

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD GOALS UPDATE

Illinois Community College Board staff periodically update the Board on the agency's progress toward its three adopted goals, listed below and most recently revised during the August 23, 2019 Board retreat in Palatine, IL and adopted at the September 20, 2019 Board meeting, in Chicago, IL.

The January Board meeting provides an opportunity to share a midyear update on the progress of the goals and the various initiatives and agency efforts to achieve the goals. This presentation includes a status update based upon the reported status in the memorandum submitted to the Board at the June 7, 2019 Board meeting in Itasca, IL. Additionally, the presentation will highlight important connections to the Governor's Office goals and progress on how we are tracking these goals within the agency. A revised memorandum is in the packet. Here are the goals as adopted:

The Illinois Community College Board hereby affirms the mission of the state's 48 community colleges to provide all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness through a commitment to the following three goals.

Goal 1: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable outcomes.

Goal 2: Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

Goal 3: Increase access and completion for students through the alignment of policies and enhanced data transparency to improve system effectiveness.

The Board will implement its goals with a focus and commitment to equitable access, opportunities, and outcomes for all students. The Board will promote best practices, enable evidence-based decision-making, and support system-wide continuous improvement.

DATE: January 24, 2020
TO: ICCB Board Members
FROM: Dr. Brian Durham, Executive Director
SUBJECT: January Mid-Year Board Goals Update

Please accept this summary of activities related to ICCB Board Goals. You will note that the format follows the memorandum that was distributed at our June 7, 2019 Board meeting. Thus, the statement “**JUNE 7 STATUS:**” reflects what was reported in June to the Board. The statement “**JANUARY 24 STATUS:**” reflects the current status. This should provide the opportunity to reflect on continuity across goals.

As a reminder, here is the complete Board Goal statement as adopted:

The Illinois Community College Board hereby affirms the mission of the state’s 48 community colleges to provide all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness through a commitment to the following three goals.

GOAL 1: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable outcomes.

GOAL 2: Contribute to economic development by supporting the Illinois community college system’s effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

GOAL 3: Increase access and completion for students through the alignment of policies and enhanced data transparency to improve system effectiveness.

The Board will implement its goals with a focus and commitment to equitable access, opportunities, and outcomes for all students. The Board will promote best practices, enable evidence-based decision making, and support system-wide continuous improvement.

GOAL 1: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable outcomes.

- **Postsecondary Equity Targets Workgroup:** This P-20 Council led project is developing a framework and proposed targets for Illinois to make progress in closing equity gaps in postsecondary attainment.
 - ✓ **JUNE 7 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.
 - ✓ **JANUARY 24 STATUS:** The workgroup has had a number of in-depth discussions of research and potential policy levers, particularly in the areas of student readiness for postsecondary education access and enrollment, affordability and financial aid, and completion and success. In late 2019, a data-sharing agreement was executed across ICCB, IBHE, and MHEC. Since then, ICCB (and IBHE) have worked to set up the data security and technical mechanisms by which they will transfer the data, and they anticipate being able to transfer the data for the study to MHEC by February.
 - ✓ **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.
 - ✓ **JUNE 7 STATUS:** The implementation workgroup is developing an implementation guide. A research design strategy is under development with the Central-Southern Illinois Community College Research Group to meet the research requirements of the agreement. Note that this work will intertwine with [Senate Joint Resolution 41](#) (SJR 41) and its goals.
 - ✓ **JANUARY 24 STATUS:** Sixteen college districts have fully implemented the statewide recommendations; 16 will be fully implemented in fall 2020; five have begun work on shifting to the recommendations; two colleges have not provided information on their status; Data collection will be defined in conjunction with SJR 41 Council. The implementation guide and research design strategy are still in progress.
 - ✓ **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.
 - ✓ **JUNE 7 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.
 - ✓ **JANUARY 24 STATUS:** Waiting for CUNY's dissemination of findings.
 - ✓ **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.
 - ✓ **JUNE 7 STATUS:** Twenty-four colleges have applied and been approved to offer this credential to date.
 - ✓ **JANUARY 24 STATUS:** Thirty-seven colleges are now approved to offer the GECC as of January 2020. Four hundred and five students were awarded this credential in Academic Year 2019.
 - ✓ **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.
 - ✓ **JUNE 7 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.
 - ✓ **JANUARY 24 STATUS:** Through this process, we have reviewed approximately 30 transcripts for the alternative methods of credentialing but have only credentialed three individuals. We are in the process of reviewing our criteria to see where adjustments can be made to ensure more individuals are credentialed through this method.
 - ✓ **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.
 - ✓ **JUNE 7 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.

- ✓ **JANUARY 24 STATUS:** During fiscal year 2019, the website's database housed a total of 6,818 active GECC courses and 2,351 active Major courses the IAI included 9,169 active courses.
- ✓ **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.
 - ✓ **JUNE 7 STATUS:** A draft of the administrative rules is on the ICCB agenda (June 7, 2019).
 - ✓ **JANUARY 24 STATUS:** Report for STAR act filed Jan 9, 2020; Reverse Transfer Rules filed with JCAR and published Dec 27, 2019.
 - ✓ **IMPACT:** 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):** A statewide initiative to increase the use and adoption of OER course materials as a strategy to reduce textbook costs and financial barriers for students.
 - ✓ **JUNE 7 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.
 - ✓ **JANUARY 24 STATUS:** The Office of Community College Research and Leadership (OCCRL) at the University of Illinois is conducting an environmental scan for OER use in career and technical education. An OER conference is in development. An OER survey has been developed on institutional use of OER. A panel of communication faculty is reviewing OER materials in conjunction with IAI communication courses learning outcomes.
 - ✓ **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.
 - ✓ **JUNE 7 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.
 - ✓ **JANUARY 24 STATUS:** The Model Partnership Agreement (MPA) was completed. Procedures around dual credit faculty endorsement were released in November 2019 and the professional development plan template was released.
 - ✓ **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.
 - ✓ **JUNE 7 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.

- ✓ **JANUARY 24 STATUS:** All 39 community college districts have received grants to implement transitional math. Twenty-one colleges have submitted courses for statewide portability. The iPlacement site is functional for course submissions. Most recently, the TM panel met in October 2019 to review courses.
- ✓ **IMPACT: Over time, TM is likely to reduce remediation for the 50 percent of first time, full-time high school students that would otherwise 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.
 - ✓ **JUNE 7 STATUS:** Discussions about implementation of TE are ongoing with ISBE.
 - ✓ **JANUARY 24 STATUS:** The ICCB released a Notice of Funding Opportunity to support Transitional English Instruction in community colleges. Twelve of 21 applicants received funding. The purpose of this grant is to: a) identify, create, support or expand transitional English instructional models and curriculum development; b) support partnerships with high school, including Local Advisory Panels (LAPs), as Transitional English course competencies and models are developed; c) identify scalable and sustainable models for Transitional English courses; and d) support access to regional training opportunities. There have been two statewide meetings focused on identifying/developing competencies for TE. Additionally, two webinars have occurred for both the K-12 and the community college sector.
 - ✓ **IMPACT: Over time, TE is likely to reduce remediation for the nearly 20 percent of first time, full-time high school students that would otherwise 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.
 - ✓ **JUNE 7 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.
 - ✓ **JANUARY 24 STATUS:** A workgroup is reviewing 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 final report for SJR 22 was submitted.
 - ✓ **IMPACT: This work will have broad implications for students and institutions, enhancing seamless transfer and articulation.**
- **Office of Civil Rights Visits:** 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.
 - ✓ **JUNE 7 STATUS:** Fiscal year 2020: ICCB typically selects and notifies colleges in September each year.
 - ✓ **JANUARY 24 STATUS:** In fiscal year 2020, two colleges have been notified and visits are being scheduled.
 - ✓ **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:** 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.
 - ✓ **JUNE 7 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.
 - ✓ **JANUARY 24 STATUS:** The revised CAREER agreement is on the ICCB agenda for approval.
 - ✓ **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:** 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.

- ✓ **JUNE 7 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.
- ✓ **JANUARY 24 STATUS:** Dual Credit Administrative rules are in the process of being updated to reflect the Dual Credit Quality Act.
- ✓ **IMPACT:** During fiscal year 2019, 59,039 individual (i.e., “unduplicated”) high school students enrolled in one or more community college dual credit courses for an 8.6 percent increase compared to the previous year (57,897). Dual credit duplicated enrollment (i.e., course enrollment), with a count of 124,614, increased 5.9 percent compared to one year ago (117,672).

GOAL 2: Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois 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.
 - ✓ **JUNE 7 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.
 - ✓ **JANUARY 24 STATUS:** The ICCB is working with workforce partners throughout the state to implement the WESP. Currently the ICCB, in cooperation with the Presidents' Council Workforce Committee, has developed surveys designed to gain a better understanding of activities within the college system in specific areas. The first surveys to be completed by each college are: 1) Early Career Education Related and Exposure and 2) Essential Skills and Employability Gaps. These surveys are due to the ICCB on February 14, 2020.
 - ✓ **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.
 - ✓ **JUNE 7 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.
 - ✓ **JANUARY 24 STATUS:** Implementation of the Strategic Plan is well underway. ICCB has incorporated IET programming into its Apprenticeship grant and tasked staff with expanding IET programs around the state.
 - ✓ **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.
 - ✓ **JUNE 7 STATUS:** This grant opportunity has never been released by the USDOL. We no longer anticipate it will be.

- ✓ **JANUARY 24 STATUS:** The Scaling Apprenticeship Through Sector-Based Strategies Grant was received on July 15, 2019. The number of Illinois community college apprenticeship students in academic year 2019 was 1,960. The academic year 2020 Apprenticeship Grant Target is 326. Colleges are gearing up for their enrollments and the ICCB has provided three technical assistance workshops. The ICCB held its first CAP-IT grant Advisory committee meeting on January 16, 2020.
- ✓ **IMPACT: With a budget of \$3.99M over four years for the Scaling Apprenticeship Through Sector-Based Strategies Grant, ICCB will provide services to more than 1,728 individuals at ten community colleges in the Information Technology field.**
- **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.
 - ✓ **JUNE 7 STATUS:** To date, no entities have applied to offer these diplomas.
 - ✓ **JANUARY 24 STATUS:** To date, we have only received few inquiries regarding the Adult High School Diploma. However, we have not received any applications. We will review the process to determine where confusion exists, as well as provide further guidance to those wanting to start the process.
 - ✓ **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:** 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 college with written feedback about their submission.
 - ✓ **JUNE 7 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.
 - ✓ **JANUARY 24 STATUS:** ICCB completed its program approval project with the Joyce Foundation in November 2019. The Program Review Advisory Committee meets quarterly advising ICCB staff on the program review process. Currently, colleges have submitted their program review reports and staff have reviewed and are working to provide feedback to the colleges. Feedback will be provided to colleges in March 2020.
 - ✓ **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: Increase access and completion for students through the alignment of policies and enhanced data transparency to improve 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.
 - ✓ **JUNE 7 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 November of 2018; an updated, live version will be shared at the September 2019 board meeting.

- ✓ **JANUARY 24 STATUS:** The IPP live version was shared at the September 2019 Board meeting. The agency continues to solicit feedback from stakeholders. New, more recent data is being added in January or February 2020. By end of academic year 2020, the IPP will see the completion of additional, distinct “Professional” Profile data and information. The new Professional Profile will connect education and workforce data.
- ✓ **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.
 - ✓ **JUNE 7 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.
 - ✓ **JANUARY 24 STATUS:** ISBE and ICCB held five regional Roadshows across the State in October-November 2019. The first public comment period was held October 7 through November 7, 2019. The Perkins V plan is on the agenda for a presentation. The Plan will be available for a second round of public comment in late January. The plan will be presented to the Board in March for approval. The State Plan is due to USDOE on April 15, 2020. ICCB CTE staff have offered a variety of professional development and technical assistance to the colleges in academic year 2020 relating to Perkins reauthorization and local planning, focusing considerably on equity. On February 21 and March 6, ICCB is sponsoring Equity Academies where faculty and administrators who are involved in program evaluations, such as the ICCB program review and comprehensive local-needs assessment (CLNA) processes, will collaborate to address inequities in their CTE programs.
 - ✓ **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.
 - ✓ **JUNE 7 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.
 - ✓ **JANUARY 24 STATUS:** Staff participated in the Oct 28-29, 2019 national initiative meeting with other participating/interested states and PDP leadership (Complete College America, National Student Clearing House, etc.) with discussion around the project processes and value. The information was then shared with community college IR leaders at the regional Northern and Central-Southern IR group meetings. Strong interest in working jointly with ICCB as part of the PDP was communicated by several colleges.
 - ✓ **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 to draft and support the passage of the ICCB legislative agenda.
 - ✓ **JUNE 7 STATUS:** ICCB met with numerous legislative leaders to make introductions and advocate for the agency’s legislative agenda throughout the session.
 - ✓ **JANUARY 24 STATUS:** ICCB is gearing up for the spring 2020 General Assembly 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:** 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 Education 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.

- ✓ **JUNE 7 STATUS:** Annual and ongoing.
 - ✓ **JANUARY 24 STATUS:** Through the utilization of ICCB's Centralized Data System, the agency has met all state and federal data and accountability reporting in fall/winter 2019 including, but not limited to, WIOA and Perkins end-of year reporting, IPEDS fall reporting, the Student Transfer Achievement Reform Act (STAR Act), and Senate Joint Resolution 22. ICCB has also participated in several meetings pertaining to the re-launch of the Education and Workforce Data Interagency Board Illinois Longitudinal Data System (ILDS) (formerly known as the ILDS Governing Board).
 - ✓ **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 are connected to the accuracy and timeliness of this reporting.**
- ***Liaison to the Governor's office and the General Assembly:*** 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.
 - ✓ **JUNE 7 STATUS:** Ongoing
 - ✓ **JANUARY 24 STATUS:** 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. The ICCB submits biweekly reports to the Governor's Office education leadership team and participates in monthly educational leadership meetings with the education leadership team, IBHE, ISAC, ISBE and the Governor's Office of Early Childhood Development (GOECD).
 - ✓ **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.**