addressing the future needs of the workforce.

- GOAL 3: Engage with all stakeholders to align policies to improve outcomes and increase access to public information on system effectiveness.

An oral report about the progress on the goals will be provided to the Board. The report will touch upon highlights from the memo.

Lazaro Lopez, Ed.D.
Chairman

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

Brian Durham, Ed.D.
Executive Director

401 East Capitol Avenue • Springfield, Illinois 62701 • (217) 785-0123 • www.iccb.org

DATE: June 7, 2019
TO: ICCB Board Members
FROM: Dr. Brian Durham, Executive Director
SUBJECT: June Board Goals Update

Please accept this summary of activities related to the ICCB Board Goals. I have split the items by the appropriate board goal and based it on the presentation I provided at the January 2019 Board meeting.

Per ICCB member requests, I have added in some of the agency's day-to-day activities that also significantly affect the board goals. Each of these newly added items is identified with a [NEWLY ADDED] bracket. This by no means indicates a new responsibility. Many of these areas speak to the core of the agency's mission. I did not include areas that the Board is regularly acquainted with during meetings (e.g., new units). Also, budgetary items have been excluded since a presentation will be provided on this topic.

GOAL 1: Smooth the transition for all students into and through postsecondary education.

- *Postsecondary Equity Targets Workgroup:* This P-20 Council led project is developing a framework and proposed targets for IL to make progress in closing equity gaps in postsecondary attainment.
  - ✓ STATUS: Northern Illinois University has contracted with the Midwestern Higher Education Compact (MHEC) to generate prediction and goal models for consideration, including a focus on demographics and low-income status.
  - ✓ **IMPACT: Greater focus on equity gaps in the completion agenda.**

- *Common Placement Framework:* This Presidents' Council and ICCB led initiative has developed a multiple measure, common placement framework for the community college system.
  - ✓ STATUS: The implementation workgroup is developing an implementation guide. A research design strategy is under development with the Central-Southern IL Community College Research Group to meet the research requirements of the agreement. Note that this work will intertwine with Senate Joint Resolution 41 and its goals.
  - ✓ **IMPACT: This will affect all students in the community college system by establishing greater consistency and more opportunities for placement into credit-bearing coursework.**

- *Gates Foundation Early Indicators of Student Success Project:* In partnership with the City University of New York (CUNY), ICCB worked with state agencies across the country (TX, NY, VA) to examine second year retention and graduation and to analyze success in the second year.
  - ✓ STATUS: ICCB's participation in this project is complete. CUNY will develop and disseminate the findings and ICCB will share these with the system when they become available.
  - ✓ **IMPACT: Dissemination will benefit other states with strong administrative data systems, as well as local colleges, with the use of predictive metrics and models in an effort to assist with service prioritization for students.**

- *General Education Core Curriculum (GECC) Credential:* A college may apply to the ICCB to award the GECC Credential to a student who completes the 37-41 general education hours required to meet the GECC package in the Illinois Articulation Initiative. This allows colleges to get credit for these transfers as we track the credential and for the student to receive a credential for completing the package. The ICCB passed rules to allow this credential in December 2018.
  - ✓ STATUS: Twenty-four (24) colleges have applied and been approved to offer this credential to date.
  - ✓ **IMPACT: Over 18,500 students met the requirements to earn this credential in the past year, prior to the GECC credential implementation. Thus, nearly 20,000 students per year can potentially benefit from this credential. As the credential becomes institutionalized, more transfer students stand to benefit, ensuring a smoother transfer to a four-year institution and increased transfer rates for the state of Illinois.**

- *Alternative Methods of Credentialing (High School Equivalency):* This is a statewide initiative to offer three alternative methods of credentialing to adults without a high school diploma using a transcript review process.
  - ✓ STATUS: The training has been provided to regional offices and adult education programs, and locals have begun the review of transcripts. Feedback will be gathered in the fall to determine if adjustments to the process are needed.
  - ✓ **IMPACT: Of those with over nine grades of education (662,000) without a high school diploma, this initiative has the potential to reach an estimated 3-5% of the population who have earned at least 13.5 credits while enrolled in high school.**

- *Illinois Articulation Initiative (IAI):* This ICCB and IBHE co-led initiative, allows students to transfer seamlessly across nearly 100 Illinois institutions.
  - ✓ STATUS: During fiscal year 2018, the website's database housed a total of 6,897 active GECC courses and 2,344 active Major courses, totaling 9,241 active courses in IAI.
  - ✓ **IMPACT: The IAI initiative is central to the transfer experience of the 265,000 students who transfer each year.**

- *Student Transfer Achievement Reform (STAR) Act (110 ILCS 150/):* This act requires the ICCB and IBHE to implement rules pertaining to reverse transfer.
  - ✓ STATUS: A draft of the administrative rules is on the ICCB agenda (June 7, 2019).
  - ✓ **IMPACT: The impact of this law is still being investigated, but students who transfer without a degree but earn enough credits to reach the associate degree milestone will have an opportunity to earn their associate degree through this process. This is particularly important for those who do not finish their baccalaureate degree.**

- *Open Educational Resources (OER):* Statewide initiative to increase the use and adoption of OER course materials as a strategy to reduce textbook costs and financial barriers for students.
  - ✓ STATUS: Planning meetings have been held with Illinois stakeholders and state agencies. A grant for a gap analysis in career and technical education programs has been developed for release and an OER Summit and a college OER workshop are in development for fall.
  - ✓ **IMPACT: Implementation of OER increases college access and affordability by reducing the cost to attend college. OER improves student success by ensuring access to all required instructional materials. OER has the potential to cut dramatically the cost of books for all students in the community college system.**

- *Dual Credit Quality Act (DCQA):* The Dual Credit Quality Act mandated several changes to dual credit processes and procedures in the state.

- ✓ STATUS: The Dual Credit Model Partnership Agreement (MPA) is on the agenda for approval (as mandated by the DCQA); the framework for the professional educator license dual credit endorsement is in draft form, with a tentative launch date for the endorsement as early as July 2019. Note: Community colleges must recommend the endorsement before ISBE can award it.
  - ✓ **IMPACT: The MPA provides a default agreement for colleges and high schools that are unable to agree on specific terms around dual credit implementation. The MPA also reduces the cost burden on a high school district that opts to pay for their students. The endorsement will help to level the requirements for dual credit instructors and may benefit the over 2,400 high school dual credit instructors in the system.**

- *Transitional Math (TM):* TM allows students to prepare for college level coursework while still in high school in order to avoid remediation. Successful students enroll at the college without a placement test.
  - ✓ STATUS: All 39 community college districts are working collaboratively with high schools on implementation plans and memorandums of understanding for implementation of transitional math. Partners have hosted 31 summits serving 37 community college districts with 645 attendees. Amongst all online and face-to-face events, over 2,285 individuals have been trained on transitional math. More than 200 high schools will be offering transitional math in the fall of 2019. To date, five colleges submitted courses for statewide portability in Quantitative Literacy/Statistics, STEM and Technical Math. The iPlacement system is under development and will be fully functional by Fall 2019.
  - ✓ **IMPACT: Over time, TM is likely to reduce remediation for the 50% of first time, full-time high school students that enter into remedial math in their first year of college.**

- *Transitional English (TE):* TE will allow students to prepare for college level coursework while still in high school in order to avoid remediation.
  - ✓ STATUS: Discussions about implementation of TE are ongoing with ISBE.
  - ✓ **IMPACT: Over time, TE is likely to reduce remediation for the nearly 20% of first time, full-time high school students that enter into remedial courses in their first year of college.**

- *Transfer Compact Project Proposal:* A revised transfer compact would incorporate the many updates and changes to the landscape of higher education transfer and articulation since the last compact was developed.
  - ✓ STATUS: A workgroup will review how changes resulting from the STAR Act, Prior Learning Assessment efforts, the IAI Bill, and the AP Equity Bill fit into a revised compact agreement. The workgroup will include both university and community college representatives.
  - ✓ **IMPACT: This work will have broad implications for students and institutions, enhancing seamless transfer and articulation.**

- *Office of Civil Rights Visits [NEWLY ADDED]:* Federal law requires ICCB to conduct annual civil rights visits to colleges based upon our receipt of Carl D. Perkins Career and Technical Education Act funds.
  - ✓ STATUS: Fiscal year 2020: ICCB typically selects and notifies colleges in September each year.
  - ✓ **IMPACT: This requirement ensures colleges are meeting the needs of students with disabilities and other barriers and serves as an important lever for change on campus.**

- *The Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER) Agreement Management [NEWLY ADDED]:* The CAREER agreement allows students to attend an out of district institution at in district rates if the home district lacks a program desired by the student.

- ✓ STATUS: The ICCB continues to negotiate changes to the agreement, including but not limited to, conversations about marketing programs out of a district's boundaries. All 48 colleges are currently party to this agreement.
- ✓ **IMPACT: The CAREER agreement provides significant cost relief and enhances access for the approximately 132,000 CTE students in the system. ICCB does not collect specific data related to the utilization of the agreement at this time.**

- *Dual Credit Oversight and Administration [NEWLY ADDED]:* Dual credit instruction allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree. ICCB continues to negotiate changes to dual credit based upon the Dual Credit Quality Act.
  - ✓ STATUS: Through recognition, program review, statute, and administrative rules, the ICCB maintains authority and oversight over the implementation of dual credit on community college campuses, in concert with local sets of controls derived from Board of Trustees' policies and accreditation requirements.
  - ✓ **IMPACT: During fiscal year 2018, 59,039 individual (i.e., "unduplicated") high school students enrolled in one or more community college dual credit courses. Dual credit duplicated enrollment (117,672) increased 5.4% compared to one year ago (111,643).**

GOAL 2: Contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, closing the skills gap through talent pipeline management, and addressing the future needs of the workforce.

- *Workforce Education Strategic Plan (WESP):* This plan was designed to ensure the community college system remains a leader in the complementary fields of workforce training and education, and becomes ever more responsive to changing employer and student needs throughout the state.
  - ✓ STATUS: Statewide listening sessions have been conducted with colleges to get a better understanding of workforce and training needs at the local level. Surveys on each of the four Strategic Goals have been developed and will be sent to the colleges in early June. The purpose of the surveys is to determine what promising or best practices exist at our colleges. Next steps include an analysis of the surveys, the development of webinars and forums to share the best practices, and the development of tools that can be useful to colleges. In addition, our continued work with our Workforce Innovation and Opportunity Act (WIOA) partners is key to implementation of the WESP. Current activities include our work with local workforce boards as well as the development of Apprenticeship Models.
  - ✓ **IMPACT: This plan focuses on better aligning the programs of community colleges to the workforce needs of the state. It has the potential to affect all students served by the system.**

- *Adult Education Strategic Plan (AESP):* This plan charts a progressive course for the ICCB's nationally recognized Adult Education and Literacy Program. The AESP addresses the need for continued development of comprehensive career pathways, college and career readiness, transitions from Adult Education programs to college and employment, foundational learning, English-language skills, and lifelong learning. It also places a more significant focus on the integration of technologies to support demand for strong digital literacy skills.
  - ✓ STATUS: Implementation of the Strategic Plan is well underway. The Adult Education Advisory Council has provided recommendations to ICCB staff in three areas of the strategic plan including Integrated English Literacy and Civics Education, Correctional Education, and Technology and Digital Literacy Instruction. In addition, work continues to enhance and expand college and career

readiness of students by developing specialized instructional pathways for instructors, as well as enhancing the development of Integrated Education and Training (IET) programs.
  - ✓ **IMPACT: The AESP has the potential to affect the more than 74,000 adult education students served throughout Illinois.**

- *Apprenticeship Grant Application:* The Scaling Apprenticeship Through Sector-Based Strategies Grant was completed and submitted to USDOL in October 2018.
  - ✓ STATUS: This grant opportunity has never been released by the USDOL. We no longer anticipate it will be.

- *Adult High School Diploma:* Public Act 100-0514 allows for the establishment of an Adult High School Diploma Program in areas in which eligible applicants have been unable to establish agreements with secondary or unit school districts. This legislation also provides ICCB with the authority to review and grant approval of applications submitted by eligible applicants who meet the established criteria.
  - ✓ STATUS: To date, no entities have applied to offer these diplomas.
  - ✓ **IMPACT: This law has the potential to provide a pathway to a high school diploma for the approximately 662,000 individuals with over nine grades of education.**

- *Program Review [NEWLY ADDED]:* ICCB has a statutory obligation to coordinate a statewide program review system (see P.A. 78-669). Instructional programs are reviewed once every five years by their respective community college and a summary report is submitted to the ICCB. In recent years, this process has been more focused on the collection of programmatic data as a part of the summary submitted to ICCB. In turn, ICCB now provides each colleges with written feedback about their submission.
  - ✓ STATUS: The ICCB has received and reviewed all program review submissions completed in fiscal year 2018. The ICCB will provide written feedback to the colleges by June 30, 2019. A Program Review Advisory Committee, made up of college administrators and faculty, was established in fiscal year 2019 and will meet quarterly each year. Revisions to the Program Review Manual were completed during fiscal year 2019 and will be released to the system by June 15, 2019. Continuous refinement of the program review process is ongoing.
  - ✓ **IMPACT: This process provides an additional continuous quality improvement check for colleges to ensure the system is providing high quality programs across the 39 college districts.**

GOAL 3: Engage with all stakeholders to align policies to improve outcomes and increase access to public information on system effectiveness.

- *Illinois Postsecondary Profiles (IPP):* Illinois Postsecondary Profiles is a joint ICCB/IBHE initiative (in collaboration with NIU Illinois Interactive Report Cards) that is developing a powerful but accessible web site through which interested stakeholders can access actionable Illinois higher education data pertinent to the postsecondary experience. The full version of the tool will draw almost completely from ICCB and IBHE data systems, making it more current, more detailed, and more flexible than other postsecondary data tools.
  - ✓ STATUS: The pilot website was released in March 2019 and shared with the IPP Advisory Committee, higher education institutional research staff, academic leadership groups, and the P-20 Council for feedback. Input is still being solicited and a public soft launch date is projected for this year. The IPP was presented to the Board in September of 2018; an updated, live version will be shared at the September 2019 board meeting.
  - ✓ **IMPACT: When completed, this web portal will provide important information to the public, researchers, and other interested parties about Illinois higher education.**

- *Perkins V Transition:* The purpose of the recently reauthorized Strengthening Career and Technical Education Act (Perkins V) is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study.
  - ✓ STATUS: ISBE and ICCB submitted the Perkins V transition plan on May 24, 2019. The four-year plan is due April 2020. As Illinois develops its state plan, ISBE and ICCB will continue to meet with stakeholders to construct a vision statement and programming that is reflective of these shared values.
  - ✓ **IMPACT: Perkins V affects every student in a CTE program in Illinois, both secondary and postsecondary.**

- *Postsecondary Data Partnership (PDP):* The purpose of this National Student Clearing House led initiative is to pilot multiple accessible data dashboards for colleges around the nation.
  - ✓ STATUS: ICCB has been involved in discussions with other pilot states about staff requirements to meet the initiative deliverables. ICCB is planning to approach the Partnership for College Completion (PCC) in hopes to collaborate on this project, as PCC is also participating.
  - ✓ **IMPACT: This work will provide important information to the public, researchers, and other interested parties about Illinois higher education, particularly allowing users to engage in a more analytical approach when examining the data.**

- *Legislative Outreach Strategy:* The goal was for ICCB to meet with legislative leaders and to draft and support the passage of the ICCB legislative agenda.
  - ✓ STATUS: ICCB met with numerous legislative leaders to make introductions and advocate for the agency's legislative agenda throughout the session.
  - ✓ **IMPACT: Effective communication with the General Assembly is core to the agency's mission and its success. ICCB's strength in this area affects all who are a part of the community college system.**

- *Data and Accountability Stewards [NEWLY ADDED]:* Utilizing standardized and routine ICCB individual-level data submissions, Research and Policy Studies and Information Technology staff successfully reported data directly to the federal Integrated Postsecondary Data System (IPEDS) for all 48 colleges in the state. This annual effort by ICCB ensures consistent reporting statewide and allows colleges to invest local resources for student success rather than federal compliance reporting.
  - ✓ STATUS: Annual and ongoing.
  - ✓ **IMPACT: This work provides important information to the federal government, state government, the public, researchers, and other interested parties about Illinois community colleges. Millions of dollars is connected to the accuracy and timeliness of this reporting.**

- *Liaison to the Governor's office and the General Assembly [NEWLY ADDED]*: The ICCB monitored over 500 bills during the spring 2019 legislative session and introduced four legislative initiatives; one of which was approved by the General Assembly. In addition, the ICCB testified before the House and Senate Appropriations Committees on our fiscal year 2020 budget request and appeared before committees in each chamber to discuss the Board's fiscal year 2020 capital recommendations. The ICCB participated in weekly conference calls with the Illinois Council of Community College Presidents and with the Governor's office, IBHE, and ISAC to coordinate legislative activities.
  - ✓ STATUS: Ongoing

- ✓ **IMPACT: Effective communication with the Governor's office and the General Assembly is core to the agency's mission and its success. ICCB's strength in this area affects all who are a part of the community college system.**

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE AGENDA

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

➢   Illinois Postsecondary Profile Update

➢   Illinois Perkins Transition Report

➢   2019 Spring Enrollment Report

➢   Directory of Programs

  o   College Information - https://www.iccb.org/iccb/system-information/

  o   Student page https://www.iccb.org/students/your-college-plan/planning-for-college/

  o   Main student page, in the Your College Plan banner menu, which leads to https://www.iccb.org/students/your-college-plan/

➢   New Units of Instruction

➢   Other

➢   Public Comment

➢   Adjournment

Illinois Community College Board

STATE MODEL PARTNERSHIP AGREEMENT FOR DUAL CREDIT

The Illinois Community College Board is requested to approve the State Model Partnership Agreement for Dual Credit.

The Dual Credit Quality Act, as amended last year by SB 2838 [P.A. 100-1049], directs a community college district to enter into a partnership agreement with a school district to offer dual credit coursework upon the request of a school district within the community college district's jurisdiction. The law outlines the requirements of the partnership agreement and stipulates that if the school district and community college district cannot agree on the terms of partnership within 180 days of the school district's initial request, then they must implement the Model Partnership Agreement.

The law further requires the establishment of a Dual Credit Committee involving collaboration between ICCB and the State Board of Education to develop the Model Partnership Agreement. This Agreement must address a number of areas, including student eligibility and enrollment, course content and quality, qualifications of instructors, and fees and costs. Therefore, the Model Partnership Agreement will have an important impact on how dual credit is delivered throughout the State of Illinois.

The Dual Credit Committee has meet throughout the Spring to develop the terms of the Model Partnership Agreement. The Committee will meet for a final time on May 30 to review the final version of the Agreement that is to be presented for approval by the ICCB and State Board of Education. The Model Partnership Agreement will be provided to Board members following the conclusion of the May 30 meeting.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the State Model Partnership for Dual Credit.

Illinois Community College Board

FINANCE, OPERATIONS, & EXTERNAL AFFAIRS COMMITTEE

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

➢ Financial Statements: Fiscal Year 2019
   a.   State General Funds
   b.   Special State Funds
   c.   Federal Funds
   d.   Bond Financed Funds

➢ Timeliness of State Payments

➢ Fiscal Year 2019 Community College System Budget

➢ Spring 2019 Legislative Update

➢ Proposed Amendments to the ICCB Administration Rules: Reverse Transfer of Credits

➢ Fiscal Year 2020 Board Office Budget
   a.   Authorization for Interagency Contracts/Agreements
   b.   Authorization to Transfer Funds Among Line Items
   c.   Authorization for Contracts for Office Operations

➢ Other

➢ Public Comment

➢ Adjournment

Illinois Community College Board

SPRING 2019 LEGISLATIVE SESSION SUMMARY

101st GENERAL ASSEMBLY

The 101st General Assembly is scheduled to adjourn May 31, 2019. Matt Berry will provide an update on the fiscal year 2020 state budget and a complete legislative report highlighting significant action taken during the Spring 2019 General Assembly.

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
<u>City Colleges of Chicago: Kennedy-King College, Malcolm X College, Olive-Harvey College & Richard J. Daley College</u>
  ➢ Child Development: Preschool Education Infant/Toddler Certificate (32 credit hours)

<u>Kishwaukee College</u>
  ➢ Hospitality Management Associate in Applied Science (A.A.S.) degree (60 credit hours)
  ➢ Advanced Welding Technology Certificate (32 credit hours)

<u>Moraine Valley Community College</u>
  ➢ Associate in Engineering Science (A.E.S.) degree (66 credit hours)

<u>Richland Community College</u>
  ➢ Cybersecurity A.A.S. degree (64 credit hours)

<u>Spoon River College</u>
  ➢ Advanced Manufacturing A.A.S. degree (61 credit hours)
  ➢ Medical Laboratory Technician A.A.S. degree (64 credit hours)

BACKGROUND

City Colleges of Chicago
Kennedy-King College, Malcolm X College, Olive-Harvey College, Richard J. Daley College
Child Development: Pre-school Education Infant/Toddler Certificate (32 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment and/or advancement opportunities in the child care field, specifically with pre-school infant/toddler aged children.

Catalog Description: The Advanced Certificate program in Pre-School Education Infant/Toddler prepares students to work in center- or home-based programs providing day care for infants and toddlers. The study of child development theory and skills also prepares students to work as "nannies" or live-in infant and child care providers.

Curricular Information: The certificate program requires 26 credit hours of required career and technical education coursework, and a six (6) credit hour pre-school infant/toddler practicum. Career and technical coursework includes instruction in human growth and development health/safety and nutrition, language and literacy development in early childhood, early childhood education group care, principles and practice of infant and toddler care, methods and materials for infant and toddler care, early intervention, child, family and community relations, observation/assessment/documentation to support young children and families. Assessment of student learning will be achieved through evaluation of the student's performance during their practical learning experience. The program will prepare graduates for Gateways to Opportunity Level 3 Infant and Toddler credentialing. The colleges currently offer a Basic Certificate in Pre-school Education Infant/Toddler Care and an A.A.S. degree in Early Childhood Education. The existing Basic Certificate ladders into the proposed Advanced Certificate, which also ladders into the existing degree.

Justification for Credit hours required for the degree: The content included in this curriculum is required to meet accreditation standards and professional credentialing requirements.

Accrediting Information: The curriculum was developed according to both National and State-level educational standards which will prepare students for credentialing. The existing Early Childhood Education program is accredited by the National Association for the Education of Young Children.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and need for an advanced-level certificate program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "childcare workers, pre-school teachers, and teacher assistants" is expected to increase between 3.9 – 10.2% Statewide through 2026.

Table 1: Employer Partners

Employers	Location
Littler Inspirations	Chicago, IL
Center for New Horizons	Chicago, IL
Ada S. McKinley Community Services	Chicago, IL
University of Chicago Child Development Center	Chicago, IL
Children's Center for Creative Learning	Chicago, IL
Junior Achievement	Chicago, IL
Young Scholars Developmental Institute	Chicago, IL
Mitzi Freidheim Community Center	Chicago, IL
El Hogar Del Nino	Chicago, IL

Metropolitan Family Services	Chicago, IL
Carole Robertson Center for Learning	Chicago, IL
North Lawndale YMCA	Chicago, IL
Easter Seals Gilchrist-Marchman Center	Chicago, IL
Marillac House Social Center	Chicago, IL
St. Vincent DePaul Center	Chicago, IL
Casa Central	Chicago, IL
Chicago Commons	Chicago, IL
Kiddy Kare	Chicago, IL
Teddy Bear	Chicago, IL
Stepping Stones	Chicago, IL
ABC Learning Centers	Chicago, IL
The Children's Center	Chicago, IL
Shining Star Youth & Community Services	Chicago, IL

Table 2: Projected Enrollments

Pre-School Infant/Toddler Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	5	8	11
Part-Time Enrollments:	5	7	8
Completions:	3	6	14

Financial / Budgetary Information: All facilities, faculty and resources are currently in place to support the proposed program, as these colleges currently offer a Basic Certificate and A.A.S. degree in Early Childhood Education. Two (2) existing full-time and two (2) existing part-time faculty will be necessary to implement the program. Qualified faculty hold a Master's degree in Child Development, Elementary Education or a closely related field, at least one year of work experience, and one year teaching experience preferred. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	0	0	0
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (specify)	0	0	0
TOTAL NEW COSTS	$0	$0	$0

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	2	2	2	2	2	2

Kishwaukee College
Hospitality Management A.A.S. degree (60 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment or advancement opportunities in the field of hospitality management.

Catalog Description: This degree develops the leadership skills and management practices that are valued in the hospitality industry. It is designed to provide students with the knowledge and skills necessary for entry-level management roles in the culinary, hospitality and tourism fields.

Curricular Information: The degree program requires 20 credit hours of general education coursework and 40 credit hours of required career and technical education coursework. Career and technical coursework includes instruction in introduction to the hospitality industry, cooking fundamentals, baking fundamentals, kitchen techniques, food & beverage service, introductory business, management, human resources, marketing, sales, business accounting, legal/social environment of business, and ServSafe Manager Certification. Assessment of student learning will be achieved through evaluation of the student's portfolio containing evidence of having met each of the program's educational outcomes. The curriculum was developed according to National Restaurant Association and American Culinary Federation industry standards. Students who successfully complete the ServSafe Certification will earn credentials in Management, Alcohol, Allergens, Workplace, and Food Handler areas. The college was recently approved to offer a related 19 credit hour Foundations of Culinary Arts Certificate. The proposed degree will provide an educational ladder opportunity for graduates of this certificate program.

Justification for Credit hours required for the degree: NA.

Accrediting Information: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of related occupations in hospitality is expected to increase between 9.2 – 13.5% Statewide through 2026.

Table 1: Employer Partners

Employers	Location
Country Inn & Suites by Radisson	Sycamore, IL
Hampton Inn	DeKalb, IL
Holiday Inn Express	Rochelle, IL
Motel 6	Sycamore, IL
Super 8 by Wyndham	Rochelle, IL
Abraham's Bar &	Rochelle, IL
Alfano's Pizzeria & Italian Restaurant	Rochelle, IL
Butterfly Family Restaurant	Rochelle, IL
Egg Haven Pancakes & Café	DeKalb, IL
Elleson's Bakery	Sycamore, IL
Ellwood Steak & Fish House	DeKalb, IL
Fatty's Pub & Grill (Catering Group)	DeKalb, IL

Note: This is only a partial list of partners. Twenty-five local restaurant employers participated in the development of the proposed program.

Table 2: Projected Enrollments

Hospitality Management AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	2	5	10
Part-Time Enrollments:	3	5	10
Completions:	0	2	5

Financial / Budgetary Information: One (1) existing full-time and one (1) new part-time faculty will be necessary to implement the program. Qualified faculty will hold a Bachelor's degree in Hospitality Management or closely related field, at least three years of work experience in hospitality management, and one year teaching experience preferred. All facilities are adequately in place to support the program. Some new costs are anticipated for library resources. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$12,000	$12,000	$51,430
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	$500	$250	$250
Facility Costs*	0	0	0
Other (specify)	0	0	0
TOTAL NEW COSTS	$12,500	$12,250	$51,680

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	1	0	0	1	0
Existing Faculty	1	0	1	1	1	1

Kishwaukee College
Advanced Welding Technology Certificate (32 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment and/or advancement opportunities in the field of welding and fabrication.

Catalog Description: The Advanced Welding Technology Certificate program is designed to provide students with the knowledge and skills that will further their training in various areas of welding. Students can apply their Basic Welding Certificate credit hours to the new advanced certificate.

Curricular Information: The certificate program requires 32 credit hours of required career and technical education coursework, including instruction fundamentals of welding processes, introductory and advanced shielded metal arc welding (SMAW), introductory and advanced gas metal & flux core arc welding (GMAW/FCAW), Tungsten inert gas welding (TIG), introductory and advanced fabrication, introductory and advanced welding layout, ASME (American Society of Mechanical Engineers) pipe welding, specialized welding, and AWS (American Welding Society) Certification welding. Assessment of student learning will be achieved through evaluation of the student's performance during the Certification welding course. The program will prepare individuals for multiple AWS welding certifications including Structural Steel and Pipe Welding.

Justification for Credit hours required for the degree: The content included in this curriculum is required to prepare students to meet industry credentialing requirements.

Accrediting Information: The curriculum was developed according to educational guidelines for certification through the American Welding Society (AWS).

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and need for an advanced-level certificate program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "welders" is expected to increase by 4.9% Statewide through 2026.

Table 1: Employer Partners

Employers	Location
AutoMeter Products Inc.	Sycamore, IL
Barnes International, Inc.	Rockford, IL
Blount International, Inc.	Oregon, IL
Cain Millwork, Inc.	Rochelle, IL
Crest Foods	Ashton, IL
Custom Welding & Repair	DeKalb, IL
Dawn Equipment Company	Sycamore, IL
FPE Automation, Inc.	Elk Grove Village, IL
H.A. Phillips Refrigeration	Aurora, IL
Ideal Industries, Inc.	DeKalb, IL
Ingersoll Cutting Tool Company	Rockford, IL
Omron Automation Americas	Hoffman Estates, IL
R & D Thiel Inc.	Belvidere, IL
Sauber Manufacturing Company	Virgil, IL
Simpson Technologies Corporation	Aurora, IL
SK Hand Tool, LLC	Sycamore, IL
Swenson Products	Lindenwood, IL
Tarryn T Design	DeKalb, IL

3M Company	DeKalb, IL
Walt Limited Tooling	DeKalb, IL
William E. Hanna Surveyors	DeKalb, IL

Table 2: Projected Enrollments

Advanced Welding Certificate	**First Year**	**Second Year**	**Third Year**
Full-Time Enrollments:	3	4	6
Part-Time Enrollments:	3	4	6
Completions:	6	8	12

Financial / Budgetary Information: All facilities, faculty and most resources are currently in place to support the proposed program, as the college currently offers a Basic Welding Certificate. Funds are budgeted during years two and three in case equipment needs replaced/purchased. One (1) existing full-time and seven (7) existing part-time faculty will be necessary to implement the program. Qualified faculty hold either a Bachelor's degree in Welding and one year related work experience, or an Associate's degree in Welding and 3 years related work experience, and one year teaching experience preferred. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	**Second Year**	**Third Year**
Faculty Costs	0	0	0
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	0	$5000	$5000
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (specify)	0	0	0
TOTAL NEW COSTS	$0	$5000	$5000

Table 4: Faculty Requirements

	First Year		**Second Year**		**Third Year**	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	1	7	1	7	1	7

Moraine Valley Community College
Associate in Engineering Science (A.E.S.) degree (66 credit hours)

Moraine Valley Community College is seeking approval to offer a 66 credit hour Associate in Engineering Science (A.E.S) degree for students planning to pursue a Bachelor's of Science in Engineering degree upon transfer to a baccalaureate institution. The proposed A.E.S degree curriculum is closely aligned with lower division coursework at universities offering bachelor's degree programs in all engineering majors. The proposal satisfies ICCB Administrative Rules for the A.E.S. degree program, regarding total credit hours, general education requirements, faculty qualifications, and the IAI engineering major panel recommendations. To gain admission to this program, students must meet the general admission standards for the college. The A.E.S degree program at MVCC will target recent high school graduates or returning students who are especially strong in math, science, and writing skills. During FY 2019, over 200 students enrolled in courses which comprise the proposed A.E.S. degree, and over a third of students enrolled in Calculus I indicated doing so for the purpose of transferring into a four-year engineering program. Currently, MVCC students interested in pre-engineering must complete both the Associate in Science (A.S.) degree requirements and requirements for the Engineering Pathways program, a transfer pathway specifically intended for transfer to the University of Illinois' College of Engineering. This results in students taking well beyond the total credit hours that an A.E.S. degree would have required. An approved A.E.S. degree program at MVCC will distinguish an academic pathway for students pursuing a baccalaureate/transfer engineering degree, will encourage completion of a program without the burden of excess coursework, and will reduce the cost for the students. Existing facilities, including classroom, laboratories and libraries, as well as equipment are adequate for the implementation of the proposed program. The program will be supported fiscally through student tuition and fees.

Richland Community College
Cybersecurity A.A.S. degree (64credit hours)

Program Purpose: The program will prepare individuals for entry-level employment or advancement opportunities in the information technology field, specifically working in network security and cybercrime prevention.

Catalog Description: The Cybersecurity AAS prepares students for a career in the field of information security. The program is based on the concept of fighting cybercrime and protecting valuable data in business and government entities, using the latest technology. Students learn how to use techniques to protect data, minimize risk, and remove threats to a network. The program is based on multiple operating systems and modalities, helping students to be able to protect any network.

Curricular Information: The degree program requires 16 credit hours of general education coursework and 48 credit hours of required career and technical education coursework. Career and technical coursework includes instruction in introduction to cybercrimes, ethical hacking, digital forensics, networking fundamentals, wireless networking, network security, firewalls and VPNs, Windows Client Operating System, Windows Server Operation System, Cloud Technology, penetration testing, object-oriented programming, programming logic, A+ computer technologies, and a required work-based learning seminar and practicum in information security. Assessment of student learning will be achieved through evaluation of the student's performance during the practical learning experience. The curriculum was developed according to accreditation standards of the Centers of Academic Excellence in Cyber Defense Education (CAE-CDE) and will provide an educational ladder opportunity for students and graduates of the existing related Certificate in Network Technology.

Justification for Credit hours required for the degree: The program includes several courses (one general education course and several career and technical education courses) that require 4 credit hours. The content included in the curriculum meets program accreditation standards and will prepare students for multiple CAE-CDE sponsored credentials.

Accrediting Information: Optional program accreditation is available through the Centers of Academic Excellence in Cyber Defense Education (CAE-CDE). The college can pursue CAE-CDE program accreditation once the first class of students has graduated. Currently, there are only two (2) community colleges in the State holding CAE-CDE accreditation.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "information security analysts" is expected to increase between by 28.4% Statewide through 2026.

Table 1: Employer Partners

Employers	Location
Heavner, Beyers, and Mihlar, LLC	Decatur, IL
JTNet	Decatur, IL
Decatur Memorial Hospital	Decatur, IL
WAND-TV	Decatur, IL
Liaison Home Automation	Decatur, IL
Mason Manufacturing	Decatur, IL
City of Decatur	Decatur, IL
BLDD Architects	Decatur, IL

IBM	Armonk, NY
Richland Community College IT Services	Decatur, IL
University of IL at Urbana-Champaign IT Services	Urbana, IL

Table 2: Projected Enrollments

Cybersecurity AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	18	24	30
Part-Time Enrollments:	12	18	18
Completions:	0	18	27

Financial / Budgetary Information: One (1) existing and one (1) new full-time faculty/program coordinator will be necessary to implement the program. Qualified faculty will hold a Bachelor's degree in Information Technology or closely related field, at least one year of work experience in cybersecurity, and one year teaching experience preferred. Facilities (two classrooms) will be renovated to create a working cybersecurity lab utilizing Federal Protection, Health & Safety Grant funds awarded to the College. Sizable equipment purchases will also be required to implement the program utilizing Workforce Development Grant funds awarded to the College through the Illinois Department of Commerce & Economic Opportunity (DCEO). The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$49,500	$50,490	$51,500
Administrator Costs	$36,000	$36,720	$37,460
Other Personnel Costs	0	0	0
Equipment Costs	$100,000	$3,000	$3,000
Library/LRC Costs	$500	0	0
Facility Costs*	0	0	0
Other (student competition)	0	$2,600	$2,600
TOTAL NEW COSTS	$186,000	$92,810	$94,560

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	0	0	0	0	0
Existing Faculty	1	0	2	0	2	0

Spoon River College
Advanced Manufacturing A.A.S. degree (61 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment or advancement opportunities in the fields of manufacturing and industrial maintenance.

Catalog Description: The Advanced Manufacturing Associate degree at Spoon River College offers education and training in the ever changing field of manufacturing and industrial maintenance. SRC takes pride in the fact that students are trained in the skills necessary to work successfully I our area's workforce. The 61 credit hour program is designed to be completed in no more than 4 semesters. Within this program, a student is also able to obtain an 11 credit hour one semester certificate as a Certified Production Technician, as recognized by the Manufacturing Skills Standards Council. A student is also able to obtain a two semester 22 credit hour Certificate in Industrial Maintenance.

Curricular Information: The degree program requires 15 credit hours of general education coursework and 46 credit hours of required career and technical education coursework. Career and technical coursework includes instruction in introduction to manufacturing & safety, manufacturing processes & production, manufacturing maintenance, blueprint reading for manufacturing, quality measurement, fundamentals of CNC machining & programming, machine tooling processes, industrial equipment maintenance, electrical & electronics, hydraulics & pneumatics, computer applications for business, engineering graphics, first aid, introductory welding, MIG welding, and a manufacturing internship. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning experience as well as completion of a final comprehensive project. The curriculum was developed according to industry standards of the Illinois Manufacturing Skills Standards Council (MSSC) for manufacturing technology and industrial maintenance programs. Students will be eligible for the MSSC Certified Production Technician (CPT) credential upon completion of the program. The college was recently approved to offer a related 22 credit hour Industrial Maintenance Certificate, and an 11 credit hour Certified Production Technician Certificate. The proposed degree will provide an educational ladder opportunity for graduates of this certificate program.

Justification for Credit hours required for the degree: The program was developed according to industry standards and in addition to coursework required to meet those standards, members of the program advisory committee felt a course in computer business applications relevant to the manufacturing industry as a necessary part of the curriculum.

Accrediting Information: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of related occupations in manufacturing and industrial maintenance is expected to increase between 3.7 – 10.3 % Statewide through 2026. Local employers reached out to the College with a strong interest in their providing both short- and long-term educational preparation for current and new employees.

Table 1: Employer Partners

Employers	Location
NTN Bower	Macomb, IL
Yetter Manufacturing	Cholchester, IL
Vaughan & Bushnell	Bushnell, IL
Midwest Control Products	Bushnell, IL
Tracer Industries	Havana, IL

Table 2: Projected Enrollments

Advanced Manufacturing AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	4	6	8
Part-Time Enrollments:	4	6	8
Completions:	0	4	6

Financial / Budgetary Information: One (1) existing full-time, one (1) existing part-time, and one (1) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least an Associate's degree, while a Bachelor's degree is preferred, in Manufacturing Technology or closely related field, at least two years of work experience in manufacturing or industrial maintenance, and one year teaching experience preferred. All facilities are adequately in place to support the program. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$12,000	$12,000	$12,000
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (specify)	0	0	0
TOTAL NEW COSTS	$12,000	$12,000	$12,000

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	1	0	0	1	0
Existing Faculty	1	1	1	2	1	2

Spoon River College
Medical Laboratory Technician A.A.S. degree (64 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment or advancement opportunities as a medical laboratory technician.

Catalog Description: Spoon River College offers an Associate in Applied Science degree in Medical Laboratory Technician, which is a 64 credit hour degree. The courses offered within our Medical Laboratory program prepare the student for the national certification examination of Medical Laboratory Technician (MLT), given by the American Society for Clinical Pathology (ASCP) and upon completion of the degree, the student will be eligible to sit for that exam.

Curricular Information: The degree program requires 16 credit hours of general education coursework and 48 credit hours of required career and technical education coursework. Career and technical coursework includes instruction in chemistry and clinical chemistry, microbiology and clinical microbiology, blood bank, urinalysis and immunology, hematology and coagulation, medical laboratory skills, a required work-based clinical internship, and certification assessment.
Assessment of student learning will be achieved through evaluation of the student's performance during the certification assessment component as well as the work-based learning experience. The curriculum was developed according to standards of the American Society for Clinical Pathology (ASCP) and will prepare graduates for ASCP certification as a Medical Laboratory Technician (MLT).

Justification for Credit hours required for the degree: The program was developed according to program accreditation standards and industry credentialing requirements. As such the curriculum includes several courses with laboratory components and two clinical internship experiences.

Accrediting Information: The National Accrediting Agency for Clinical Laboratory Science (NAACLS) accredits medical laboratory technician programs. The college has been working with the NAACLS to meet accreditation standards. Once the program has received all appropriate State approvals the college can move forward in the accreditation process.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "Clinical/Medical Laboratory Technicians" is expected to increase by 5.9% Statewide through 2026.

Table 1: Employer Partners

Employers	Location
Graham Health System	Canton, IL
McDonough District Hospital	Macomb, IL
Mason District Hospital	Havana, IL
Unity Point	Peoria, IL
OSF Healthcare	Peoria, IL

Table 2: Projected Enrollments

Medical Lab Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	4	6	8
Part-Time Enrollments:	4	6	8
Completions:	0	4	6

Financial / Budgetary Information: Two (2) new part-time faculty will be necessary to implement the program. Faculty qualifications are dependent upon courses being taught. Qualified faculty must hold at least an Associate's degree with current ASCP-MLT certification and three years related work experience; the program coordinator must hold a Master's degree in Medical Laboratory Technology with current ASCP-MLT/MT/BOC certification, three years related work experience and three years teaching experience preferred. All facilities are adequately in place to support the program. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	**Second Year**	**Third Year**
Faculty Costs	$20,000	$20,000	$20,000
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	0	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (specify)	0	0	0
TOTAL NEW COSTS	$20,000	$20,000	$20,000

Table 4: Faculty Requirements

	First Year		**Second Year**		**Third Year**	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	2	0	0	0	0
Existing Faculty	0	0	0	2	0	2

INFORMATION ITEM – BASIC CERTIFICATE PROGRAM APPROVAL
Following is a list of Basic Certificates (less than 29 credit hours) that have been approved on behalf of
the Illinois Community College Board by the President/CEO since the last Board meeting:

Permanent Program Approval
Highland Community College
 ➢ Patient Care Technician Certificate (16 credit hours)

Kankakee Community College
 ➢ Hospitality Operations Certificate (18 credit hours)

Kishwaukee College
 ➢ Foundations in Culinary Arts Certificate (19 credit hours)

Shawnee Community College
 ➢ Unmanned Aircraft Systems Certificate (16 credit hours)
 ➢ Gerontology Aide Certificate (16.5 credit hours)

Spoon River College
 ➢ Industrial Maintenance Certificate (22 credit hours)
 ➢ Certified Production Technician Certificate (11 credit hours)

Oakton Community College
 ➢ Cancer Registry Management Certificate (26 credit hours)
 ➢ Cannabis Dispensary & Patient Care Specialist Certificate (12 credit hours)

Prairie State College
 ➢ Culinary Arts Professional Kitchen Certificate (17 credit hours)

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
RECOGNITION OF COMMUNITY COLLEGES**

The Illinois Community College Board has statutory authority to "recognize" community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2014 through 2018 include the following categories: Academic, Student Services, Academic Support, Finance, Facilities, and Institutional Research and Reporting. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2018, Highland Community College both underwent an in-depth recognition evaluation. The colleges submitted a thorough self-evaluation; ICCB staff conducted internal evaluations of all required college documents and a college finance site visit was conducted. This agenda item not only presents the staff recommendations for the college that completed the evaluation, but gives background on the recognition evaluation and approval process for the Board's information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby grants a status of "recognition continued" to the following districts:

Highland Community College, District 519

BACKGROUND

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless action is taken by the Board to interrupt it. To determine a district's recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district's compliance with the Public Community College Act and ICCB Administrative Rules; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and non-focused standards. On individual standards districts are identified as either in compliance or not in compliance. Compliance recommendations require the college to take immediate action to adhere to a particular law or administrative rule, and advisory recommendations are suggestions by staff to improve upon a current process or practice. Advisory recommendations are not mandatory and do not affect a college's overall recognition status.

At the conclusion of the recognition review, the ICCB staff presents a report to the Board and the college to summarize the evaluation. Based on the report, the Board may take one of three types of action:

> *Recognition Continued* – The district generally meets ICCB statutory laws and administrative rules. A district which has been granted a status of "recognition continued" is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

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

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

The final report, including college responses, is externally attached.

DRAFT RECOGNITION REPORT

HIGHLAND COMMUNITY COLLEGE

June 7, 2019

Illinois Community College Board

RECOGNITION REPORT
FOR
HIGHLAND COMMUNITY COLLEGE
June 7, 2019

INTRODUCTION

During fiscal year 2018 the Illinois Community College Board (ICCB) conducted a recognition evaluation of Highland Community College. Due to the low number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to Highland Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

Recognition is a statutory term describing the status of a district that meets instructional, administrative, financial, facility, and equipment standards as established by the ICCB. A favorable recognition status is a condition of state funding eligibility. There are three categories of recognition status.

- *Recognition Continued* - The district generally meets ICCB standards.
- *Recognition Continued - with Conditions* - The district generally does not meet ICCB standards.
- *Recognition Interrupted* - The district fails to take corrective action to resolve the conditions placed upon it under "recognition continued-with conditions" within a prescribed period.

The standards selected for review during the current cycle include four categories: 1) Academic, 2) Student Services/Academic Support, 3) Finance/Facilities, and 4) Institutional Research/Reporting. The report focuses on the findings and recommendations for each standard. These findings are based on the specific rule(s) or statute(s) being examined as a part of the appropriate standard. For each standard the college may receive one of two types of recommendations: compliance or advisory.

- **Compliance recommendations** are those for which the college was found to be out of compliance with a given state statute or administrative rule.
- **Advisory recommendations** consist of instances where the review team identified areas that it believes would be beneficial for the college to examine or pursue, but action is not required.

The staff of the Illinois Community College Board wishes to thank the college for its assistance and efforts in conducting this review. The Board acknowledges that the college is involved in numerous positive activities, processes, and initiatives not reflected in the report and commends the institution for its efforts on behalf of students.

EVALUATION RESULTS AND RECOMMENDATIONS

1. INSTRUCTION

1. Degrees and Certificates

A comparison between Highland Community College's catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges and meet the general education requirements as defined in Administrative Rule 23 Ill. Adm. Code 1501.302 (a)(3)(A)(i), with the following exceptions.

The following degree programs did not meet the general education requirement of 15 credit hours minimum for Associate of Applied Science (A.A.S.) degree programs:

- Industrial Manufacturing A.A.S. degree
- Automotive Mechanics A.A.S. degree
- Emergency Medical Technician A.A.S. degree

After discussions with college staff, the necessary changes were taken to the Curriculum Committee in October, 2018. Modifications to resolve the issues related to these three curricula have been taken.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.302 (a)(3)(A)(i), Highland Community College must ensure that all programs meet the general education minimum requirements.

College Response: Highland Community College has made the necessary modifications to ensure that all programs meet the general education minimum requirements. Highland will utilize the ICCB 5-year program review process and the internal catalog publication process to re-check the program requirements to ensure that the general education minimum requirements are maintained.

2. Articulation

Highland Community College offers an Associate in Arts (A.A.), an Associate in Science (A.S.), an Associate in Engineering Science (A.E.S.), and an Associate in General Studies (A.G.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 13s or documentation from Transferology indicating a current articulation match.

According to the requisite Recognition standard, the college provided documentation of articulation for 20 of the 20 baccalaureate/transfer courses requested. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 19 of 20 courses submitted had the required current transfer documentation in place, and one course had an outdated agreement.

Compliance Recommendations: In order to comply with Administrative Rule 23 Ill. Adm. Code 1501.309 (d1), Highland Community College must:

1) provide updated evidence of articulation for the following course: *ECE 204 Exceptional Child in ECE Programs*.; and

2) continue to review all 1.1 courses once every five years to ensure that they have the required number of agreements and the evidence of articulation is current.

College Response:
1) *Highland Community College has current (2018) agreements for the ECE 204 course, from six Illinois Colleges: EIU, SIU-C, ISU, UIC, WIU & Governor State.*
2) *As part of the ICCB 5-year program review process, Highland Community College will review all 1.1 courses to ensure that they have the required number of agreements and the evidence that the articulation is current.*

3. **Academic Control**

According to Highland Community College, all new programs, as well as dual credit courses, are developed according to college policy that requires review and oversight of units of instruction to be evaluated by college staff. The college stated that all courses and programs are reviewed and approved by the Curriculum and Instruction Committee which is co-chaired by a faculty member and the Executive Vice President. Faculty are heavily involved in the curriculum approval process through this committee. The Curriculum and Instruction Committee also reviews academic requirements that directly affect instruction, such as placement scores, prerequisites, and graduation requirements. Additionally, the committee, in collaboration with the Faculty Senate leadership, drafted a dual credit policy. Highland Community College has a well-defined registration process.

Compliance Recommendation: None.

4. **Curriculum**

4a. A comparison between Highland Community College's catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the Administrative Rule 23 Ill. Adm. Code Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b. The college has a systematic process in place for identifying local, state, and federal standards by which curriculum is developed and any associated program accreditation, optional or required, for students to earn related credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term and advanced certificates, to an A.A.S. degree, many of which lead to industry-recognized credentials.

No discrepancies between the college catalog and the ICCB Curriculum Master File beyond what the college identified in their self-evaluation were noted.

Compliance Recommendation: None.

5. Dual Credit

As part of Highland Community College's 2018 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rules 23 Ill. Adm. Code 1501.507(b)(11) A-G: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review: 50 from fiscal year 2016 and 50 from fiscal year 2017. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2016 and 2017, including their credentials.

Part A: State Laws and Regulations and Accreditation Standards.
Based on the review, staff concluded that all state laws, regulations, accreditation standards, and local college policies apply to courses, instructional procedures, and academic standards at Highland Community College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Part B: Instructors.
During fiscal years 2016 through 2017, it was reported that 34 instructors taught 1.1 transfer dual credit courses. Of these instructors, 18 did not have the appropriate credentials to teach transfer courses. It was reported that 58 instructors taught 1.2 career and technical education (CTE) dual credit courses. Of these instructors, nine did not have the appropriate credentials. The college indicated that 15 of the non-qualified instructors were no longer teaching dual credit courses for the institution.

Highland Community College received a waiver from the Higher Learning Commission (HLC) giving the college until September 1, 2022 to be in full compliance with the faculty qualifications requirements.

Part C: Qualification of Students.
After a review of the college self-study report and the additional audit materials requested by the ICCB, no issues related to student qualifications were found. It was indicated that for several courses an agreement exists for which pre-requisites can be waived. The institution should ensure that this process and agreement is reflected in institutional policy and aligns with procedures for on-campus students.

Part D: Course Offerings.
Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings.

Part E: Course Requirements.
The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites.

Compliance Recommendation: In order to be in compliance with ICCB System Administrative Rule 1501.303(f) and 1501.507(b) (11) (C), Highland must:

1) Ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) courses, instructors must have a minimum of a Master's Degree with 18 hours in the discipline. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. However, the district has received a waiver from the HLC until September 1, 2022 to be in full compliance with the faculty qualification requirements. The ICCB will honor these waivers granted to districts in the Illinois community college system. The district must have a plan in place to demonstrate the progress of their compliance over the next five years. A detailed action plan must be submitted to the ICCB within 30 days of receiving the final approved report.

2) Ensure that all students accepted into dual credit courses meet the district's criteria, prerequisites, and respective placement requirements.

College Response:
1) Highland Community College reviews the dual credit faculty's progress toward completing their professional development plan each August to ensure that the required progress is being made.
2) All students accepted into dual credit are required to meet the same criteria, prerequisites, and placement requirements of the district.

6. **Assessment Plans**
   Highland Community College has a systematic, district-wide approach to the assessment of student learning. The college is committed to regular assessment of student learning outcomes. Faculty complete program assessment plans each academic year through the completion of the Assessment of Student Learning Report Forms. The college uses this

form to identify curriculum or program changes and provide documentation of the college's ongoing effort to systematically utilize data from the assessment of student learning for the improvement of the curriculum, teaching, and student learning.

Additionally, the college is committed to ensuring placement policies and procedures are placing students appropriately through the selection of a new placement testing tool and the review of cut scores. The college also supported the statewide standardization of placement cut scores by adopting the Chief Academic Officers recommended ACT, SAT, and PARCC exam cut scores and considering the use of GPA as a placement measure.

Compliance Recommendation: None.

7. **Student Evaluation**

Highland Community College has a well-defined system for evaluating and recording student performance in courses and programs. Highland Community College has established and published minimum standards of academic achievement, as defined by grade point average, credits completed in relation to credits attempted, and satisfactory academic progress. The college has Board policies governing its grading system, final examinations, incomplete grades, and change of grades.

Compliance Recommendation: None.

8. **Faculty Qualifications/Polices.**

Highland Community College reported that all full- and part-time faculty for transfer-level courses are required to obtain a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate level of experience in their field. According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested. Information regarding full- and part-time faculty who taught in the academic years 2015-2016 and 2016-2017 was also requested by the ICCB. Review of the faculty transcripts showed that two faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 transfer courses.

In addition to reviewing faculty files, the college provides regular professional support for faculty through the Alternative Technology Resources Department. The college also provides accessible materials to persons with disabilities including adaptive equipment and software.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Highland Community College must:

Ensure that all faculty have the proper credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies that states:

Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling, and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as 1.1 transfer courses must meet the master's degree requirement and must have a *minimum* of 18 graduate hours in the discipline. For career and technical education coursework, instructors must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response: An internal audit of all full-time, part-time, and dual credit faculty was done in the academic year 2016-2017. If a faculty member did not meet the faculty qualification guidelines provided by HLC and ICCB, the faculty member's teaching assignment was adjusted to ensure that the rules were being followed. Before a potential candidate is interviewed for a teaching assignment, a thorough review of his or her qualifications and transcripts is completed to ensure that any new faculty members also meet the HLC and ICCB guidelines.

9. **Cooperative Agreements and Contracts**

   Highland Community College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER) agreement which has been approved by the ICCB and agreed upon by the 39 community college districts in the state.

   Technical information is provided to students regarding the CAREER Agreement in the college catalog, along with a list of participating colleges. Additionally, the college currently has an extension of curricula partnership with Rock Valley College for Highland's in-district students who work in Rock Valley College's district; these students are able to earn a short-term certificate through Rock Valley College.

   Compliance Recommendation: None.

10. **Academic Calendar**

    As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: 2018-2019 Academic Calendar, college catalog and/or applicable policy handbook, college website, and the college's self-assessment. Highland Community College's Academic Calendar includes 16 weeks, with 76 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies conform to Administrative Rule 23 Ill Adm. Code Section 1501.303. In the event of a school closure or cancellation (e.g., inclement weather, natural disaster, etc.), the district has developed

Academic Continuity Procedures within their Campus Emergency Response Plan.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Highland Community College's program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college included student and academic support services and administrative functions in their review cycle. Throughout the review, it was evident that the college utilizes the program review process in its strategic planning and program improvement efforts. Highland Community College should continue to review and utilize the recommendations and feedback given by the ICCB. Discrepancies between the college's program review submission and the ICCB five-year program review schedule were identified in the Student and Academic Support Services program area.

Compliance Recommendation: The ICCB recommends reviewing the statewide program review 5-year cycle to ensure that the college adheres to the current published schedule.

College Response: Highland Community College has reviewed and adjusted its program review cycle, particularly for the Student and Academic Support Services program area, to match the ICCB five-year program review schedule.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising and Counseling
Highland Community College's advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. The college requires full-time and part-time degree and certificate seeking students to meet with an advisor prior to enrollment. Students are also required to meet with an advisor when they are placed on academic probation or suspension. Additionally, students who do not meet the Standards of Academic Progress for financial aid must also meet with an advisor to create an academic plan.

Career and academic advising is provided by a team of cross-trained professional advisors with specific advisors assigned to specialize in transfer and career advising. Among these advisors, one advisor coordinates transfer and articulation, one coordinates the college's class schedule, one coordinates the CollegeNow program and serves as the Veterans Coordinator, and one edits the academic portion of the college catalog and maintains the degree audit system in Banner. The college holds regular meetings for cross-training to keep the advisors and intake team updated on the most current information on placement, programs, transfer, and financial aid.

Students may obtain advising through the traditional face-to-face method, during registration via Quick Start and during scheduled walk-in hours. Due to staffing reductions, previously held routine evening and weekend appointments are now scheduled on an as-needed basis.

Compliance Recommendation: None.

Advisory Recommendation: Action steps have been identified in the college's report to communicate the change in evening/weekend and online advising options from routine hours to by-request on their website and other forms of communication. The college should continue to evaluate their current practices to ensure services are available at hours/days convenient for all students, including evenings and weekends.

College Response: The College offered regular evening hours in the advising department during the fall 2018 semester with minimal use. Evening and weekend appointments continue to be available by appointment. Additionally, the department utilizes several electronic communication methods to increase flexibility in meeting student needs. These tools include the use of an evening and weekend answering service, an online "Ask an Advisor" and FAQ section on the web site, the availability of Skype appointments, and timely response to student email. An evening switchboard operator is also available in the same building as the advising department until 7:30 p.m. Monday – Thursday. The staff member is trained to respond to student needs and schedule advising appointments. The College will continue to evaluate current practices.

Part B. Financial Aid
The financial aid program provides students with information about and access to available financial support. The Financial Aid Office operates from 8:00 a.m. – 5:00 p.m. Monday, Tuesday, Thursday, and Friday, and 8:00 a.m. – 1:00 p.m. on Wednesday with evening and weekend appointments available upon request. The Financial Aid Office is located within the enrollment and records office. The one-stop student services center answers general financial aid questions and has access to basic financial aid student records so questions may be addressed as quickly and conveniently as possible. The college has a Veterans Certifying Official on staff within the financial aid office, as well as a veteran advisor in the academic advising office. These individuals oversee the benefits program and the veterans' resources. The coordinator explains services offered which include explanation and certification of military benefits, enrollment assistance, and general questions and concerns.

Compliance Recommendation: None.

Advisory Recommendations: The college should continue to evaluate their current practices to ensure services are available at hours/days convenient for all students, including evenings and weekends.

College Response: Evening and weekend appointments continue to be available by appointment. Additionally, the department utilizes several electronic communication

methods to increase flexibility in meeting student needs. These tools include the use of and monitoring of an evening and weekend answering service and timely response to student email that is directed to a shared department address. An evening switchboard operator is also available directly outside the financial aid department offices until 7:30 p.m. Monday – Thursday. The staff member is trained to respond to student needs and schedule advising appointments. The College will continue to evaluate current practices.

Part C: Placement

Career Services provides job placement services for students and offers a comprehensive job placement program. Students can receive skill testing, resume preparation, job search skills, job positions, interviewing preparation, and steps for successful interview follow-up. Through Career Services, students can receive one-on-one assistance with developing their resume, cover letter, interview preparation, and job applications. The college also has an online job placement site that is free to employers and students.

Compliance Recommendation: None.

Part D: Support Services

In addition to academic advising, transfer, and career services, Highland provides various support services to students, which include Disability Services, Early Alert, tutoring, mental health evaluations and services, TRIO, and veterans' services.

The Office of Disability Services assists secondary students transitioning to college, as well as adults returning to college, by meeting with external service providers such as special education teachers and guidance counselors, staff from the Division of Rehabilitative Services, and other local services.

The college is currently piloting a First Year Experience to all degree-seeking students. The program distributes pertinent college and campus information and policies to students. In addition to sexual violence prevention, students are trained to use campus technology, what to do in case of a campus emergency, understanding important elements of financial literacy, and student rights and responsibilities. Key components moving forward are to ensure all students create degree plans and to bolster college retention efforts.

Compliance Recommendation: None.

3. **FINANCE/FACILITIES**

   1. **Credit Hour Claim Verification**

      ICCB staff conducted a day and a half visit at the college in early September 2018. During this visit ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR) instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

      ICCB staff selected approximately 150 course sections from the summer 2016, fall 2016,

and spring 2017 semesters. Staff also reviewed midterm class lists, final grade sheets, and transcripts. The ICCB uses this information to support student residency status and final grade postings. Staff check for supporting documentation for the college's classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims. College processes used to determine student residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System

The college's credit hour submissions to the ICCB were made in a timely manner. Not all instructors for SU courses were funded with more than 50 percent unrestricted funds. The college has an agreement with the YMCA on campus to teach some Physical Education courses. The courses are taught by YMCA employees resulting in Highland not complying with 110 ILCS 805/2-16.02 which states the district much have 50 percent of the cost of a program to submit a course for state reimbursement. There were a small number of courses impacted and Highland has agreed to resubmit fiscal year 2018 credit hours with the YMCA courses removed to correct the credit hour claim.

A separate issue was addressed concerning the midterm verification worksheets. Instructors have not been certifying that the students were actively pursuing completion of the course on the midterm verifications. Rather, administrative staff relied on instructors to withdraw the student from the class in order for the student to be moved from the credit hour claim. While this did not have a material effect of the credit hour claim, it is important to get a clear designation of the instructor's intent, rather than inferring from a withdrawal.

Compliance Recommendation: In order to be in compliance with 110 ILCS 805/2-16.02, Highland Community College must resubmit all SUSR claims after removing the YMCA courses from the fiscal year 2018 credit-hour claim.

College Response: The College has resubmitted the FY18 SUSR claims with the YMCA courses removed on September 11, 2018.

Compliance Recommendation: In order to comply with 23 Ill Adm. Code 1501.507 (e), Highland Community College must define and communicate to faculty the process for determining successful course completions at midterm. This will more clearly identify which students are actively pursuing.

College Response: A new midterm process has been communicated to faculty and implemented in the Spring 2018 term. This process will clearly identify which students are actively pursuing a course by instructors on their midterm grade sheets; students will be withdrawn if they are not actively pursuing the course.

Student Residency

Based on the review of residency records, Highland Community College properly makes a distinction between the residency classification for tuition purposes and residency classification for state funding purposes. The college uses a list of all in-district cities/towns

to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation to verify residency. The college published the Certificate of Chargeback Reimbursement in the college's annual audit, and it was submitted in a timely and accurate manner.

Compliance Recommendation: None.

Course Repeats
The selected sample of course sections was reviewed to determine the college's compliance with repeatability rules. The college's repeat check process is partially manual and partially automated using programming logic and appears to be working as it should.

Compliance Recommendation: None.

2. **Financial Planning**
Highland Community College's operating balances and indebtedness were compared to cohort colleges in the Resource Allocation and Management Plan. Highland indicated it has a lower fund balance as a percent of operating expenses than most in the cohort; however, the fund balance is within Highland Community College's rule of thumb levels (20-25 percent). Highland Community College's level of debt as a percent of assessed valuation is lower than most colleges in the cohort. The level of debt is related to the college board's philosophy regarding the overall tax rate. All college departments are included in financial planning and accountability. The college utilizes 35 budget managers (approximately 27 percent of its full-time employees) to oversee budget centers for which it has programmatic responsibility and/or expertise. Budget managers comprise deans, directors, faculty, staff, and grant administrators. Budget managers are directed to include staff/faculty when creating budget requests, making budget decisions, including items in the Resource Allocation and Management Plan, and in financial planning for the budget centers they oversee. The Vice President of Administrative Services communicates regarding the budget process to all campus staff and faculty to ensure all are aware of the opportunities to have input.

Compliance Recommendation: None.

3. **Financial Compliance**
Part A: Annual External Audit.
The annual external audits for fiscal years 2013 through 2017 were reviewed. They were submitted to the ICCB timely with all of the required information.

Compliance Recommendation: None.

4. **Facilities**
Part A: Approval of Construction Projects.
P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects. There were no state funded projects to check for approval during the recognition timeframe.

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects.
P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health and Safety (PHS) projects. In order for Highland Community College to remain in compliance with 110 ILCS 805/3-20.3.01, the college must continue to maintain accountability of the PHS funds and ensure the work completed using this funding source meets requirements.

Compliance Recommendation: None.

Part C: Facilities Data Submissions.
Facility Data Records (ICCB F3, F6, B3, R3 records)
Based on ICCB staff review of the facilities data submissions, the fiscal year 2013 through fiscal year 2017 submissions were generally made in a timely and accurate manner. The college was still working to finalize the fiscal year 2016 data. During ICCB's review of the F3, F6, B3, & R3 records submitted, no errors appeared on the June 30th edit reports, which is an indication that the submissions were accurate.

Compliance Recommendation: None.

Square footage of planned construction and owned land
The fiscal year 2013 through 2017 submissions were reviewed. For the period reviewed, the college reported their Square Footage of Planned Construction and Owned Land reports in a timely and accurate manner.

Compliance Recommendation: None.

Project status reports
The fiscal year 2013 through 2017 submissions were reviewed. This report is submitted each year to show the relative progress toward completion on each ICCB-approved project. The reports were submitted in a timely and accurate manner.

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)
The submissions due in fiscal years 2013 through 2017 were reviewed. For the period examined, the college submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)
The fiscal year 2012 through 2016 submissions were reviewed. All years reviewed were submitted on the due dates.

Compliance Recommendation: None.

4. Institutional Research/Reporting

1. **General Reporting Requirements:** The latest five years of ICCB data submissions by Highland Community College were reviewed. Generally, this includes fiscal years 2014-2018 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

   ICCB data timeliness and accuracy are becoming increasingly important. ICCB staff use these submissions extensively to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges, ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to strengthen data submission quality and comprehensiveness.

   For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are eleven IPEDS surveys across the fall, winter, and spring collections, and the potential fine in 2018 is up to $55,907 for each violation. The fine changes annually based on an inflation index.

   ICCB data also are used in federal Postsecondary Perkins and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

   Highland Community College officials have been successful in meeting federal submission timelines over the past five fiscal years and have met ICCB deadlines for most submissions. Overall, Highland Community College's final data submissions have been accurate and complete. An Appendix Table contains additional details on actual submission dates.

   Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been sufficient over the timeframe of the study. Final A1 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2018 submission contained one critical error, and this data was verified by college officials as valid and accurate. Highland Community College's A1 submission met the reporting deadline in one of the past five fiscal years: the fiscal year 2018 submission was finalized three weeks late, the fiscal year 2017 submission was five days late, the fiscal year 2016 submission was one and a half months late, and the fiscal year 2015 submission was

finalized nearly two weeks past the reporting deadline. The submissions took between four and nine submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent and Current Intent was less than one percent in fiscal year 2014 but it increased to about nine percent in fiscal year 2016 and to twenty-five percent in fiscal year 2018. Coverage of Highest Degree Previously Earned was excellent with less than five percent of records with unknown Highest Degree Previously Earned across the years reviewed. The proportion of records with unknown High School Rank ranged between sixty-one percent and nearly one hundred percent across the three years reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification data were finalized prior to the reporting deadline in each of five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Highland Community College met the reporting deadline in three of the four years reviewed; the fiscal year 2016 submission was finalized fifteen days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to three, and there were no critical errors in the final submissions in the years reviewed. Coverage of Race/Ethnicity was excellent with less than three percent of records with unknown Race/Ethnicity across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017, when the SD data was moved to the A1. Highland Community College met the reporting deadline in each of the three years reviewed. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Highland Community College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions. The **AC** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data was two submissions during the five years reviewed. There were no critical errors in five of the five years reviewed. Timeliness for the **Fall Enrollment Survey** has been excellent with five of five submissions meeting the reporting deadline. There has been consistency between

the Fall Enrollment Survey and the E1 submission in each of the five years reviewed; there were no headcount discrepancies.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Highland Community College data submissions met the reporting deadline in each of the last five fiscal years. The final submissions had no critical errors in each of the five years reviewed. Coverage of Age was excellent in the five years reviewed with no records or less than one percent of records having unknown age. The proportion of records with unknown Race/Ethnicity ranged between less than one and six percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for about one percent of the records in the three years reviewed. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in each of the past five fiscal years. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in each of the past five fiscal years. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in each of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in three of the three years reviewed. The response rate met the ICCB minimum standard in two of the three submissions reviewed: 2016 (61.11 percent) and 2014 (53.85 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in each of the past five fiscal years. The number of submissions required to finalize these data ranged from one to two. The **Faculty, Staff, and Salary (C2)** electronic data submission also met the reporting deadline in each of the three years reviewed. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in four of the past five fiscal years: the fiscal year 2014 submission was finalized four and a half months past the reporting deadline.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Highland Community College met the submission deadline in each of the past five years reviewed. The number of submissions needed to finalize the data ranged from one to three.

The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey**, **Bilingual Needs and Bilingual Pay Survey**, and **Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Highland Community College met the reporting deadline in the years reviewed for two of the four surveys; the fiscal year 2014 African American and Hispanic Employment Plan Surveys were submitted five days past the reporting deadline. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in each of the past five fiscal years. This report is becoming more important as national and state attention is increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None.

Advisory Recommendations: Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Highland Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1).**

College Response: The College will continue to focus its efforts on submitting all data submissions in a timely, accurate, and complete manner. In order to improve the timeliness of the A1, the College will identify and implement steps to ensure that the data are submitted to ICCB early in order to correct errors noted in the edit report prior to the deadline date. Additional queries will be created in the internal database used so that most errors can be detected prior to submission.

Highland Community College - Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(07/15)***	07/10/17	07/13/16	07/01/15	07/10/14	06/24/13
# Submissions to Final	1	2	1	2	1
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	931	508	469	510	340
Unduplicated Head Count	800	411	276	406	251
# Error Codes in Final Submission	2	1	0	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.07 percent	0.20 percent	0.00 percent	1.17 percent	1.76 percent
% Unknown Age in Final Submission no value or .	0.54 percent	0.00 percent	0.00 percent	0.59 percent	0.29 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	3.87 percent	5.51 percent	2.35 percent	2.35 percent	0.88 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	0.85 percent	0.98 percent	1.18 percent

*Due 07/17 in FY 18
**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(08/01)***	08/22/17	09/06/16	09/16/15	08/14/14	07/25/13
# Submissions to Final	8	9	5	9	4
Timeliness	21 days late	5 days late	44 days late	13 days late	on time
Head Count (total incl. 0 hrs enroll.)	4162	4544	4083	4486	4779
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	7	3	1	5	1
# Critical Errors in Final Submission	1	0	0	0	0
% Records with Errors in Final Sub.	1.08 percent	0.70 percent	0.26 percent	0.24 percent	0.18 percent
% 0 Cumulative GPA in Final Sub.	16.89 percent	19.39 percent	16.87 percent	16.87 percent	18.16 percent
% 0 Cumulative Hours in Final Sub.	6.22 percent	9.57 percent	6.20 percent	4.75 percent	5.23 percent
% Unknown Entry Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Entry Intent in Final unknown	25.04 percent	4.07 percent	8.62 percent	1.05 percent	0.10 percent
% Unknown Current Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final unknown	25.64 percent	4.47 percent	8.89 percent	1.85 percent	0.52 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	4.16 percent	3.57 percent	3.58 percent	3.59 percent	2.99 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	64.56 percent	61.32 percent	99.62 percent

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16
**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(09/01)****	08/23/17	08/31/16	09/16/15	08/14/14	N/A*
# Submissions to Final	3	2	2	3	N/A*
Timeliness	on time	on time	15 days late	on time	N/A*
Record Count (duplicate completions)	625	767	612	527	N/A*
Total Number of Completions from A1	607	740	594	516	N/A*
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	N/A*
# Error Codes in Final Submission	0	0	0	0	N/A*
# Critical Errors in Final Submission	0	0	0	0	N/A*
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	N/A*
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	N/A*
% Unknown Ethnicity in Final unknown	2.08 percent	1.43 percent	1.63 percent	0.95 percent	N/A*

*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.
**Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

Annual Student ID Submission (ID)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission **(09/01)***	08/17/17	08/31/16	07/20/15	07/28/14	07/29/13
# Submissions to Final	1	1	1	3	1
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	4162	4544	4083	4486	4779
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	2	1	1
# Critical Errors in Final Submission	0	0	0	0	0

*Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15; 09/03 in FY 14

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission **(09/01)****	N/C*	N/C*	07/20/15	07/24/14	07/30/13
# Submissions to Final	N/C*	N/C*	1	1	2
Timeliness – Data Due	N/C*	N/C*	on time	on time	on time
Head Count in Final Submission	N/C*	N/C*	131	149	128
# Error Codes in Final Submission	N/C*	N/C*	0	0	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00 percent	0.00 percent	0.00 percent

*The SD submission was eliminated in FY17
**Due 09/02 in FY 15; 09/03 in FY 14

Annual Course Data (AC)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(09/01)***	08/21/17	09/07/16	07/27/15	10/23/14	09/18/13
# Submissions to Final	2	3	1	2	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.54 percent	0.34 percent	0.25 percent	0.16 percent	0.16 percent
% Dual Credit in Final	9.39 percent	9.97 percent	7.29 percent	6.58 percent	6.75 percent
% Remedial (PCS 14) in Final	9.99 percent	10.38 percent	11.25 percent	12.28 percent	12.93 percent

*Adjusted to 09/22 due to ICCB internal technology update in FY 17; Due 11/17 in FY 15; 11/15 in FY 14

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/01)***	09/25/17	09/28/16	09/22/15	09/16/14	09/20/13
# Submissions to Final	2	2	2	2	2
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	1678	1857	1804	1730	2031
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	1	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.47 percent	0.37 percent	0.16 percent	0.11 percent	0.19 percent
Current Intent Coverage in Final Sub % coded as unknown	42.85 percent	44.32 percent	47.45 percent	27.05 percent	24.67 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	97.50 percent	97.58 percent	98.12 percent	97.75 percent	100.00 percent

* Due 10/02 in FY 18; Adjusted to 10/17 due to ICCB internal technology update in FY 17

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/01)***	09/27/17	09/29/16	09/23/15	09/17/14	09/17/13
Timeliness	on time	on time	on time	on time	on time
Head Count	1678	1857	1804	1730	2031
Discrepancy between E1 & Survey	0	0	0	0	0

*Due 10/02 in FY 18; 10/03 in FY 17

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/15)***	09/26/17	10/04/16	09/29/15	09/26/14	10/01/13
# Submissions to Final	1	2	1	2	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	3	2	3	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	5.46 percent	6.39 percent	8.98 percent	10.07 percent	9.27 percent
% Unknown Employment Class (8)	2.73 percent	3.01 percent	2.34 percent	2.52 percent	2.32 percent

*Due 10/16 in FY 18; Adjusted to 10/26 due to ICCB technology update in FY 17

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/15)**	N/C*	N/C*	09/29/15	10/10/14	10/01/13
# Submissions to Final	N/C*	N/C*	1	3	1
Timeliness	N/C*	N/C*	on time	on time	on time

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/15)***	10/10/17	10/14/16	09/29/15	10/10/14	02/28/14
# Submissions to Final	1	1	1	2	2
Timeliness	on time	on time	on time	on time	136 days late

*Adjusted to 10/24 in FY 18 due to ICCB survey update and to 11/08 in FY 17 due to internal technology update

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission **(11/01)***	10/02/17	09/30/16	10/07/15	10/23/14	11/13/13
Timeliness	on time	on time	on time	on time	on time

*Due 11/02 in FY 16; 11/03 in FY 15; 12/02 in FY 14

Spring Semester Enrollment Survey*

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission **(02/15)***	02/01/18	02/10/17	02/03/16	01/28/15	02/06/14
Timeliness	on time	on time	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey in FY 17 and prior
**Due 02/09 in FY 18; 02/17 in FY 15; 02/17 in FY 14

African American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/30/18	02/22/17	01/19/16	01/20/15	03/10/14
Timeliness	on time	on time	on time	on time	5 days late

*Due 02/02 in FY 18; 03/08 in FY17; 02/05 in FY 16; 02/02 in FY 15; 03/05 in FY 14

Asian American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note**	01/24/18	02/22/17	01/15/16	01/20/15	N/A*
Timeliness	on time	on time	on time	on time	N/A*

*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.
**Due 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/25/18	02/22/17	01/15/16	01/20/15	02/20/14
Timeliness	on time	on time	on time	on time	on time

*Due 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15; 03/05 in FY 14

Hispanic Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/24/18	02/22/17	01/15/16	01/20/15	03/10/14
Timeliness	on time	on time	on time	on time	5 days late

*Due 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15; 03/05 in FY 14

Underrepresented Groups Report

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/16/18	02/07/17	03/11/16	01/30/15	02/20/14
Timeliness	on time	on time	on time	on time	on time

*Due 02/16 in FY 18; 02/08 in FY 17; 03/11 in FY 16; 02/02 in FY 15; 02/21 in FY 14

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(5/30)****	N/C*	N/C*	05/05/16	05/26/15	05/19/14
# Submissions to Final	N/C*	N/C*	1	1	2
Timeliness	N/C*	N/C*	on time	on time	on time
# Error Codes in Final Submission	N/C*	N/C*	0	2	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00 percent	3.57 percent	0.00 percent
Response Rate (PBIS)	N/C*	N/C*	61.11 percent	21.43 percent	53.85 percent
Met Minimum Response Rate***	N/C*	N/C*	Yes	No	Yes

*The FS submission was eliminated in FY 17
**Due 5/31 in FY 16; 06/01 in FY 15
***50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(6/15)***	06/13/18	06/13/17	06/14/16	06/10/15	06/11/14
# Submissions to Final	2	1	2	2	3
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	18.03 percent	24.04 percent	24.34 percent	21.89 percent	5.39 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	9.29 percent	11.48 percent	12.83 percent	8.44 percent	5.66 percent

*Due 06/16 in FY 14

UNAPPROVED

Minutes of the 435th
Meeting of the
Illinois Community College Board

Illinois Central College
Founder's Room 211-A
1 College Drive
East Peoria, IL

March 15, 2019

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the minutes of the March 15, 2019 Board meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum
Chair Lopez called the Board meeting to order at 9:05 a.m. and asked Ann Knoedler to call roll. The following Board members were present at this time; Terry Bruce, Paige Ponder, Suzanne Morris, Doug Mraz, Nick Kachiroubas and student Board member Oscar Sanchez. There was a quorum present. Board member Teresa Garate was not physically present but will be calling in to the meeting.

Item #2 - Announcements and Remarks by Dr. Laz Lopez, Board Chair
Chair Lopez started out by thanking former Board members Jim Ayers and John Bambanek for the service to ICCB and appreciated their time they committed. Since John Bambanek is no longer on the ICCB Board, Chair Lopez took this time to reappoint Board member Teresa Garate as the exificio IBHE Board member. Ms. Garate will represent Chair Lopez at the IBHE Board meetings. Chair Lopez stated it is pleasing to see that the Governor values higher education and the community college system with his proposed plan to increase community college funding by five percent, supporting a Capitol bill that has been absent for years, and supporting the PWR legislation which would create pathways for students as early as high school. He ended his comments with a special thanks to Illinois Central College and Dr. Sheila Quirk-Bailey for hosting the ICCB.

Item #2.1 - Attendance by Means other than Physical Presence
Chair Lopez stated that Board member **Teresa Garate** is unable to attend today's meeting due to a work conflict. According to Section 7 of the Open Meetings Act, **Teresa Garate** may participate in today's meeting via conference call and the Board needs a motion to allow her attendance.

Suzanne Morris made a motion, which was seconded by Nick Kachiroubas, to allow Board member **Teresa Garate** to participate in today's Board meeting via conference call.

The motion was approved by a unanimous voice vote. Student Advisory vote: yes.

Teresa Garate stated, for the record, she is located at her place of employment in Chicago and unable to attend the Board meeting due to a work conflict.

Item #3 - Welcoming Remarks from Dr. Sheila Quirk-Bailey, President of Illinois Central College

Item #3.1 - Illinois Central College Pre-Apprenticeship and Apprenticeship Program

Illinois Central College has 10,000 Students, 168 programs; three locations: East Peoria, Peoria and Pekin; 10 counties; 50 acre Research Farm; Innovation Hub Partner; and is the top seed in the NJCAA Women's Basketball. Currently, 4O% of adults in ICC's region have a credential beyond a high school diploma and 6O% need a post-secondary credential to earn life-sustaining wages and drive the regional economy. The Regional Workforce Pathways the college offers are: 6 – 20 Educational Pathways - Middle School/Career Exploration, High School Career Experiences/College Credits, Career Decisions, ICC, University; Working Adult Upskill Pathway – Earn and Learn; and High-Risk Adult Pathway - from Social Services into Entry Level Stabilization.

Under the Working Adult Upskill Pathway - Earn and Learn, the following trainings will apply to the appropriate students: Apprenticeship – the students are hired full time by the company and paid for time in class and on the job and receive full tuition & fees, plus, the students complete apprenticeship hours in DOL registered industry certification and complete an associate degree, which also gives the student the time commitment to organization following program completion; Sponsorship - students are hired full or part time by company and receive full tuition & fees, plus the student has time commitment to company following certification or degree; Internship – the students are paid for their time on the job at a fair-market wage; and finally, Partnership – ICC partners with a company to provide services such as dedicated training facilities, programs, and incumbent worker training.

The High-Risk Adult Pathway is launching Regional discussions, is linked to Social Service Agencies and is led by the Regional CEO Council (Business Support). It applies to individuals who were recently incarcerated, social services swirl, with an unstable job record, and with few skill sets. The goal is to provide essential skills and coaching, feed into entry level jobs, and to stabilize the career credential ladder.

The ultimate goal is to assist the 60% with no post-secondary credential in to 60% with a post-secondary credential.

Item #4 - Board Member Comments

There were no Board comments.

Item #5 - Executive Director Report

Dr. Brian Durham's began by thanking Sheila Quirk-Bailey for her hard work and dedication to the mission of community colleges. ICCB staff testified to the House Appropriations committee yesterday and indicated the support for the Governor's proposed budget which adds 13.9 million to community colleges. Matt Berry will be providing a more in depth presentation on this later. Having the fiscal stability and the renewed positive focus on higher education that the Governor's budget entails is exciting. During the hearing, the legislators had questions on the following:

- Dual Credit in CTE
- Promise Programs
- Apprenticeships
- Minimum wage implications.

Dr. Durham also gave a quick update on the Executive Orders currently in place:

1) **Executive Order Strengthening The State's Commitment To Effective And Transparent Government In Compliance With The Laws**

- Conduct a review of (a) all statutory obligations, and (b) all audit findings within the last four years and provide a plan to the Office of the Governor detailing steps to ensure statutory compliance and to address audit findings.
  o This is due Monday. It is complete on the audit side and will be submitted, on Monday.

- Every State Agency, shall, within 30 days of the effective date of this Executive Order, conduct a comprehensive review of laws and regulations requiring the publication of data and take action to ensure compliance with these laws and regulations.
  o ICCB has submitted this item to the Governor's Office based upon a template they provided.

2) **Executive Order Strengthening Working Families**

- The second EO is about pay equity and ensuring state agencies do not ask job candidates their salary history to prevent artificially low salaries for women.
  o ICCB is currently adjusting the applications.

3) **Executive Order Strengthening The State's Commitment To Workforce Development And Job Creation**

- The third EO is about workforce and economic development. This is about alignment of workforce resources to the needs of the workforce and industry.
  o Jennifer Foster has served as the lead for ICCB.
  o Nathan Wilson is on the data group.
  o NIU (Diana Robinson) is coordinating the effort.
  o The report is due soon but a final draft report has not been circulated.

The following reports have recently been released:
- Spring 2019 Opening Enrollments In The Illinois Community College System
- Dual credit in the Illinois Community College System fiscal year 2018

The ICCB Executive Team attended the Joint Meeting of the Presidents, CAOs and CSSSOs, in conjunction with the IL Community College Trustees Association meeting. During the meeting, ICCB staff presented a comprehensive presentation to the Trustees about enrollment, budget, and programs that was very well received.

Also, Dr. Durham recently spoke at the Illinois Adult and Continuing Educators Association (IACEA) conference. Jennifer Foster received an award that day: "IACEA the voice of Adult Education, In Recognition of The Outstanding Personal and Professional Contributions to Adult Education in Illinois, IACEA is proud to present the Presidents' Award to Jennifer Foster, March 7, 2019."

Item #6 - Committee Reports

Item #6.1 - Academic, Workforce, and Student Support
The committee met on Friday, March 15th at 8:00a and discussed the following topics: FY2018 Adult Education Report to Governor and General Assembly – located under the information items; High School Equivalency MOU agreements – will be voted on in the following item; Placement Recommendations and Guidelines Update; FY2018 ICCB Annual Enrollment and Completion Report – will be presented on in item #8; New Units-the Board will be approving in item #9; Establishing and Measuring Impact of Goals; and Perkins V Legislation.

Item #6.1a - Memorandums of Understanding Educational Testing Service® Highschool Equivalency Test™ and Memorandum of Understanding-Amendment Data Recognition Corporation – Test Assessing Secondary Completion™

Paige Ponder made a motion, which was seconded by Doug Mraz, to approve the following item:

> The Illinois Community College Board hereby approves the MOU agreement with ETS® through December 2020 and the MOU amendment with DRC through 2019 and authorizes the Illinois Community College Board staff to enter into agreements with these vendors.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Oscar Sanchez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: Yea.

* * * * * * * *

Paige Ponder made a motion, which was seconded by Doug Mraz, to approve the following item:

> The Illinois Community College Board hereby approves the cost of the vendor exams as follows:
>
> Calendar Year 2019:
> - ETS- HiSet™ at $93.75 (computerized version) and $115.00 (paper version) per battery
> - DRC –TASC™ at $101.00 per battery
>
> Calendar Year 2020:
> - DRC at $104.00 per battery

A roll call vote was taken with the following results:

Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Oscar Sanchez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: Yea.

Item #6.2 - Finance, Operations, and External Affairs

The committee met on Friday, March 15th at 8:00a and discussed the following topics: Financial Statements for Fiscal Year 2019 including State General Funds, Special State Funds, Federal Funds, Bond Financed Funds; Timeliness of State Payments; Spring 2019 Legislative Update; Changes to ICCB Employee Guidebook; the Governor's February budget address; the appropriation hearings that will be held in both the House and Senate; the advocacy day in April; and the possibility of the new budget in May.

* * * * * * * * *
BREAK at 10:21 a.m.
RETURNED at 10:32 a.m.

* * * * * * * * *

Item #6.2a - Presentation on Governor's Fiscal Year 2020 Budget Recommendations

A presentation was given on the Governor's proposed budget. On February 20, 2019, Governor Pritzker addressed the General Assembly in a joint session and delivered his first budget address. The Governor's proposed budget includes an increase of $13.9 million for the community college and adult education system. These funds provide for a 5.0 percent increase in base operating grants (+ $8.3 million), equalization grants (+ $3.4 million), City Colleges of Chicago grant (+ $0.6 million), and adult education grants (+ $1.6 million). The proposed higher education budget also increases funding for MAP grants by $50 million and funding for public universities by $52.2 million (or 5.0 percent).

Item #7 - Advisory Organizations

Item #7.1 - Illinois Community College Faculty Association

Mr. Jacob Winter reported the association is currently reviewing applications from faculty for the four grants they will award. The association will also award six scholarships to community college students at the fall conference, five $1000 scholarships and one $1500 scholarship. The association is also working on putting together their fall conference.

Item #6.2 - Illinois Community College Trustees Association

Mike Monoghan was sick and unable to attend.

Item #6.3 - Student Advisory Council

Mr. Oscar Sanchez reported the Council met last week in Naperville. The group heard an update on the Perkins V and State transitional plan, discussed a number of bills within the general assembly, and discussed the Student Advocacy Day being held on April 9th in Springfield.

Item #6.4 - Illinois Council of Community College Presidents

Mr. Curt Oldfield stated the Council's last meeting was held last week in Naperville along with the chief academic officers, student service officers, and chief financial officers to hear Dr. Davis Jenkins present who is a senior research scholar at Columbia University's Community College Research Center. He discussed Guided Pathways to align reform efforts and increase graduate rates as well as generating FTE. The presentation was relevant to all administrative groups, relating recruiting/admissions, academics, and fiscal impact. He also told the group what he and his team are learning from research they are conducting on implementation and effects of guided pathways reforms nationally.

The Council will be hosting the Share Academy. There will be a week long leadership development seminar designed at mid-level managers in the community colleges. This week long event will occur over two summers. The first will be held in June 2019 and the second in June 2020.

The community college and university presidents continue to meet to make sure all of Illinois public higher education is working together to solve any issues. The next one will be held in May.

Senator McGuire also spoke to the group regarding some of the developmental educational bills that he is supporting. A discussion also took place on what the community colleges are currently putting in place to address some of the developmental education challenges.

The Council continues to monitor the Dual Credit bills that are being proposed in the legislature in terms of academic quality and credentialing.

Item #8 - Focus on Illinois Community College Board Goals

Item #8.1 - Presentation on 2018 ICCB Annual Enrollment and Completions Report

Mr. Nathan Wilson gave a presentation on the ICCB's 2018 Annual Enrollment and Completions Report, select data was shared to understand community college enrollment trends in Illinois and nationally. Illinois community college enrollment data was analyzed at the instructional and demographic level and compared to Illinois postsecondary education sectors and peer states. Additionally, Illinois public high school graduate college-going enrollment patterns was discussed as well as community college completion trends.

Item #9 - New Units of Instruction

Item #9.1 - Elgin Community College, Heartland Community College, Joliet Junior College Parkland College, Rend Lake College, Richland Community College

Paige Ponder made a motion, which was seconded by Nick Kachiroubas, to approve the following items:

The Illinois Community College Board hereby approves the following new units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Elgin Community College
➢ Supply Chain Management A.A.S. degree (60 credit hours)
➢ Surgical Technology A.A.S. degree (60 credit hours)

Heartland Community College
➢ Medical Assisting Certificate (31 credit hours)

Joliet Junior College
➢ Medical Assisting Certificate (33 credit hours)

Parkland College
➢ Advanced Applicator Technician A.A.S. degree (61 credit hours)

Rend Lake College
➢ Facility Management A.A.S. degree (65 credit hours)
➢ Facility Management Certificate (33 credit hours)

Richland Community College
➢ Agronomy A.A.S. degree (60 credit hours)

A roll call vote was taken with the following results:

Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Oscar Sanchez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: Yea.

Item #10 - Recognition of Illinois Community Colleges

Item #10.1 - Kankakee Community College, Joliet Junior College
Nick Kachiroubas made a motion, which was seconded by Terry Bruce, to approve the following items:

The Illinois Community College Board hereby grants a status of "recognition continued" to the following districts:

Joliet Junior College
Kankakee Community College

A roll call vote was taken with the following results:

Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Oscar Sanchez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: Yea.

Item #11 - Adoption of Minutes
Terry Bruce made a motion, which was seconded by Paige Ponder, to approve the following items:

Item #7.1 - Minutes of the January 18, 2019 Board Meeting
The Illinois Community College Board hereby approves the minutes of the January 18, 2019 Board Meeting Board meeting as recorded.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Suzanne Morris	Abstain
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Oscar Sanchez	Abstain
Doug Mraz	Yea	Lazaro Lopez	Yea

The motion was approved. Suzanne Morris abstained. Student Advisory vote: Abstain.

Item #12 - Consent Agenda
Doug Mraz made a motion, which was seconded by Terry Bruce, to approve the following items:

Item #12.1 - ICCB Employee Guidebook Modifications
The Illinois Community College Board hereby approves the following additions and modifications to the employee guidebook:

Confidentiality Policy
The Illinois Community College Board maintains files for research and reporting purposes. Some files contain information used to uniquely identify an individual. Because they also may contain information of a sensitive nature, it is imperative that the confidentiality of these files be maintained.

Data of a sensitive nature must be stored securely and access limited to only those individuals with a demonstrated need.

Data of a sensitive nature will not be shared with or provided to outside individuals or entities without the approval of the ICCB Executive Director. Any sensitive data to be shared with outside parties must be done under the terms of a written, non-disclosure agreement signed by all parties.

Further, in accordance with the Data Security on State Computers Act, [20 ILCS 450], the agency has the responsibility to ensure that prior to the disposal by sale, donation, or transfer of any electronic data processing equipment that the hard drives be erased, wiped, sanitized, or destroyed in a manner that prevents the retrieval of any sensitive data or software. all data processing equipment must be cleared of all data and software before removal from service. The ICCB will overwrite stored data at least 3 times or physically destroy hard drives prior to disposal. The ICCB will document the completion of the process using Disk Wiping and Physical Destruction logs, identifying, as applicable, the serial number of the equipment or hard drive, the agency inventory tag, the process used (disk wiping software or physical destruction), and the name, date, and signature of the person performing the overwriting or destruction process. When an outside vendor is used, certification of the completion of the process will be documented.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Oscar Sanchez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: Yea.

Item #13 - Information Items
There was no discussion

Item #13.1 - Fiscal Year 2019 Financial Statements

Item #13.2 - Spring 2019 Legislative Report

Item #13.3 - Adult Education Report to the Governor and General Assembly

Item #13.4 - 2018 ICCB Annual Enrollment and Completion Report

Item #14 - Other Business
There was no other business.

Item #15 - Public Comment
There was no public comment.

Item #16 - Executive Session
Doug Mraz made a motion, which was seconded by Paige Ponder, to approve the following motion:

I move to enter Executive Session for the purpose of **Employment/Appointment Matters and Review of Minutes of Closed Sessions** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Oscar Sanchez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: Yea. The Board entered into executive session at 11:22 am.

* * * * * * * *

Nick Kachiroubas made a motion, which was seconded by Doug Mraz, to reconvene Public Session at 11:52 a.m.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Oscar Sanchez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: Yea.

* * * * * * * * *

Suzanne Morris made a motion, which was seconded by Nick Kachiroubas, to approve the following motion,

> The Illinois Community College Board hereby approves Dr. Brian Durham as Executive Director on an at will basis, with termination subject to a majority vote of the Board.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Oscar Sanchez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: Yea.

* * * * * * * *

Item #17 - Approval of Confidentiality of Executive Session Minutes
Doug Mraz made a motion, which was seconded by Nick Kachiroubas, to adjourn the meeting at 10:38 a.m.

> The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; and

November 30, 2018 are to remain confidential. All other Executive Session Minutes are available for public inspection.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Oscar Sanchez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: Yea.

Item #18 – Adjournment
Terry Bruce made a motion, which was seconded by Nick Kachiroubas, to adjourn the meeting at 11:54 a.m.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Suzanne Morris	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Oscar Sanchez	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: Yea.

Illinois Community College Board

CALENDAR YEAR 2020 BOARD MEETING DATES AND LOCATIONS

The Illinois Community College Board is requested to approve the Board meeting dates and locations for calendar year 2020:

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Calendar Year 2020 Board Meeting Dates and Locations listed below:

Calendar Year 2020 Board Meeting Dates and Locations

January 17
9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

March 20
9:00 a.m. – Waubonsee Community College, Sugar Grove

June 5*
9:00 a.m. – TBD

July
Subject to Call

August
Board Retreat – TBD

September 18
9:00 a.m. – East St. Louis Higher Education Center, East St. Louis

December 4
9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

*June Board meeting is held in conjunction with the ICCTA and Presidents' Council meetings.

Illinois Community College Board

**AUTHORIZATION TO ENTER INTO INTERAGENCY
CONTRACTS/AGREEMENTS**

Each fiscal year the ICCB enters into interagency contracts and agreements for the benefit of the community college system.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2020.

BACKGROUND

Each fiscal year, the ICCB enters into interagency contracts, memorandums of understanding, and grant agreements for the benefit of the community college system. Examples of annual contracts include Adult Education with the U. S Department of Education, Career and Technical Education agreement with the Illinois State Board of Education, and data sharing agreements with the Illinois Department of Employment Security or the Illinois Student Assistance Commission.

Since several of the fiscal year 2020 grants and contracts will be negotiated during June, July, and August, this authorization will allow the Executive Director to execute agreements with concurrence of the Board Chair as they are finalized.

Illinois Community College Board

**AUTHORIZATION TO TRANSFER FUNDS
AMONG LINE ITEMS**

Each year, the Executive Director seeks ICCB authorization to transfer funds among appropriated line items, as may be necessary.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2020 appropriated operating line items, as needed.

BACKGROUND

The State Finance Act allows state agencies, with approval of the Governor's Office of Management and Budget, to transfer among appropriated line items, within the same fund. This authorization will allow the Executive Director to transfer funds among the operating lines in the General Revenue Fund. This is the only flexibility the General Assembly allows in an appropriated budget. The annual Budget Implementation bill sets the percentage that will be allowed in the next fiscal year. In fiscal year 2019 the rate was four percent. Transfers exceeding the set percent or lines other than agency operations must have General Assembly approval before the funds can be transferred and expended.

Illinois Community College Board

AUTHORIZATION TO ENTER INTO CONTRACTS FOR OFFICE OPERATIONS

ICCB policy requires contracts over $20,000 to be approved by the Board. Contracts under $20,000 require the Executive Director to notify the Board Chair before execution, and those under $5,000 require no Board approval or notification. At the beginning of each fiscal year, all known contracts are presented to the Board for approval.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the following Fiscal Year 2020 contractual agreements:

Funding Source	Contractor	Estimated Amount*	Contract Period	Description
All funds /allocated	IL Community College System Foundation	$569,507	7/1/19 - 6/30/20	Rental of Office Space
GRF	Sorling, Northrup, Hanna, Cullen & Cochran Ltd.	$250/hr	7/1/2019 - 6/30/20	Legal, as needed
GED/GRF	Turn-Key Solutions International, Inc.	$238,440	7/1/19 - 6/30/20	Sole Source Provider: High School Equivalency Testing data submission to feds

 *   Amounts are estimated based on the Fiscal Year 2019 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 10 percent of the estimate will be brought back to the Board for approval.

Illinois Community College Board

APPROVAL OF THE TERMS OF EMPLOYMENT FOR THE EXECUTIVE DIRECTOR

The Employment Agreement between Dr. Brian Durham and the Illinois Community College Board must be approved. The agreement is being approved with a beginning date of June 7, 2019 and an end date of June 6, 2021.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Board hereby approves the Employment Agreement between Dr. Brian Durham and the Board, effective immediately.

Illinois Community College Board

EXECUTIVE DIRECTOR EMPLOYMENT AGREEMENT

The Illinois Community College Board ("Board") and Dr. Brian Durham ("Executive Director") in consideration of the mutual promises made hereby agree this 7th day of June, to provide for the following terms and conditions of employment:

1. Office. The Board appoints and employs Dr. Brian Durham as its Executive Director, who accepts the appointment and employment, subject to the terms and conditions of this Agreement ("Agreement"). The duties of this position of Executive Director include the satisfactory performance of duties of Executive Officer and Executive Secretary, referenced in the Illinois Public Community College Act, 110 ILCS805/1-1.et. seq.; and those additional duties as specified in the job description for the Executive Director of the Illinois Community College Board.

2. Term of Employment. The term of the Executive Director's employment shall begin June 7, 2019 and end June 6, 2021.

3. Compensation. In consideration of the services to be performed, the Board shall pay the Executive Director semimonthly at the rate of $176,000 per annum. During the term of this Agreement the Executive Director shall receive a cost of living increase each fiscal year aligned with the CPI, at a minimum of 1%, and a maximum of 3%. The Board may opt to increase the amount based upon performance.

4. Employee Benefits.
    A. Like Benefits. The Executive Director shall be eligible during his employment for all benefits available to Board employees under applicable laws, rules, regulations, and policies, including, but not limited to, the Illinois Community College Board Employee Guidebook, and any amendments thereto which arise during the course of his employment.
    B. Insurance. The Board shall provide to the Executive Director the same medical, life, and other insurance coverage provided to other Board employees through the State of Illinois group insurance program.
    C. Retirement. The Board shall provide to the Executive Director the same retirement provided to other Board employees through the State Universities Retirement System (SURS).

D. <u>Vacation</u>. The Board shall provide to the Executive Director vacation leave as outlined in the Illinois Community College Board Employee Guidebook.

E. <u>Holiday, Personal and Leave Days</u>.   The Executive Director shall receive the same types and number of paid leave days for holiday, personal and sick leave, and other leaves as outlined in the Illinois Community College Board Employee Guidebook.

F. <u>Accumulation Days</u>. Vacation days should be taken in the fiscal year in which they are earned; however, vacation days may be accumulated in an amount not to exceed twice the number of days earned annually, consistent with the Illinois Community College Board Employee Guidebook. Unused vacation leave in excess of such maximum accumulation shall be forfeited.

5. <u>Expenses</u>. The Board shall reimburse the Executive Director for all reasonable business expenses incurred by him in discharging his official duties, including travel, subject to his compliance with applicable Illinois law, the State of Illinois' Higher Education Travel Control Board, and such travel regulations as the Board may approve.

6. <u>Duties</u>.

A. In consideration of compensation and benefits provided under this Agreement, the Executive Director shall perform all duties and services of his office required by the Board and by law and carry out such policies and directives of the Board as it may from time to time determine.

B. The performance of duties is anticipated to be principally located in Illinois. Performance of duties may take place at locations outside of Illinois as required by the Board or as appropriate to discharge the duties of office.

C. The Executive Director shall be a full-time employee of the Board and may not accept payments of honorariums of any kind, unless approved in advance by the Board; alternatively, he may direct the gift of such payment or honorariums to the charity or educational foundation of his choice. The Executive Director shall perform no services that conflict with his obligations under this Agreement. This subsection shall not restrict the Executive Director's right to compensation for honorariums earned on vacation days if allowed under the State Officials and Employees Ethics Act (5 ILCS 430).

7. <u>Evaluation</u>. The Board shall conduct an evaluation of the Executive Director at least once each fiscal year hereunder.

8. <u>Personal Obligations</u>. The obligations undertaken by the Executive Director in acceptance of this Agreement are personal contractual undertakings and are not assignable.

However, it is acknowledged that the performance of certain official duties may be appropriately delegated to members of the Board's staff, subject to his supervision and direction.

9. Termination.

    A. The Board may terminate this Agreement at any time for just cause, which shall include, but not be limited to:

        (i)   failure of the Executive Director to perform the duties of his office;

        (ii) failure to comply with the reasonable instructions or direction of the Board;

        (iii) engaging in conduct of an incompetent, insubordinate, immoral, or criminal nature as the Board determines renders the continued performance by the Executive Director of his office incompatible with the best interests of the Board and the State of Illinois.

        The Board shall give the Executive Director notice of the reasons for its actions in writing and provide a reasonable opportunity for prompt hearing before the Board or such persons as it may authorize for that purpose. The Board reserves the right to suspend the Executive Director pending the hearing. Any such suspension shall be without loss of salary and benefits to the Executive Director, except in the case of alleged misappropriation of funds or property or other behavior that brings disrepute upon the Board, provided the suspension is approved by a 2/3 vote of the Board. Termination shall not be final until either:

        (i)   the opportunity for a hearing has been waived; or

        (ii) the Board confirms the termination after hearing.

    B. In the event of the Executive Director's death during the term of employment, this Agreement shall be deemed terminated as of the last day of the month in which death occurs.

    C. The Board may terminate this Agreement in the event the Executive Director is unable to substantially perform the duties of his office because of partial or total disability or impairment due to mental or physical illness or incapacity that continues for a period of six (6) consecutive months. The Board shall have the right at any time and at its cost to require a medical examination of the Executive Director by a physician selected by it, as well as the receipt of a report from the Executive Director's personal physician. The Board shall provide a reasonable opportunity for a prompt hearing on its decision to terminate before the Board or such persons as it may authorize for that purpose. Termination for disability shall not be final until either:

        (i)   the opportunity for a hearing has been waived; or

        (ii) the Board confirms the termination after hearing.

During the period (not to exceed six months) prior to final termination for partial or total disability or impairment, the Executive Director shall be entitled to full salary and benefits until such time as he is eligible for disability benefits as otherwise provided under this Agreement.

D. It is the expectation of the parties that the Executive Director shall serve his full term as provided. In the event the Executive Director terminates this Agreement before the expiration of the employment term, he shall provide the Board with three (3) months prior written notice.

E. In the event of termination of this contract pursuant to paragraph 9(A) or 9(C), the Executive Director shall be entitled severance pay equal to 20 weeks, consistent with the rate of pay on the date of contract termination, which shall be payable within four (4) weeks of the last day of employment. Such severance pay shall be in addition to any payable personal, vacation, or other leave time accrued at the time of contract termination. If it is determined by a two-thirds majority of the Board that the Executive Director has during the contract term engaged in misconduct, as specifically defined by 5 ILCS 415/5, and that the contract is terminated as a result of said misconduct, the Executive Director shall be entitled to no severance pay.

10. Individual Liability. The performance of this Agreement shall be an obligation of the Board as an agency or the State of Illinois and no Board member or its Chair is intended to be, nor shall be personally or individually liable for the performance of any obligation. The agreement shall be binding upon the successors and assigns of the Board.

11. Renewal. This Agreement is not self-renewing. On or before December 31, 2020, the Board shall give the Executive Director written notice if it intends to seek to continue the employment of the Executive Director after June 6, 2021. In the event the Board determines to seek to continue the employment of the Executive Director, the parties shall complete their negotiation for a subsequent contract on or before March 31, 2021. Should the Board fail to comply with the deadlines established by this section, this Agreement shall terminate on June 6, 2021.

12. Whole Agreement. This Agreement constitutes and expresses the entire agreement of the parties concerning the subject of the employment and appointment of the Executive Director, and incorporates all related promises, representations, and understandings. It may not be changed orally; any alterations must be made by written amendment signed by both parties.

13. Governing Law. This Agreement shall be construed under Illinois law.

14. Notices. All notices from one party to the other shall be directed, in writing, as follows:

Chair, Illinois Community College Board
401 East Capitol Avenue

Springfield, Illinois 62701-1711

Dr. Brian Durham
Executive Director
Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701-1711

IN WITNESS WHEREOF, the parties have signed and sealed this Agreement in duplicate originals.

_____   _____

Dr. Brian Durham   Dr. Lazaro Lopez, Chair

Illinois Community College Board

Illinois Community College Board

FISCAL YEAR 2019 FINANCIAL STATEMENTS

Illinois Community College Board
FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT
July 1, 2018 - April 30, 2019

		FY2019 Appropriation	Year-to-Date Expenditures	% Expended
STATE GENERAL FUNDS*				
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 26,973,100	$ 16,676,914	61.8%
ADULT EDUCATION		32,274,000	25,472,470	78.9%
GED TESTING PROGRAM		1,080,000	363,505	33.7%
CAREER & TECH EDUCATION		18,069,400	17,608,316	97.4%
OFFICE ADMINISTRATION		1,853,200	1,639,923	88.5%
	TOTAL	**$ 80,249,700**	**$ 61,761,127**	77.0%
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 133,880,100	$ 106,054,755	79.2%
	TOTAL	**$ 133,880,100**	**$ 106,054,755**	**79.2%**
SPECIAL STATE FUNDS *				
CONTRACTS AND GRANTS FUND		$ 12,500,000	$ 70,234	0.6%
GED TESTING FUND		200,000	72,870	36.4%
IDEA REVOLVING FUND		100,000	0	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000	105,570,000	100.0%
	TOTAL	**$ 118,370,000**	**$ 143,104**	0.1%
FEDERAL FUNDS*				
FEDERAL ADULT EDUCATION FUND		$ 24,767,465	$ 11,224,992	45.3%
FEDERAL CAREER & TECH ED FUND		19,472,902	5,869,904	30.1%
ICCB FEDERAL TRUST FUND		525,000	64,491	12.3%
	TOTAL	**$ 44,765,367**	**$ 17,159,387**	38.3%
GRAND TOTAL, ALL FUNDS		**$ 377,265,167**	**$ 185,118,373**	**49.1%**

* See detail on following pages

Illinois Community College Board
FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2018 - April 30, 2019

		FY2019 Appropriation	Year-to-Date Expenditures	% Expended
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS				
City Colleges of Chicago		$ 12,633,700	$ 10,528,080	83.3%
P-20 Council Support		$ 150,000	$ 150,000	100.0%
Pre-Apprenticeship Training		$ 265,000	$ 198,750	75.0%
East St. Louis Educational Center		1,457,900	675,028	46.3%
Illinois Veterans Grant		4,264,600	1,426,739	33.5%
IL. Longitudinal Data System		$ 439,900	341,230	77.6%
Lincoln's Challenge Program		60,200	8,686	14.4%
Performance Grants		359,000	0	0.0%
Small College		548,400	548,400	100.0%
Alternative Schools Student Re-enrollment		6,794,400	2,800,000	41.2%
	TOTAL	S 26,973,100	S 16,676,914	61.8%
OFFICE ADMINISTRATION		$1,853,200	$1,639,923	88.5%
	TOTAL	S1,853,200	S1,639,923	88.5%
ADULT EDUCATION				
Adult Education Basic Grants		$ 21,572,400	$ 17,153,390	79.5%
Adult Education Performance Grants		10,701,600	8,319,080	77.7%
	TOTAL	S 32,274,000	S 25,472,470	78.93%
GED TESTING PROGRAM		$ 1,080,000	$ 363,505	33.7%
	TOTAL	S 1,080,000	S 363,505	33.7%
CAREER & TECHNICAL EDUCATION		$ 18,069,400		
CTE LPN RN		$ 500,000	375,000	75.0%
CTE Administration		375,000	$ 274,745	73.3%
CTE Formula		15,600,000	15,600,000	100.0%
CTE Early School Leavers Grants		615,000	612,418	99.6%
CTE Early School Leavers Administration		84,950	778	0.9%
CTE Corrections		894,450	745,375	83.3%
	TOTAL	S 18,069,400	S 17,608,316	97.4%
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS				
Base Operating		$ 66,066,900	$ 49,577,665	75.0%
Equalization		$ 67,813,200	$ 56,477,090	83.3%
	TOTAL	S 133,880,100	S 106,054,755	79.2%
	GRAND TOTAL	S 214,129,800	S 167,815,882	78.4%

* *Expenditures from these funds cannot exceed receipts.*

Illinois Community College Board
FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2018 - April 30, 2019

SPECIAL STATE FUNDS*

		FY2019 Spending Auth.	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND		$ 12,500,000		
GRANTS				
Bridging the Gap			$ 5,000	
NGA			0	
ILCCO			$ 0	
Research Foundation of CUNY			$ 27,903	
Advance CTE			$ 4,298	
	TOTAL		$ 37,201	0.3%
ADMINISTRATION				
Bridging the Gap			$ 0	
NGA			27,766	
ILCCO			5,267	
Research Foundation of CUNY			0	
Advance CTE			0	
	TOTAL		$ 33,033	0.3%
GED TESTING FUND		$ 200,000	$ 72,870	36.4%
IDEA REVOLVING FUND		$ 100,000	$ 0	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		$105,570,000.00	$105,570,000	100.0%
GRAND TOTAL, SPECIAL FUNDS		$ 12,800,000	$ 143,104	1.1%

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT
Federal Funds
July 1, 2018 - April 30, 2019

FEDERAL FUNDS*

		FY2019 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND					
GRANTS TO PROVIDERS					
Federal Basic		$ 15,241,712	$2,320,378.90	$ 8,164,332	53.6%
Federal Basic Leadership		$ 2,209,350	$115,012.12	1,166,902	52.8%
EL Civics Grants		$ 2,618,314	$1,101,152.14	1,126,608	43.0%
		$ 20,069,376	$ 3,536,543	$ 10,457,841	52.1%
ADMINISTRATION					
Federal Basic		$ 923,740		$ 732,241	79.3%
EL Civics		$ 137,806		0	0.0%
Leadership		$ 100,000		34,910	34.9%
		$ 1,161,546		$ 767,151	66.0%
	TOTAL	$ 21,230,922	$ 3,536,543	$ 11,224,992	52.9%
FEDERAL CAREER AND TECHNICAL EDUCATION FUND					
GRANTS					
Perkins Program Grants		$ 14,371,919	$1,181,106.28	$ 5,311,225	37.0%
Perkins Leadership		1,461,733	$1,153,278.57	423,383	29.0%
Perkins Corrections		240,941	$85,149.68	0	0.0%
	TOTAL	$ 16,074,593	$ 2,419,535	$ 5,734,608	35.7%
ADMINISTRATION					
CTE Federal		$ 845,407	$133,367.52	$ 135,296	16.0%
	TOTAL	$ 16,920,000	$ 2,552,902	$ 5,869,904	34.7%
ICCB FEDERAL TRUST FUND					
ADMINISTRATION		$ 525,000	$0.00	$ 64,491	12.3%
	TOTAL	$ 525,000	$ 0	$ 64,491	12.3%
GRAND TOTAL, FEDERAL FUNDS		$ 38,675,922		$ 17,159,387	44.4%

* Expenditures from these funds cannot exceed receipts.

FISCAL YEAR 2019 SPRING ENROLLMENT

ICCB

ILLINOIS COMMUNITY COLLEGE BOARD

March 2019

Headcount and Full-time Equivalent (FTE) Both Decline But At A Slower Rate Than Previous Years

Community colleges report opening spring term enrollment figures to the Illinois Community College Board using a brief web based survey. These figures reflect student enrollments as of the end of registration for the Spring 2019 semester—usually the 10th day of the term.

Overall, compared to the same term one year ago, statewide Spring 2019 headcount enrollments and full-time equivalent (FTE) enrollments both decreased. The Spring 2019 semester headcount was 283,008 compared to 289,611 last year (a headcount decrease of 6,603 or -2.3 percent). The latest FTE count was 154,717 compared with 160,396 a year ago (an FTE decrease of 5,679 or -3.5 percent). FTE figures reflect the total number of credit hours being taken by students divided by 15—the number of semester hours traditionally considered a full-time class load.

Table 1 contains comparative statewide spring tenth-day enrollments for the last five years. Figure 1 on the next page illustrates a comparison of headcount and FTE trends from 2015-2019.

Table 1
SUMMARY OF OPENING SPRING ENROLLMENTS IN ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2015 TO 2019

	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Headcount	330,010 *	318,524	302,741	289,611	283,008
Percent Change	-3.4%	-3.5%	-5.0%	-4.3%	-2.3%
FTE	184,036 *	175,859	167,294	160,396	154,717
Percent Change	-4.4%	-4.4%	-4.9%	-4.1%	-3.5%

* Adjusted Total

It should be noted that despite the continued enrollment decreases statewide, most Illinois community colleges continue to produce an elevated number of graduates annually. With 64,671 earned collegiate-level degrees and certificates, fiscal year 2018 had the sixth highest annual number of statewide graduates recorded from the Illinois Community College System. For detailed student graduate data by community college see the ICCB Data Book (Section III).
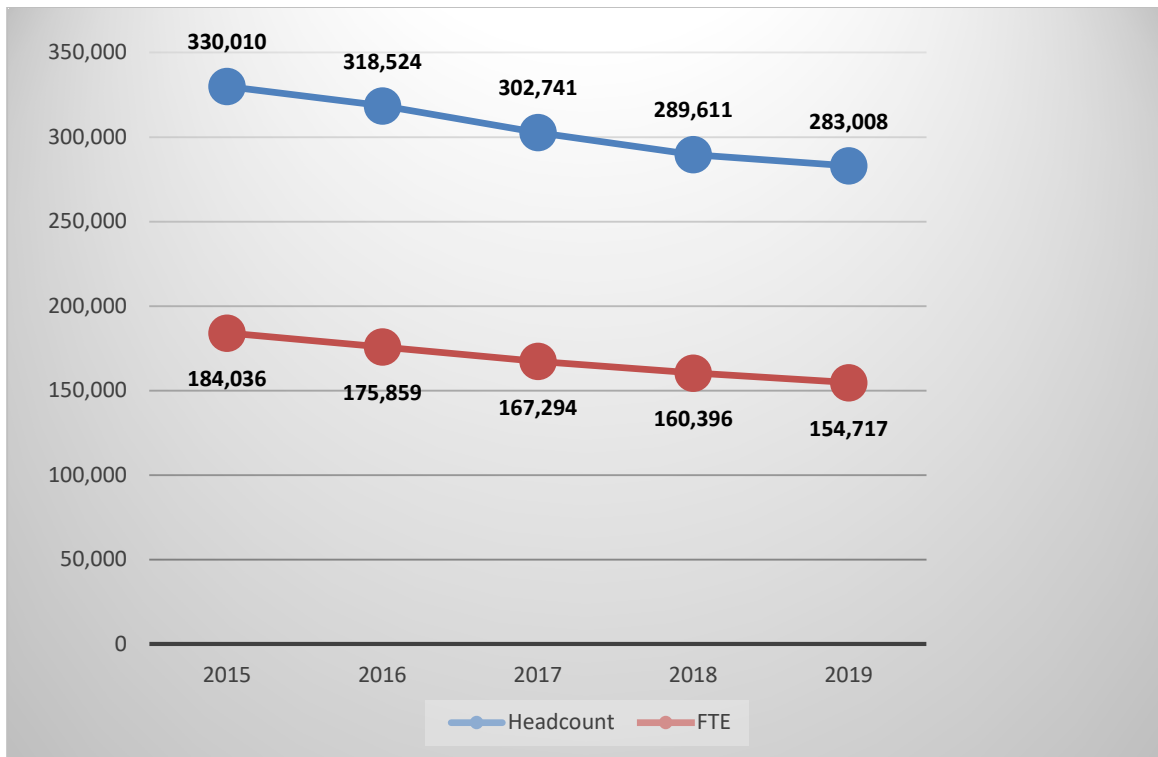
Figure 1. Opening Spring Enrollment Trends in Illinois Public Community Colleges from 2015 to 2019

Table 2 provides a comparison of fiscal year 2015 through fiscal year 2019 spring headcount enrollments for each community college. Among the 48 community colleges, since last year headcount increases were reported at ten colleges (1.0 percent or higher). Thirty-one colleges saw decreases (1.0 percent or more) compared to last year. Seven colleges reported little or no change (less than 1.0 percent) versus last year. Longer-term, statewide headcount enrollments were down 14.2 percent compared to Spring 2015.

Table 3 contains a comparison of full-time equivalent (FTE) enrollments for the same five-year period. Compared to last year, Spring 2019 FTE increases were reported by only five colleges and decreases by 36 colleges, and seven colleges indicated little or no change. Longer term, statewide FTE enrollments were down 15.9 percent compared to Spring 2015.

Table 4 provides fiscal year 2015 through fiscal year 2019 spring opening enrollments in internet-based courses at each community college. Spring enrollments in online courses have been steady across the most recent five years, increasing in the last two years. At the beginning of the Spring 2019 semester, there were 110,716 enrollments (duplicated) in internet courses compared to 109,656 in Spring 2018 (an increase of 1.0 percent) and 103,534 in Spring 2015 (an increase of 6.9 percent). Compared to last year, Spring 2019 duplicated internet enrollments increased at 26 colleges, decreased at 13 colleges, and had little or no change at nine colleges.

{ICCB

Dist. No.	College Name	Spring FY 2015 Headcount	Spring FY 2016 Headcount	Spring FY 2017 Headcount	Spring FY 2018 Headcount	Spring FY 2019 Headcount	Spring % Change 2015-2019	Spring % Change 2018-2019
503	Black Hawk	6,087	5,838	5,605	5,200	4,777	-21.5 %	-8.1 %
518	Carl Sandburg	2,024	1,818	1,776	1,811	1,799	-11.1	-0.7
508	City Colleges of Chicago	(53,906)	(49,973)	(44,738)	(43,511)	(42,320)	(-21.5)	(-2.7)
02	Harold Washington	9,029	8,913	7,879	7,686	7,710	-14.6	0.3
04	Harry S Truman	10,089	9,611	8,486	7,629	6,999	-30.6	-8.3
01	Kennedy-King	4,743	3,765	3,112	2,902	2,709	-42.9	-6.7
03	Malcolm X	5,782	5,537	5,784	6,183	6,708	16.0	8.5
05	Olive-Harvey	4,137	3,361	2,682	2,550	2,432	-41.2	-4.6
06	Richard J. Daley	8,804	8,401	7,283	6,458	6,395	-27.4	-1.0
07	Wilbur Wright	11,322	10,385	9,512	10,103	9,367	-17.3	-7.3
502	College of DuPage	29,108	29,040	28,360	26,972	26,026	-10.6	-3.5
532	College of Lake County	16,086	15,405	15,366	15,084	14,455	-10.1	-4.2
507	Danville Area	2,687	2,872	3,012	2,789	2,727	1.5	-2.2
509	Elgin	10,638	10,215	9,689	9,480	9,137	-14.1	-3.6
512	Harper	14,760	15,669	15,994	15,281	15,396	4.3	0.8
540	Heartland	4,881 *	4,893	4,899	5,029	4,913	0.7	-2.3
519	Highland	2,218	2,458	2,102	2,084	1,861	-16.1	-10.7
514	Illinois Central	9,444	9,096	8,873	8,323	8,263	-12.5	-0.7
529	Illinois Eastern	(9,542)	(9,661)	(8,183)	(7,509)	(7,654)	(-19.8)	(1.9)
04	Frontier	1,637	1,999	1,787	1,566	1,584	-3.2	1.1
01	Lincoln Trail	976	1,060	939	989	911	-6.7	-7.9
02	Olney Central	1,629	1,562	1,528	1,399	1,330	-18.4	-4.9
03	Wabash Valley	5,300	5,040	3,929	3,555	3,829	-27.8	7.7
513	Illinois Valley	3,360	3,150	3,186	3,022	2,687	-20.0	-11.1
530	John A. Logan	5,825	5,264	5,116	4,112	3,909	-32.9	-4.9
539	John Wood	1,851	2,002	1,825	1,825	1,849	-0.1	1.3
525	Joliet Junior	15,888	14,442	14,453	14,912	14,621	-8.0	-2.0
520	Kankakee	3,020 *	2,846	2,940	3,045	2,767	-8.4	-9.1
501	Kaskaskia	5,361	4,628	4,045	3,327	3,584	-33.1	7.7
523	Kishwaukee	3,686	3,355	3,130	2,930	2,814	-23.7	-4.0
517	Lake Land	5,824	5,629	5,369	4,684	5,011	-14.0	7.0
536	Lewis and Clark	7,612	7,686	7,026	6,402	6,301	-17.2	-1.6
526	Lincoln Land	6,806	6,302	6,110	6,197	5,896	-13.4	-4.9
528	McHenry County	6,743	6,743	6,489	6,905	7,085	5.1	2.6
524	Moraine Valley	15,293	15,645	15,243	14,469	13,915	-9.0	-3.8
527	Morton	4,752	4,441	4,201	4,007	3,941	-17.1	-1.6
535	Oakton	10,747	9,934	9,422	8,643	9,526	-11.4	10.2
505	Parkland	7,807	7,394	7,110	6,835	6,529	-16.4	-4.5
515	Prairie State	4,584 ***	4,542	4,296	3,885	3,555	-22.4	-8.5
521	Rend Lake	3,230	2,912	2,412	2,476	2,527	-21.8	2.1
537	Richland	3,187	3,081	2,940	2,520	2,495	-21.7	-1.0
511	Rock Valley	7,400	7,022	7,134	6,385	6,225	-15.9	-2.5
506	Sauk Valley	2,276	2,138	1,808	1,700	1,783	-21.7	4.9
531	Shawnee	1,800	1,679	1,694	1,473	1,228	-31.8	-16.6
510	South Suburban	5,191	5,086	4,623	4,313	4,180	-19.5	-3.1
533	Southeastern Illinois	1,952	1,883	1,783	1,621	1,609	-17.6	-0.7
522	Southwestern Illinois	11,327	10,812	9,529	8,935	8,455	-25.4	-5.4
534	Spoon River	1,658	1,526	1,382	1,442	1,227	-26.0	-14.9
504	Triton	11,350	11,013	11,040	11,174	10,931	-3.7	-2.2
516	Waubonsee	10,099	10,431	9,838	9,299	9,030	-10.6 %	-2.9 %
	Totals	330,010 *	318,524	302,741	289,611	283,008	-14.2 %	-2.3 %

* Colleges Provided Revised Figure

*** Decrease at Prairie State College may be due to earlier start date for the term.

SOURCE OF DATA: Spring Semester Enrollment Surveys

Dist. No.	College Name	Spring FY 2015 FTE	Spring FY 2016 FTE	Spring FY 2017 FTE	Spring FY 2018 FTE	Spring FY 2019 FTE	Spring % Change 2015-2019	Spring % Change 2018-2019
503	Black Hawk	3,154	2,851	2,687	2,527	2,335	-26.0 %	-7.6 %
518	Carl Sandburg	1,232	1,159	1,143	1,118	1,098	-10.9	-1.8
508	City Colleges of Chicago	(32,396)	(29,756)	(26,944)	(26,039)	(24,835)	(-23.3)	(-4.6)
02	Harold Washington	6,235	6,161	5,392	5,258	5,005	-19.7	-4.8
04	Harry S Truman	5,474	5,159	4,515	4,087	3,691	-32.6	-9.7
01	Kennedy-King	3,016	2,415	1,968	1,760	1,636	-45.8	-7.0
03	Malcolm X	3,552	3,385	3,592	3,759	3,955	11.3	5.2
05	Olive-Harvey	2,394	1,872	1,520	1,396	1,385	-42.1	-0.8
06	Richard J. Daley	5,311	4,816	4,415	3,986	3,848	-27.5	-3.5
07	Wilbur Wright	6,414	5,948	5,542	5,793	5,315	-17.1	-8.3
502	College of DuPage	15,952	15,640	14,971	14,161	13,426	-15.8	-5.2
532	College of Lake County	8,365	8,082	8,114	7,973	7,747	-7.4	-2.8
507	Danville Area	1,511	1,504	1,508	1,429	1,315	-13.0	-8.0
509	Elgin	6,003	5,778	5,462	5,414	5,207	-13.3	-3.8
512	Harper	8,093	8,124	8,091	7,983	7,831	-3.2	-1.9
540	Heartland	2,898 *	2,955	2,946	2,899	2,762	-4.7	-4.7
519	Highland	1,274	1,296	1,206	1,142	1,048	-17.8	-8.3
514	Illinois Central	5,282	5,097	4,934	4,653	4,494	-14.9	-3.4
529	Illinois Eastern	(3,146)	(3,268)	(2,967)	(2,890)	(2,752)	(-12.5)	(-4.8)
04	Frontier	477	567	614	669	574	20.4	-14.2
01	Lincoln Trail	575	593	543	543	540	-6.2	-0.6
02	Olney Central	948	890	832	796	773	-18.5	-2.9
03	Wabash Valley	1,146	1,218	978	883	866	-24.5	-1.9
513	Illinois Valley	1,997	1,838	1,800	1,665	1,544	-22.7	-7.3
530	John A. Logan	3,022	2,789	2,591	2,487	2,346	-22.4	-5.7
539	John Wood	1,218	1,275	1,213	1,197	1,194	-1.9	-0.2
525	Joliet Junior	8,663	8,050	7,800	7,947	7,694	-11.2	-3.2
520	Kankakee	1,881 *	1,708	1,657	1,616	1,550	-17.6	-4.1
501	Kaskaskia	2,988	2,654	2,326	1,962	2,089	-30.1	6.5
523	Kishwaukee	2,340	2,144	2,007	1,858	1,726	-26.3	-7.1
517	Lake Land	3,430	3,258	3,205	3,089	2,978	-13.2	-3.6
536	Lewis and Clark	3,994	3,743	3,536	3,246	3,189	-20.1	-1.7
526	Lincoln Land	4,026	3,704	3,523	3,528	3,397	-15.6	-3.7
528	McHenry County	3,874	3,679	3,427	3,611	3,667	-5.3	1.6
524	Moraine Valley	9,066	9,056	8,752	8,187	7,822	-13.7	-4.5
527	Morton	2,609	2,477	2,293	2,241	2,170	-16.8	-3.2
535	Oakton	5,677	5,195	4,883	4,621	4,724	-16.8	2.2
505	Parkland	4,738	4,524	4,301	4,145	3,968	-16.3	-4.3
515	Prairie State	2,743 ***	2,585	2,471	2,296	2,124	-22.6	-7.5
521	Rend Lake	1,630	1,731	1,674	1,647	1,648	1.1	0.1
537	Richland	1,663	1,657	1,531	1,383	1,398	-15.9	1.1
511	Rock Valley	4,549	4,421	4,554	4,079	3,957	-13.0	-3.0
506	Sauk Valley	1,324	1,239	1,068	999	997	-24.7	-0.2
531	Shawnee	1,066	1,018	1,045	903	886	-16.9	-1.9
510	South Suburban	2,736	2,500	2,280	2,092	1,938	-29.2	-7.4
533	Southeastern Illinois	963	943	902	832	837	-13.1	0.6
522	Southwestern Illinois	6,678	6,280	5,802	5,336	5,009	-25.0	-6.1
534	Spoon River	975	930	910	876	791	-18.9	-9.7
504	Triton	5,669	5,710	5,777	5,624	5,603	-1.2	-0.4
516	Waubonsee	5,211	5,241	4,995	4,700	4,621	-11.3 %	-1.7 %
	Totals	184,036 *	175,859	167,294	160,396	154,717	-15.9 %	-3.5 %

* Colleges Provided Corrected Figure

*** Decrease at Prairie State College may be due to earlier start date for the term.

SOURCE OF DATA: Spring Semester Enrollment Surveys

ICCB

Dist. No.	College Name	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring % Change 2015-2019	Spring % Change 2018-2019
503	Black Hawk	2,496	2,694	2,778	3,115	3,104	24.4 %	-0.4 %
518	Carl Sandburg	889	820	1,055	1,254	1,382	55.5	10.2
508	City Colleges of Chicago	(6,830)	(7,704)	(6,984)	(7,510)	(8,371)	(22.6)	(11.5)
02	Harold Washington	2,088	2,501	2,078	2,359	2,704	29.5	14.6
04	Harry S Truman	927	1,014	867	890	905	-2.4	1.7
01	Kennedy-King	619	558	460	393	486	-21.5	23.7
03	Malcolm X	853	1,040	1,112	1,140	1,395	63.5	22.4
05	Olive-Harvey	488	497	477	423	474	-2.9	12.1
06	Richard J. Daley	701	806	683	657	729	4.0	11.0
07	Wilbur Wright	1,154	1,288	1,307	1,648	1,678	45.4	1.8
502	College of DuPage	10,233	10,250	10,643	10,728	10,431	1.9	-2.8
532	College of Lake County	4,119	4,280	4,660	5,220	5,123	24.4	-1.9
507	Danville Area	1,458	1,510	1,503	1,586	1,883	29.1	18.7
509	Elgin	2,823	2,864	2,843	2,622	2,707	-4.1	3.2
512	Harper	4,740	3,690	3,965	4,331	4,508	-4.9	4.1
540	Heartland	2,080	2,071	2,121	2,171	2,532	21.7	16.6
519	Highland	869	925	971	976	882	1.5	-9.6
514	Illinois Central	3,781	3,686	3,544	3,592	3,766	-0.4	4.8
529	Illinois Eastern	(1,182)	(1,324)	(1,218)	(1,485)	(1,534)	(29.8)	(3.3)
04	Frontier	97	95	83	183	199	105.2	8.7
01	Lincoln Trail	371	423	365	417	501	35.0	20.1
02	Olney Central	544	554	506	569	572	5.1	0.5
03	Wabash Valley	170	252	264	316	262	54.1	-17.1
513	Illinois Valley	1,820	1,033	948	962	914	-49.8	-5.0
530	John A. Logan	2,272	1,369	2,197	2,377	2,444	7.6	2.8
539	John Wood	1,427	1,716	1,724	1,847	1,854	29.9	0.4
525	Joliet Junior	4,699	4,921	5,092	5,716	5,591	19.0	-2.2
520	Kankakee	1,094	762	954	954	949	-13.3	-0.5
501	Kaskaskia	2,800	2,470	2,310	2,244	2,420	-13.6	7.8
523	Kishwaukee	1,752	1,790	1,725	1,654	1,691	-3.5	2.2
517	Lake Land	3,795	3,419	3,523	5,112	3,781	-0.4	-26.0
536	Lewis and Clark	1,465	1,479	1,403	1,360	1,194	-18.5	-12.2
526	Lincoln Land	2,934	2,891	3,110	3,380	3,407	16.1	0.8
528	McHenry County	3,099	3,097	2,859	3,140	3,131	1.0	-0.3
524	Moraine Valley	3,423	3,759	3,873	4,203	4,594	34.2	9.3
527	Morton	735	653	659	724	694	-5.6	-4.1
535	Oakton	3,943	3,831	3,910	4,158	4,225	7.2	1.6
505	Parkland	4,330	4,284	4,191	4,184	4,179	-3.5	-0.1
515	Prairie State	1,637	1,648	1,558	1,537	1,481	-9.5	-3.6
521	Rend Lake	841	806	832	823	916	8.9	11.3
537	Richland	1,140	1,255	1,193	1,181	1,188	4.2	0.6
511	Rock Valley	1,770	2,027	2,222	1,839	2,297	29.8	24.9
506	Sauk Valley	1,079	1,154	1,232	1,245	1,310	21.4	5.2
531	Shawnee	950	782	781	800	792	-16.6	-1.0
510	South Suburban	1,133	2,375	1,085	1,258	1,118	-1.3	-11.1
533	Southeastern Illinois	1,691	1,577	1,558	1,484	1,650	-2.4	11.2
522	Southwestern Illinois	3,569	3,415	3,917	3,919	3,831	7.3	-2.2
534	Spoon River	989	1,018	966	957	993	0.4	3.8
504	Triton	3,128	4,160	3,279	3,364	3,133	0.2	-6.9
516	Waubonsee	4,519	4,631	4,341	4,644	4,716	4.4 %	1.6 %
	Totals	103,534	104,140	103,727	109,656	110,716	6.9 %	1.0 %

* Colleges Provided Corrected Figure

SOURCE OF DATA: Spring Semester Enrollment Surveys

Illinois Community College Board

THE ILLINOIS PERKINS V TRANSITION PLAN

The Illinois Perkins V Transition Plan is a shared administrative effort between the Illinois Community College Board and the Illinois State Board of Education for implementation of the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V; P.L. 115-224) during State Fiscal Year 2020. The purpose of the Transition Plan is to provide for an orderly transition to the full implementation and compliance with the reauthorized Act. Illinois' Transition Plan streamlines present and future initiatives while also integrating new elements of Perkins V. Throughout the transition year, Illinois will continue to focus on ensuring continuous program improvement at the secondary and postsecondary levels, simultaneously moving into implementation of the full state plan (SFY2021-2024). This plan meets all requirements set forth by the U.S. Department of Education, Office of Career, Technical, and Adult Education in the *Guide for Submission of the State Plans* (OMB 1830-0029). The Transition Plan was submitted for approval on May 24, 2019 to the U.S. Department of Education. The U.S. Department of Education will have no more than 120 days to approve or disapprove state plans.

Illinois Transition Plan for Career and Technical Education (Perkins V)

STATE FISCAL YEAR 2020

ILLINOIS STATE BOARD OF EDUCATION AND
THE ILLINOIS COMMUNITY COLLEGE BOARD

Table of Contents

Attachments:
    Appendix
    Transition Year Budget

Perkins V and Transition Planning

This document details Illinois' Transition Plan for the administration of the Strengthening Career and Technical Education for the 21st Century Act for State Fiscal Year (SFY) 2020 (July 1, 2019-June 30, 2020). On July 31, 2018, the President signed into law the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV), and will be effective July 01, 2019. This plan meets all requirements set forth by the U.S. Department of Education, Office of Career, Technical, and Adult Education in the *Guide for Submission of the State Plans* (OMB 1830-0029). The purpose of the Transition Plan is to provide for an orderly transition to the full implementation and compliance with the amended Act. Illinois' Transition Plan streamlines present and future initiatives while also integrating new elements of Perkins V. Throughout the transition year, Illinois will continue to focus on ensuring continuous program improvement at the secondary and postsecondary levels, simultaneously moving into implementation of the full state plan (SFY2021-2024).

Perkins V is largely based on the structure and content of Perkins IV and remains the most important piece of legislation affecting career and technical education (CTE) in Illinois. The purpose of the law is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study. Perkins V facilitates this by placing a greater emphasis on the following areas: local flexibility; comprehensive stakeholder engagement and collaborative planning; innovation; equity and accountability; and, alignment with other education and workforce programs. Illinois' Transition Plan integrates these elements, as well as aligns with other statewide goals and initiatives, which include the following:

- Illinois' Postsecondary education attainment goal of 60% of adults earning a certificate or degree by 2025;
- The Postsecondary and Workforce Readiness Act;
- The Dual Credit Quality Act;
- The Every Student Succeeds Act (ESSA) Plan;
- The Adult Education and Literacy Strategic Plan;
- The Workforce Education Strategic Plan;
- Executive Order 2019-03 signed by Governor Pritzker in 2019 emphasizing the imperative of workforce development for emerging growth industries in the State (see Appendix A); and,
- Expansion of work-based learning, including Illinois' recent National Governor's Association Grant and the work of the Workforce Innovation Board's Apprenticeship Committee.

The CTE delivery system in Illinois is divided into secondary and postsecondary CTE and is supported by two state agencies. Secondary CTE is regulated on two levels - the Illinois State

2

Board of Education (ISBE), which provides state-level leadership, technical assistance, and holds accountable the Education for Employment (EFE) systems (see Appendix F); and the EFE systems, which provide planning and delivery resources to local school districts and Area Career Centers. In Illinois, there are 56 EFE systems, including three systems organized by state agencies that serve secondary students as part of their responsibilities- the Illinois Department of Juvenile Justice, the Illinois Department of Human Services Office of Mental Health Services, and the Office of Rehabilitation Services.

Postsecondary CTE is coordinated at the state level by the Illinois Community College Board (ICCB) which approves and monitors CTE programs and programs of study offered at Illinois community colleges and provides state-level leadership and technical assistance to the community college system. The Illinois community college system, which is comprised of 39 locally-controlled community college districts, comprised of 48 total colleges, is the third largest community college system in the country. In addition, the Illinois Department of Corrections, in partnership with the community college system, offers postsecondary CTE coursework at Illinois correctional centers.

This Transition Plan will be administered by ISBE and ICCB and was developed through a collaborative effort with representatives from the Illinois Workforce Innovation Board (IWIB), the Department of Commerce and Economic Opportunity (DCEO), and other stakeholders.

3

B. Plan Administration and Implementation

4.   Implementing Career and Technical Education Programs and Programs of Study

a.   Describe the career and technical education programs or programs of study that will be <u>supported</u>, <u>developed</u>, or <u>improved</u> at the State level, including <u>descriptions</u> of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Currently supported: Illinois secondary schools and postsecondary institutions will continue to organize career and technical education (CTE) programs of study (POS) around the 16 Career Clusters adopted nationally and which are outlined by Advance CTE[1]. The Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) will continue to partner to support previously approved programs of study. Currently, ISBE supports 81 Classification of Instructional Programs[2] (CIPs) offered by 657 of 713 Illinois public high schools, excluding regional programs and Area Career Centers. In the state of Illinois there are 24 Area Career Centers. Collectively, the Illinois community college system has over 4,265 active, approved CTE programs spanning across all 16 career clusters. These programs are approved by the ICCB. Each community college is required to publish all program offerings on an annual basis.

*To be developed and improved***:** By the end of SFY2020 (June 30, 2020), ISBE and ICCB will develop new programs of study models, to be made available for adoption and implementation in SFY2021, that prepare students for in-demand, high-wage, and high-skill occupations. ISBE and ICCB will utilize labor market information collected and provided by the Illinois Department of Employment Security (IDES) to understand statewide and regional workforce projections and trends. In addition, the ISBE and ICCB will collaborate with the State's Workforce Innovation Board to further inform this decision-making. According to state-level labor market data, the following sectors are experiencing the most growth statewide: Healthcare (77,876 new jobs by 2026), Professional and Business Services (93,528 new jobs by 2026), Hospitality (83,173 new jobs by 2026), and Nonfarm Agriculture (397,530 new jobs by 2026). At least one program of study in each of the aforementioned sectors will be developed as statewide models.

To ensure that high-quality programming is being offered, ISBE initiated a statewide curricular review of CTE curriculum in SFY2019 to identify curricula in need of improvement. As a result of the initial review, a Request for Proposals will be released in SFY2020 for the purpose of

---

[1] National Career Clusters Framework: https://careertech.org/career-clusters
[2] ISBE CTE Classification of Instructional Programs: https://www.isbe.net/Documents/cip_catalog.pdf

4

conducting an external evaluation in order to provide state guidance for reviewing and creating high-quality, standards-aligned curriculum resources. The ICCB assesses and will continue to assess CTE programs through the statewide program review process[3]. Similar to the program approval process, institutions must evaluate programming on the basis of need, cost, and quality. The ICCB Program Review Manual provides guidelines and describes reporting methods for statewide review of instructional programs.

During SFY2020, ISBE and ICCB will collaboratively work to meet the following deliverables:

Timeline	Deliverables
By December 31, 2019	• ISBE and ICCB: Complete analysis of current program of study offerings. • ISBE and ICCB: Identify at least one program of study within each of the identified sectors to be developed and/or adopted.
By June 30, 2020	• ISBE and ICCB: Finalize program of study models to be adopted. • ISBE: Review course codes. • ISBE: Revise, add, or remove programs of study from approved list accordingly • ISBE and ICCB: Offer professional development and technical assistance to local recipients on the newly adopted program of study models.

b. *Describe the <u>process and criteria to be used for approving</u> locally developed programs of study or career pathways, including how such programs <u>address State workforce development and education needs</u> and the <u>criteria to assess the extent</u> to which the local application under section 132 will—*

ISBE approves locally developed programs of study offered by the secondary schools. The process includes, at minimum, the following criteria:

1. offering both introductory and advanced courses;
2. implementation of an advisory committee for each career cluster; and
3. employment of a qualified teacher(s) for all courses within the endorsement area.

---

[3] Statewide Program Review Process: https://www.iccb.org/academic_affairs/program-review/

The secondary approval process is currently overseen by the regional Education for Employment (EFE) Systems. The EFE systems are a consortia of local school districts based on geographical regions in Illinois. Each EFE has a board of control, which consists of the district superintendents. Annually, the EFE directors review all POS offered at each of their local school districts. When making approval decisions regarding programs of study, each EFE director will consider the needs of the Economic Development Region (EDR) in which they are located as defined by the Workforce Innovation and Opportunity Act (WIOA).

ICCB utilizes a similar process to approve CTE programs at the postsecondary level through the ICCB's Program Approval Manual[4]metrics of need, cost, and quality. For example, postsecondary institutions must demonstrate need by providing a thorough analysis of the local or regional labor market concluding that the program will meet workforce needs. Additional evidence often includes employer letters of commitment. These metrics are more thoroughly detailed in the Manual, which is currently under revision. The ICCB began revising this process and policy in September 2018 to ensure programs meet high-quality metrics, specifically in the areas of work-based and experiential learning and secondary to postsecondary transitions. These two areas were noted as needing improvement through both statewide and local assessments. Through a grant project funded by the Joyce Foundation, the ICCB utilized the High-Quality CTE Benchmark Policy Tool[5] and technical assistance provided by Advance CTE to re-craft state-level policies. Local recipients were engaged in this process from the beginning of the grant. The revised Manual will be released for use by postsecondary recipients in August 2019 with a statewide training to be held in fall 2019.

ICCB approves CTE programs of study through the annual local application submission process where postsecondary institutions must complete the Programs of Study Inventory (see Appendix B) addressing both minimum expectations and quality standards, which are outlined in the Programs of Study Expectations Tool[6]. The Programs of Study Inventory require postsecondary institutions to identify all fully-articulated, non-duplicate programs of study that will be implemented during the state fiscal year. Additionally, institutions must identify at least one program of study that will be created or improved. Programs of study must meet all requirements outlined in Section 122(c)(1)(A) of Perkins V and fall within a CTE program previously approved or currently seeking approval by the ICCB.

Labor market information can be derived from sources such as IDES or the Bureau of Labor Statistics, or local secondary and postsecondary institutions can utilize the labor market

---

[4] ICCB Program Approval Manual: https://www.iccb.org/academic_affairs/programcourse-approval/

[5] Advance CTE Policy Benchmark Tool: CTE Program of Study Approval: https://careertech.org/resource/program-approval-policy-benchmark-tool

[6] Illinois Programs of Study Expectation Tool: https://www.iccb.org/cte/programs-of-study/illinois-programs-of-study-expectations-tool/

6

information and priority sectors outlined in Illinois' Workforce Innovation and Opportunity Act (WIOA) regional and local plans. This labor market data provides information on how the program will address Illinois workforce development needs. In addition to analyzing this data, the implementation of an advisory committee is required for the program of study which must include secondary, postsecondary, and industry partners. These committees are designed to ensure that programming is responsive to state workforce development and education needs. During the transition year, to address state workforce development and educational needs more concretely, ISBE will be implementing criteria specific to these each locally offered program of study should be informed by labor market data at the local level. This information will be provided by local entities in the local needs assessments to be completed in SFY2020 that will be used to complete local applications beginning in SFY2021.

Timeline	Deliverables
By December 31, 2019	• ICCB: Program Approval Manual released to community colleges for use effective August 1, 2019. • ICCB: Provide fall training to community college administrators. • ISBE and ICCB: Complete and release the comprehensive needs assessment to assist local recipients in a collaborative and intentional use of labor market information to address workforce needs
By June 30, 2020	• Local recipients will utilize the comprehensive needs assessment to inform their local application due Spring 2020.

i. promote continuous improvement in _academic achievement_ and _technical skill attainment_;

The Program of Study Expectations Tool, initially developed in 2009 by ISBE, ICCB, and other stakeholders after the reauthorization of Perkins IV, will continue to guide local programs of study improvement for the transition year of SFY2020. This tool assists local recipients with the development, implementation, and evaluation of programs of study. In the fall of 2019, the Program of Study Expectations Tool will be reviewed and updated to reflect the new guidelines of Perkins V to include salient points related to _academic achievement and technical skill attainment_. This review and update of the tool will require ISBE and ICCB to provide written guidance and active technical support (via phone, email, and field visits) for local recipients on strategies to engage all the required partners and stakeholders, emphasizing the importance of a collaborative approach to implementation of programs of study. This guidance will include emphasizing academic and career and technical courses, which are aligned between secondary and

7

postsecondary institutions. This will assist students in planning for specific careers within a career pathway.

In preparation for implementation of the full state plan and all requirements of Perkins V, online tools and guidance for the comprehensive local needs assessment will be created and implemented in SFY2020 to assist local recipients in identifying programmatic gaps and deficiencies in performance. The comprehensive needs assessment will be released for use in fall 2019, along with technical assessment that will occur into spring 2020. In addition to other policies and processes that affect high-quality CTE programming (e.g. program approval, program review, etc.), these resources will further assist local recipients in making programmatic decisions such as scaling, significantly modifying, or closing programs to ensure continual focus on *improvement in academic achievement and attainment of technical skill.*

Timeline	Deliverables
By December 31, 2019	• ISBE and ICCB: The Programs of Study Expectations Tool will be revised by September 1, 2019. • ISBE and ICCB: Conduct at least one webinar on the use of the Programs of Study Expectations Tool for local recipients. Other tools and technical assistance may be provided as necessary.
By June 30, 2020	• ISBE and ICCB: Provide technical assistance and professional development on the utilization of the comprehensive needs assessment in coordination with the Programs of Study Expectations Tool.

ii. *expand access to career and technical education for special populations; and*

In SFY2020, guidance and support related to special populations will focus on clarification of the newly defined special populations categories and best practices for integration of these populations into CTE. Local applications will require recipients to address how they will *expand access to CTE for special populations[7],* specifically, how they will assist students in overcoming barriers to success. Continued professional learning opportunities related to gaps identified in data for special populations will be provided to the local recipients to move towards the reduction of barriers to and expansion of access. Additionally, partnerships among local recipients (secondary and

---

[7] Special populations for Perkins V include the following individuals: a) individuals with disabilities; b) individuals from economically disadvantaged families; c) individuals preparing for non-traditional fields; d) single parents, including single pregnant women; e) out-of-workforce individuals; f) English learners; g) homeless individuals; h) youth in or aged out of the foster care system; and i) youth with a parent who is a member of the armed forces or is on active duty.

8

postsecondary), education and workforce entities under WIOA, and community-based organizations will be considered in discussions on expanding access to and support persistence in CTE programming for special populations through smooth transitions and coordination of services. ISBE and ICCB will also be working more closely with the divisions for Special Education and English Learners in the development and implementation of guidance documents and active technical support for *special populations*. A timeline for this process is outlined at the end of this section.

For postsecondary recipients, ICCB will continue to support continuous quality improvement processes such as Pathways to Results[8]. Pathways to Results is an outcomes-focused, equity-guided process designed to improve pathways that support student transition to and through postsecondary education and employment. This process assists local CTE practitioners in developing, implementing, and evaluating programs of study with an equity lens often identifying barriers that prevent access and persistence of special populations or other marginalized student groups. Additionally, the ICCB will continue to support equity-focused trainings and webinars for CTE faculty, practitioners, and administrators. The timeline below outlines the development and implementation of supports that will be provided for local recipients related to special populations.

Timeline	Deliverables
By December 31, 2019	- ISBE and ICCB: Analyze data on special populations and work with contractors, as appropriate, to conduct research, analysis, professional development, or resource creation to assist local recipients in serving the added special population groups in Perkins V. - ISBE and ICCB: Collaborate with education and workforce entities and agencies to identify common goals and resources available to support special populations (i.e. access, persistence, and employment) - ISBE: Work with divisions for Special Education and English Learners and relevant stakeholder groups to develop guidance and support for serving individuals with disabilities and English Learners - ICCB: release competitive grant opportunities for postsecondary participants to participate in the Pathways to Results process.

---

[8] ICCB Pathways to Results: https://www.iccb.org/cte/projects-initiatives/pathways-to-results/

By June 30, 2020	• ISBE and ICCB: On-going technical assistance and professional development.

iii. support the <u>inclusion of employability skills</u> in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

In 2017, Illinois, led by the Community College Board's Division of Adult Education, adopted the Essential Employability Skills Framework and Self-Assessment[9] which was developed with input from employers and other workforce representatives and informed by OCTAE's Employability Framework. The Essential Employability Skills Framework focuses on the specific areas where these skill gaps currently exist, particularly those that are considered high priority by employers. This framework can support local recipients as they design and integrate employability skills curriculum and activities into CTE programs and programs of study. Other work that may be utilized include the Top 10 Cross-Sector Essential Employability Competencies integrated within the College and Career Pathway Endorsement[10] (CCPEs; developed in July 2018, see Appendix D) under the Postsecondary and Workforce Readiness Act[11] (PWR), enacted in 2016. These competencies range from cultural competence and critical thinking to teamwork and conflict resolution and communication across verbal, written, and digital means. Developed through an iterative process utilizing public-private steering committees the 10 competencies were approved jointly by ISBE and ISBE in June 2018. These endorsements denote readiness for pursuit of postsecondary education or entry into a career aligned with CCPE industry areas. The CCPEs are not yet in effect and are slated to be offered during academic calendar year 2019-2020. Illinois will offer professional development and technical assistance on the inclusion of employability skills into CTE pathways for local recipients.

---

[9] Illinois Essential Employability Skills Framework and Self-Assessment document link: https://icsps.illinoisstate.edu/wp-content/uploads/2017/07/Essential-Handout-2.pdf

[10] Postsecondary & Workforce Readiness Act Recommended Technical and Essential Employability Competencies guide: http://pwract.org/wp-content/uploads/2018/09/PWR-College-Career-Pathway-Competencies.pdf

[11] Illinois Postsecondary and Workforce Readiness Act: http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3722&ChapterID=18

For SFY20, postsecondary recipients will be required to describe in their local plans how they will integrate employability skills into their CTE programs. Their submitted activities will help inform ICCB's targeted technical assistance in order to share effective practices across the system.

For SFY2020, employability skills will not be required as a component of programs of study for secondary schools. Employability skills were previously and will continue to be encouraged for inclusion in programs of study by ISBE. Employability skills are supported by ISBE through the College and Career Readiness Indicator[12] (see Appendix C) that are included in the statewide Every Student Succeeds Act (ESSA) plan (approved in August 2018). For instance, one of three indicators for College and Career Readiness includes the choice of two options for a) College and Career Pathway Endorsement under the Illinois Postsecondary and Workforce Readiness Act; OR b) meeting three criteria, one of which is satisfactory completion of any three indicators from a list of nine items that includes Career Development Experience.

Timeline	Deliverables
By December 31, 2019	• ISBE: Development of tools and technical guidance documents related to the employability skills components to be implements in SFY21
By June 30, 2020	• ISBE and ICCB: On-going technical assistance and professional development on how to integrate employability skills into CTE curriculum.

c.   *Describe how the eligible agency will—*
   i.*make information on* _approved programs of study and career pathways_ *(including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and* _guidance and advisement resources,_ *available to* _students_ *(and parents, as appropriate),* _representatives of secondary and postsecondary education, and special populations,_ *and to the extent practicable, provide that information and those resources in a* _language students, parents, and educators can understand;_

ISBE and ICCB currently use several modes of communication with the field through listservs and email chains with CTE practitioners and stakeholders. ISBE shares relevant information to EFE directors through a CTE listserv and communicates directly with school counselors through a separate listserv. Additionally, ISBE has a Superintendent's Bulletin that is sent out on a weekly

---

[12] ISBE College and Career Readiness Indicator and Implementation Guidance:
https://www.isbe.net/Documents/College-Career-Ready-Indicator.pdf

basis as well as social media accounts on Facebook and Twitter that are used more frequently to relay information; social media accounts allow for more direct communication with parents and students. ICCB disseminates information to CTE practitioners through a monthly CTE newsletter, which is often embedded within the agency website and social media accounts to highlight exemplary CTE programs, effective practices, and share important guidance. Additionally, the ICCB will be launching a periodic update publication for the system in the near future. All these methods include information that can be tailored by the local recipients to share with students and their communities.

Ongoing efforts in SFY2019 and SFY2020 will be updating the ISBE webpages to align the CTE areas to 16 federal career clusters and the endorsements in the Postsecondary and Workforce Readiness Act. The renovated websites will provide details on approved programs of study and career pathways available to secondary students in Illinois. This information will be composed with language accessible to students, secondary/postsecondary representatives, and special populations. The new webpages will be vetted for language accessibility by relevant stakeholder groups to include special populations defined in Perkins V. The School Counselor webpage for ISBE is being remodeled in SFY2020 to include a focus on career-connected learning across all grade levels and will provide resources for career exploration, dual or concurrent enrollment programs, and work-based learning. This webpage will be focused on providing resources for guidance and advisement with resources specifically for students and parents, such as links to career exploration activities, a parents' guide to secondary/postsecondary concerns, a sample PaCE framework, and links to current career trend data. Relevant resources for secondary and postsecondary representatives can also be found on the school counselor webpage, including links to state policies such as graduation requirements, college and career readiness indicator procedures, dual credit policies, and pathway endorsements. Revisions for both websites will be finalized by spring of 2020.

In a project initiated during SFY2019 for release during SFY2020, ISBE is developing a statewide career guide that will be available in both hard copy and digital format composed with a broad audience in mind from *students and parents* to *representatives from secondary and postsecondary institutions*. The digital format can be translated into other languages and accessed through assistive technology for more specific impairments to allow *expanded access by special populations*. Formerly, materials of this nature were provided in hard copy, which can limit document accessibility. The career guide is organized by the nationally recognized career clusters. For each cluster, information is provided related to programs of study, entry and exit points connecting secondary and postsecondary, current labor market data, and also features statewide business and industry partners. The career guide can be customized with a more regional or local focus for school districts or regions to use with their students and communities. Printed copies and a digital format of the Illinois CTE Career Guide will be available at the beginning of SFY2020.

In addition, ISBE and ICCB will coordinate with the Illinois Gender Equity Advisory Committee, that meets biannually, to ensure equitable access to career-connected learning for all students. As an on-going effort, communication tools, resources, and professional development will be evaluated for effectiveness, language barriers, readability, and alignment. Research-tested messaging and tools, such as those by Advance CTE, will be utilized, as appropriate, to more effectively reach students and parents. ISBE and ICCB will collect feedback from stakeholders to determine how effectively the existing resources reach educators, school counselors, advisors, parents, and students.

In preparation for Perkins V, ISBE and ICCB developed a shared Illinois CTE logo to rebrand CTE and unify career-connected learning across Illinois. In the development of the transition plan, Illinois stakeholders shared various values with ISBE and ICCB. As Illinois develops its state plan, ISBE and ICCB will continue to meet with stakeholders to craft a vision statement and, from this, programming that is reflective of these shared values. The vision statement will be finalized and made available for public comment with the Perkins V State Plan.

Timeline	Deliverables
By December 31, 2019	• ISBE: update webpages to align the CTE areas to 16 federal career clusters and the endorsements in the Postsecondary and Workforce Readiness Act. • ISBE: Release the CTE Career Guides to local districts. ICCB will collaborate with ISBE to disseminate in local communities as appropriate. • ISBE and ICCB: Finalize statewide CTE Vision Statement. • ISBE and ICCB: Work with Gender Equity Advisory Committee to align strategies and activities to full incorporate into the Perkins V State Plan.
By June 30, 2020	• ISBE: Update Career Guidance webpages. • ISBE and ICCB: Offer technical assistance and professional development on how to make information available to communities to increase communication and awareness of CTE programming.

d. *Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)*

13

The Dual Credit Quality[13] Act legislates dual credit in Illinois. As amended, effective January 1, 2019, the Act provides for formal partnership agreements between public secondary schools and community colleges to be created. Partnership agreements outline specifics of dual credit course delivery between systems such as responsibilities of the high school and community college, faculty qualifications, instructional standards, and costs.

The community college system, coordinated by ICCB, is the largest dual credit provider in Illinois. During academic year 2017-18, there were over 117,000 *secondary students enrolled in community college dual credit* across all 48 community colleges. Specifically, in CTE, 44,622 dual credit course enrollments took place in 4,350 CTE dual credit courses. The most popular CTE course was welding, but courses ranged from certified nursing assistant (CNA) to construction trades.

To build upon the system's success in dual credit, ICCB plans to expand dual credit utilizing the following strategies. These strategies will begin in SFY2020 and will remain ongoing, as appropriate

- *Enhance high-quality credentialing opportunities:* The continued expansion of stackable credentials (short-term certificates embedded in longer-term certificates and degrees) and the integration of industry-recognized credentials within CTE programs are paramount to effective, high-quality CTE programming. Tying relevant dual credit opportunities directly to those high-impact regional clusters and associated in-demand occupations allow students to meet their career goals with the maximum level of preparation and the maximum amount of credentials to validate that preparation, whether they intend to transition directly to the workforce or continue their education at the community college or a four-year institution.
- *Advance Higher Education Equity through Dual Credit*: Inequitable participation among racial minorities and many special populations, as defined by Perkins V, exists in dual credit programming. Through improved student data tracking and intentional data analysis, ISBE and ICCB will identify and provide targeted technical assistance, more effective resource allocation, and enhanced continuous quality improvement efforts. Furthermore, this allows the system to expand access to dual credit courses, ensuring a diverse and representative student body and workforce for high skill, high wage in-demand occupations. This also requires better communication to underrepresented students and their families regarding dual credit options, including the courses offered, the impact on a student's career trajectory, and the related career opportunities that align with each program. Overall, this strategy lends itself to ensuring that all students have access to dual credit, especially in smaller and low-income

---

[13] Text of the Dual Credit Quality Act:
http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=100-1049

14

districts.

- ICCB will continue to provide competitive grant opportunities provided through Perkins Title I Leadership funding to postsecondary recipients to support the development, enhanced delivery, and articulation of local dual credit programs and to expand student access to higher education while maintaining high academic standards.

In ongoing efforts from previous years continuing into SFY2020, ISBE is working to expand dual credit opportunities through the Postsecondary and Workforce Readiness Act (PWR Act). One of the components of the PWR Act allows for the creation of pilot school districts in *competency-based education* models. This approach incorporates real-world knowledge and challenges and provides for the growth potential of students to be reached through a *competency-based education (CBE) system* which allows for the expansion of dual and concurrent enrollment of secondary students in postsecondary coursework. A CBE system allows students to demonstrate mastery of course competencies at a rate not based on seat time or grade level. Students who master course competencies early may choose to move into available dual credit opportunities earlier. Currently, 45 school districts participate in the competency-based education pilot. These school districts are paving the way for students to attain career-related competencies beyond those needed for high school graduation. These districts are working closely with their local community college and/or university to expand dual creditofferings, as appropriate.

h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135 (b) of Perkins. V

Prior to SFY2020, a statewide definition for size, scope, and quality did not exist in the approved Perkins IV State Plan for Illinois. However, local recipients, using their own definitions and policies, were required to address how their programming would meet sufficient size, scope, and quality. The ISBE and ICCB have drafted the following definitions for size, scope, and quality. During the fall of 2019, ISBE and ICCB will collect feedback on these definitions for formal adoption and implementation in SFY2021. The final adopted definition for size, scope, and quality and its elements will apply to all eligible recipients, secondary and postsecondary, unless specifically noted. The draft definitions are as follows:

Size

- Recipients must implement and offer at least one state-approved program of study in one of the nationally recognized 16 career clusters.
- All Programs of Study are aligned to state, regional, or local in-demand sectors using labor market information. Size of programs should be informed by labor market need.
- Secondary recipients: a minimum class size of 10 students or continuous progress towards increased class size.
- Postsecondary recipients: must follow local board policies on class sizes.
- Secondary students in the district have access to state approved Programs of Study

15

(Graduated by enrollment of district students in grades 9-12).

Size of LEA District (No. of students)	Minimum Number of CTE Programs of Study
Less than 500	One Program
501 – 2,000	Two Programs
2,001-3,000	Three Programs
3,001 – 4,000	Four Programs
4,001 and above	Five Programs

Scope

The scope of a program may include the goals, objectives, and purpose of the program. These elements should be specified through curricular development, evaluation, and revision. A program of study provides students with a strong experience in and comprehensive understanding of all aspects of industry. Program scope should be defined in consultation with all stakeholders including business and industry.

A program of study means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that–

> a. incorporates challenging State academic standards;
> b. addresses both academic and technical knowledge and skills, including employability skills;
> c. is aligned with the needs of industries in the economy of the State, region, Tribal community or local area;
> d. progresses in specificity;
> e. has multiple entry and exit points that incorporate credentialing; and,
> f. culminates in the attainment of a recognized postsecondary credential.

Quality

Through CTE programs, eligible recipients offer students the opportunity to participate in programs of study that lead to at least *one* of the following: high-skill, high-wage, in-demand occupations. Eligible recipients are encouraged to offer programming that meet two or three of those characteristics.

Quality programs of study at the postsecondary level:

- Are continuously evaluated and improved using a continuous program improvement process (e.g. Pathways to Results, program review, other course or program evaluation methods)
- Are informed by external stakeholders, including but not limited to secondary partners, business and industry, adult education providers, and community-based organizations

16

through advisory committees.

- Include courses and activities that provide students with a comprehensive understanding of and strong experience in all aspects of industry. This includes work-based learning, career exploration, and technical instruction aligned with the skillsets of business and industry.
- Adopt and implement academic and technical instruction that is rigorous, integrated, and aligned with the skillsets of business and industry.
- Provide a non-duplicative, fully articulated sequence of courses from secondary to postsecondary and may include transitions to four-year institutions.
- Includes other entry and exit points to provide access and smooth transitions through programming (e.g. adult learners, veterans, etc.)
- Maintain appropriate facilities using current technology and equipment
- Qualified faculty and staff who are provided opportunities for comprehensive professional development

Quality programs of study at the secondary level:

- Are continuously evaluated and improved across all high-quality CTE program components approved by the state:
  - Access, Equity, and Opportunity for all students, including special populations
  - Standards Aligned, Rigorous, Integrated Curriculum with Technical Instruction
  - Student Assessment
  - Sequencing and Articulation
  - Prepared and Effective Staff
  - Facilities, Equipment, Technology and Materials
  - Student Career Development, including Career Guidance and Incorporation of Essential Employability Skills
  - Career and Technical Student Organizations (CTSOs)
  - Business and Community Partners
  - Work-Based Learning
- Have a program/content advisory committee that meets a minimum of once a year. This committee should include stakeholders required in Perkins V who are representatives from or for: secondary CTE programs, postsecondary CTE programs, local workforce boards, local business or industry, parents and students, special populations, and local agencies serving out-of-school youth, homeless children and youth, and at-risk youth.
- Provide evidence of appropriate teacher licensing, professional development, and dual credit agreements.
- Achieve targets established for Perkins performance indicators.
- It is strongly encouraged to develop a graduation plan/pathway plan for each student that identifies recommended academic and technical courses, which connect to postsecondary

17

education.

3. Meeting the Needs of Special Populations

a. ***Describe the eligible agencies program strategies for special populations, including a description of how individuals who are members of special populations—***
    i. ***will be provided with equal access to activities assisted under this Act;***

At the secondary level, for SFY2020, ISBE is phasing in evidence-based funding, which considers metrics involving special populations to determine financial need of the district into funding opportunities that are offered for CTE. In SFY2018, Illinois Public Act 100-0465 or the Evidence-Based Funding for Student Success Act was signed into law. This law enacted evidence-based funding (EBF) and comprehensively changed the way that school districts receive the bulk of their state funds. EBF sends more resources to Illinois' most under-resourced students. EBF takes the necessary first steps toward ensuring all schools have the resources they need to provide a safe, rigorous, and well-rounded learning environment for all students. EBF demonstrates a new mindset for understanding the relationship between equity, adequacy, and student outcomes.

ISBE will focus on the inclusion of Universal Design for Learning (UDL), multi-tier systems of support (Response to Intervention or RtI), and positive behavioral interventions and support (PBIS) in accordance with the stipulations provided in the Perkins V Act. Although ISBE does not directly support PBIS, resources are made available online to districts through ISBE's website. Increased funding provided to districts with high need through the implementation of the EBF will help to ensure expanded access to CTE activities through increased ability to provide accommodations, special programming, curriculum enhancements, and other supports as needed to allow for *equal access to CTE activities.*

Strategies to develop teacher competence in and design of curriculum and spaces according to UDL will be prioritized for funding opportunities offered for CTE. UDL is a relatively new framework for CTE professionals and as anecdotally identified by ISBE, CTE professionals possess a low level of understanding across the state. ISBE will develop guidance documents for secondary schools related to the implementation of UDL for CTE program areas in partnership with UDL experts, special education, disability access coordinators, teachers, and industry professionals. ICCB will collaborate with ISBE on the development of resource documents and professional development on UDL as appropriate. Professional development for CTE staff at ISBE related to UDL will be encouraged for all and required for those staff members developing the guidance documents and providing support. The timeline below provides the outline for deliverables and action steps related to supporting equal access to CTE activities.

Timeline	Deliverables
By December 31, 2019	• ISBE: Planning and coordination for efforts related to UDL, PBIS, & RtI for CTE • ISBE: Develop guidance documents, professional development, and direct technical support for documenting and ensuring equal access to CTE activities • ISBE: Release of definition and metrics for equal access, documentation, and evaluation requirements/suggestions. ICCB will collaborate with ISBE as appropriate.
By June 30, 2020	• ISBE and ICCB: Offer technical assistance and professional development on providing access to special populations students in CTE programs.

> ## ii. will not be discriminated against on the basis of status as a member of a special population;

ISBE's Values and Beliefs [13] (see Appendix E), adopted in October 2018, identifies the guiding core values for PreK-12 education in the State of Illinois. In this document, ISBE commits to promoting and implementing comprehensive policies, practices, and programs that ensure fair access to quality education for all students in our state. The values and beliefs adopted by ISBE emphasize inclusivity for every student within a system that embraces differences. The values promote an approach that considers the whole child as opposed to only the learner in the classroom to promote future success and build strong communities within the state.

Similarly, postsecondary Perkins recipients are required to address the following elements regarding special populations within their annual local applications: program, service, and activity accessibility; preparation for employment; training and assistance in overcoming barriers that may limit opportunities for success; and anti-discrimination efforts. These requirements ensure a continued, concerted focus on ensuring all members of special populations are provided equitable access to all programs and services and are likewise not discriminated against in any program or service based on their status as a member of a special population.

ISBE and ICCB will also increase efforts around the CTE Counseling Academy, a three-part professional development series where counselors, advisors, and other student support professionals can learn strategies for supporting and expanding opportunities for special population students. Typically, these individuals are on the frontline of providing students with

---

[13] Illinois State Board of Education Values and Beliefs: https://www.isbe.net/Documents/ISBE-Values-Beliefs.pdf

assistance, but are oftentimes unaware of available supports. This professional development highlights the inclusive nature of CTE and provides participants with strategies to support members of special populations and ensures that all special population students are provided equitable access to programs and services, free from discrimination. The timeline below outlines the activities related to the reinvigoration of the CTE Counseling Academy project.

Timeline	Deliverables
By December 31, 2019	• ISBE and ICCB: On-going technical assistance.
By June 30, 2020	• ISBE and ICCB: Professional Learning for School Counselors and Advisors as a pre-conference to the Connections Conference to be held in March. • ISBE and ICCB: Host a two-day workshop as part of a three-part series for School Counselors and Advisors in late Spring 2020.

iv. will be provided with appropriate accommodations;

ISBE and ICCB recognize the importance of diversity and inclusion in every aspect of education. Career and technical education courses and programs must be offered in a way that ensures they do not discriminate on the basis of race, color, national origin, sex, disability or age. Furthermore, CTE programs must provide equal access, specifically for students with disabilities and English Learners through appropriate accommodations. One method to promote equal access to education and educational excellence is through the civil rights review process, as mandated by the U.S. Department of Education, Office for Civil Rights. To provide technical assistance with the process, ISBE maintains a website called ilequity.com, which provides tools and resources for schools and districts to assist them complying with federal requirements, promoting equitable learning environments for all students. Through the review process, ISBE has identified common trends that create obstacles, which prevent appropriate accommodations for all students.

ISBE is committed to providing LEAs with the necessary resources and technical assistance to meet the needs of students in special populations and build equitable access to all programs and services. ISBE in collaboration with Illinois State University and Illinois Center for Specialized Professional Support (ICSPS) is in the process of developing increased professional development for educators through various avenues, (e.g., annual statewide leadership conferences, webinars, websites, and other means as determined appropriate.) Topics such as: civil rights administration, data informed decisions on equity gaps, micro-messaging, and Universal Design for Learning (UDL) will be offered to provide assistance and tools to the districts in providing accommodations to students.

In addition, ISBE and ICCB will collaborate with the Illinois Center for Specialized Professional Support (ICSPS) to create, support, and provide professional development for career and technical professionals across Illinois.

Specifically, ICCB and ICSPS will provide new and innovative strategies regarding the following elements: accommodating special population students in work-based learning opportunities including apprenticeship programs and adapting instructional materials and equipment for English language learners and learners with disabilities. Research will occur in the fall of 2019 for resource dissemination in the spring of 2020. Additionally, ICCB and ICSPS created Special Populations Support Super Strategy documents.[14] These documents outline specific, research-based methods to improve special population recruitment and retention efforts, as well as provide strategies for accommodating special populations students in CTE programs. By Spring 2020, these documents will be expanded to include strategies for the added special populations groups.

Timeline	Deliverables
By December 31, 2019	• ICCB: Contract with ICSPS to conduct research on Special Populations Students, specifically individuals with disabilities and how to appropriately provide accommodations. • ISBE will have modules developed in the Ed Leaders Network sponsored by Illinois Principals Association to provide awareness of special populations. • ISBE will provide resources to the Education for Employment (EFEs) to be disseminated to the schools and posted on ISBE website.
By June 30, 2020	• ICCB: Disseminate resources created from research conducted by ICSPS. Collaborate with ISBE on resource dissemination. • ISBE have presentations thru conferences and webinars

---

[14] ICCB Special Populations Support Super Strategies documents:
https://www.iccb.org/cte/web-resources/

Fiscal Responsibility

1. *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—*
   a. *each eligible recipient will promote academic achievement;*
   b. *each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and*

ISBE and ICCB will continue their current local application process with their local eligible recipients during the transition year. ISBE uses electronic grant application system, whereas ICCB uses a paper grant application. Any changes to applications are submitted annually to the respective agency. The current applications were approved by U.S. Department. of Education under the current state plan. The SFY2020 local application will be modified to include new allowable uses and activities in Perkins V, allowing more flexibility and career exploration down to the 5th grade.

During the transition year, the local application and local needs assessment that ensures promotion of academic achievement, access to nontraditional programs, focused support for special populations, skill attainment, and alignment with in-demand industry sectors will be disseminated to local recipients to assist planning for the next state fiscal year. Each eligible secondary and postsecondary local recipient will submit a local needs assessment to be collaboratively developed by ISBE and ICCB with local input. The local needs assessment will be completed in partnership and consultation with the required stakeholders (i.e., postsecondary, local workforce boards, business and industry partners, community, parents and student.)

2. *Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—*
   a. *among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will <u>most effectively provide students with the skills needed to succeed in the workplace</u>; and*
   b. *among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and <u>how it will most effectively provide students with the skills needed to succeed in the workplace</u>. (Section 122(d)(8) of Perkins V)*

Through the allotment made under Section 111 of the Act,

- a minimum of 85%, less any funds reserved, will be distributed to *local eligible agencies*
- at the *secondary and postsecondary levels* with not more than 10% to be used for state leadership activities,
  - including 1% to serve individuals in state institutions and

22

- o not less than \$60,000 and not more than \$150,000 for services preparing Nontraditional Training and Employment,
- o \$50,000 for Special Populations recruitment, and
- o no more than 5% of the funds will be used for state administration of the plan. These State Administrative funds will provide leadership activities and support for secondary and postsecondary education. Funds will be used at the state level to administer the plan.

The funds toward nontraditional occupations will bring awareness on the skills students need to succeed in the workplace through technical assistance and resources. Funds towards special populations will focus on looking at the gaps and disparities and provide the resources and technical assistance in closing the gaps.

Currently, ISBE has a system of consortia that is based on geographical region called the Education for Employment System (EFE). The EFE system was developed to ensure that rural programs or programs that would not generate \$15,000 would still receive services. The SFY2020 distributions will still be generated based on 30% population, 70% low income. ISBE will be reviewing this distribution to the districts/EFEs for SFY2020-2021 based on Illinois' principles of equity *and looking at the Evidence Based Funding approach.*

3. ***For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)***

ISBE distributes the funds through a regional approach using EFE Systems (See Appendix F for the map of the EFE regions) spread throughout Illinois. ISBE looks at each school districts' enrollment and their poverty use the U. S. Census. It is them distributed though the EFE (See Appendix G ISBE formula spreadsheet from 2019.) Each EFE has a board of control, which consists of the District Superintendents. The Board of Control decides how the funds that are allocated to the region will be distributed using the current distribution method based on 30% population and 70% low income. ISBE will be looking at submitting a waiver for this method for SFY2020-2021 to move towards aligning it with the Evidence-Based Formula (EBF) funding cost factors.

4. ***For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.***

23

The postsecondary portion of the state allocation is distributed by formula. 40 percent of the 85 percent, less any funds reserved, is distributed to postsecondary agencies consisting of 39 community college districts. The community colleges receive grant guidelines and allocations. In determining the scope of work and budget, they must obtain approval from their governing boards on their proposal and how the funds will be spent according to the local grant guidelines. The community colleges must submit their grant proposals to the ICCB for approval. No community college shall receive an allocation in an amount less than $50,000. The allocations to the community college districts are determined by the following formula: Each eligible institution or consortium of eligible institutions shall be allocated an amount that bears the same relationship to the portion of funds made available under section 112(a)(1) to carry out this section for any state fiscal year as the sum of the number of individuals who are federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by such institution or consortium in the preceding state fiscal year bears to the sum of the number of such recipients enrolled in such programs within the state for such year.

See Appendix H for allocations to community colleges.

5. ***Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)***

Each year ISBE looks at the data from the census and adjusts the allocation to accommodate for the change in population and poverty. Charter Schools are included in these services. Illinois has nine Charter schools who serve as their own LEAs. All other Charter schools are schools within a school district. ISBE will ensure that the nine charter schools are included in the areas for the system.

6. ***If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—***
    a. ***include a proposal for such an alternative formula; and***
    b. ***describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)***

    Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

24

ISBE did not submit a waiver request under Perkins IV. ISBE will be requesting a waiver for an alternative formula for Perkins V. At minimum, the alternative formula will contemplate Evidence-Based Funding Formula. These determinations shall occur in SFY2020.

In SFY2018, Illinois Public Act 100-0465 or the Evidence-Based Funding for Student Success Act was signed into law. This law enacted evidence-based funding (EBF) and comprehensively changed the way that school districts receive the bulk of their state funds. EBF sends more resources to Illinois' most under-resourced students. EBF takes the necessary first steps toward ensuring all schools have the resources they need to provide a safe, rigorous, and well-rounded learning environment for all students. EBF demonstrates a new mindset for understanding the relationship between equity, adequacy, and student outcomes. ISBE CCR staff will work with ISBE's Finance Divisions to explore a similar model for CTE funding.

7. *If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—*
   a. *include a proposal for such an alternative formula; and*
   b. *describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)*

   Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Illinois will not allocate funds among any consortia that are formed among postsecondary institutions as described in Section 132(a). This waiver was not requested under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

8. *Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)*

The baseline for the Maintenance of Effort for Secondary CTE is $38,062,100 for SFY2019-2020. This is a continuing level.

25

Illinois Community College Board

**PROPOSED JOINT RULES WITH THE ILLINOIS BOARD OF HIGHER EDUCATION
REVERSE TRANSFER OF CREDIT**
(Future Consideration)

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, has the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

An amendment to the Student Transfer Achievement Reform (STAR) Act (110 ILCS 150) was passed in 2018, requiring the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB) to adopt rules to provide procedures for reverse transfer in Illinois. Reverse transfer means that a former community college student who completed at least 15 hours of coursework at the community college and is now attending a public university may apply for an associate degree using requisite courses earned at the university.

Staff of the IBHE and ICCB have been working together to develop rules for joint adoption. Stakeholders across community colleges and public universities have been engaged in the development of these rules and will continue to be involved through the remaining steps in the process leading to implementation.

These proposed rules are being submitted to the Board for discussion prior to publication in the *Illinois Register* for the formal public comment period. They will be brought to the Board for approval before submission to JCAR for final review.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1502
JOINT RULES OF THE BOARD OF HIGHER EDUCATION AND ILLINOIS COMMUNITY
COLLEGE BOARD: RULES ON REVERSE TRANSFER OF CREDIT

AUTHORITY: Implementing Sections 23(a), (b) and (c) and authorized by Section 23(e) of the Student Transfer Achievement Reform Act [110 ILCS 150].

SOURCE: Adopted at 43 Ill. Reg. _____, effective _____.

Section 1502.10 Purpose

The purpose of this joint rule is to *foster the reverse transfer of credit for any student who has accumulated at least 15 hours of academic credit at a community college and a sufficient number of hours of academic credit at a State university in the prescribed courses necessary to meet a community college's requirements to be awarded an associate degree.* (Section 23 of the Act)

Section 1502.20 Definitions

"Act" means the Student Transfer Achievement Reform Act [110 ILCS 150].

"Admissions Office" means an office within a community college or State university responsible for recruiting and communicating with new and transfer students.

"Community College" means a public community college in this State. (Section 5 of the Act)

"Eligible Student" means a student who meets the criteria in Section 1502.30.

"Registrar's Office" means an office within a community college or State university responsible for registering students, keeping academic records, and corresponding with applicants and evaluating their credentials.

"Reverse Transfer of Credit" means the transfer of earned academic credit from a State university to a community college for the purpose of obtaining an associate degree at the community college. (Section 23 of the Act)

"Reverse Transfer Data Sharing Platform" means a national electronic data sharing and

exchange platform that meets nationally accepted standards, conventions and practices, such as the National Student Clearinghouse or similar platform.

"Reverse Transfer Agreement" means an institutional agreement between one or more community colleges and a State university to share student transcripts when a student requests a reverse transfer of credit.

"Opt-in" means the student's decision to seek a reverse transfer of credit.

"State University" means a public university in this State. (Section 5 of the Act)

Section 1502.30 Student Eligibility

The reverse transfer of credit option is available to a student who is currently enrolled in a State university and has:

a)   Transferred to the State university from, or previously attended, a community college;

b)   Earned at least 15 credit hours of transferrable course work completed at a community college;

c)   Earned a cumulative total of at least 60 credit hours for transferrable course work successfully completed at previously attended postsecondary institutions; and

d)   Submitted a request to the State university at which the student is currently enrolled.

Section 1502.40 Student Request

A student who meets the eligibility criteria in Section 1502.30 may request a reverse transfer of credit from the State university to the community college previously attended.

a)   The opportunity to opt-in may be taken at enrollment or at any time thereafter while enrolled at the state university. The student shall provide the information required in Section 1502.30 (a), (b) and (c) and authorize the release of his or her transcript information, pursuant to State university procedures.

b)   In the event that the student has earned credit hours at more than one community college or State university, the student shall:

1)   Identify the community colleges and State universities at which any credit hours have been earned; and

2)   Authorize release of his or her transcript information from the community colleges and State universities to the community college identified for the purpose of earning an associate degree through a reverse transfer of credit.

Section 1502.50 Institutional Responsibilities

a)   Each State university and community college shall make available an opt-in process for the reverse transfer of credit, pursuant to this Part.

b)   Each State university shall notify students who meet the eligibility criteria in Section 1502.30 each academic year. The notification shall include information about the State university's process to reverse transfer of credit.

c)   State universities and community colleges shall comply with the following process:

1)   Information about reverse transfer of credit shall, at a minimum, be clearly identified on the institution's Internet website and printed in course catalogs. This information shall also be made available through the admissions office and the registrar's office.

2)   After verifying student eligibility, the student information may be transferred through a reverse transfer data sharing platform or a reverse transfer agreement, or by contacting the institution directly.

Institutions are encouraged to use a Reverse Transfer Data Sharing Platform as a cost-effective method to exchange course level data. Any student information obtained from the platform must be accepted as official documentation of the student record.

3)   Transcript fees assessed to prepare and send student transcripts to community colleges may be waived to help promote the reverse transfer of credit. Community colleges may waive fees assessed to conduct degree audits and to process graduation applications as part of the reverse transfer of credits.

4)   After receiving the student information, the community college shall review the information and, if the community college determines the student has earned the credits required to receive an associate degree, may award the associate degree.

5)   *No later than 30 business days after receiving an application* for reverse transfer of credit and all required transcripts, *a community college shall notify an applicant if he or she qualifies for an associate degree based on the total earned credits.* (Section 23 of the Act) The community college shall send the same notification to the State university.

6)   In the event that the community college awards an associate degree pursuant to this Part, the community college shall send a student transcript to the State university. The transcript shall include the award of an associate degree.

Section 1502.60 Community College Determination to Award Degree

In awarding an associate degree, the community college shall evaluate the applicant's course work completed, along with the transfer credit earned, and shall determine whether the associate degree requirements have been met. (Section 23 of the Act) Nothing in this Part affects the ability of the community college to determine the course work required to earn an associate degree awarded by that institution.

Section 1502.70 Voluntary Participation by Others

This Part does not preclude private colleges and universities from voluntarily participating in the reverse transfer of credit.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER II: BOARD OF HIGHER EDUCATION

PART 1065
JOINT RULES OF THE BOARD OF HIGHER EDUCATION AND ILLINOIS COMMUNITY
COLLEGE BOARD: RULES ON REVERSE TRANSFER OF CREDIT

AUTHORITY: Implementing Sections 23(a), (b) and (c) and authorized by Section 23(e) of the Student Transfer Achievement Reform Act [110 ILCS 150].

SOURCE: Adopted at 43 Ill. Reg. _____, effective _____.

(Editor's Note: The text of this Joint Rule appears at 23 Ill. Adm. Code 1502.)

Illinois Community College Board

EXECUTIVE SESSION

ONLY to be read if entering into executive session.

Mr. Chair reads:

> Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public, or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

A Board member will then read the following motion:

(All reasons for entering Executive Session must be clearly stated during the reading of the motion)

> I move to enter Executive Session for the purpose of **Employment/Appointment Matters** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.