

# Illinois Community College Board

## 2003-2004 Biennial Report



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## ILLINOIS COMMUNITY COLLEGE BOARD

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## THE ILLINOIS COMMUNITY COLLEGE BOARD

### MISSION

**The mission of the Illinois Community College Board, as the state coordinating board for community colleges, is to administer the Public Community College Act in a manner that maximizes the ability of the community colleges to serve their communities, promotes cooperation within the system, and accommodates those State of Illinois initiatives that are appropriate for community colleges. As an integral part of the state's system of higher education, community colleges are committed to providing high-quality, accessible, and cost-effective educational opportunities for the individuals and communities they serve.**

The Illinois Community College Board oversees the 48 public community colleges in the 39 community college districts and one community college center and has statutory responsibility for the statewide planning and coordination of the community college system. The Board consists of 12 members, 11 of whom are appointed by the Governor and confirmed by the state Senate. One student member is selected by the ICCB Student Advisory Committee.

The Board is assisted by a President/Chief Executive Officer and staff located in Springfield. The Board staff works with the colleges, state agencies, the legislature, and the Office of the Governor to support the Board in carrying out its responsibilities.

While the individual community college districts vary in terms of demographics, resources, and educational priorities, their status as locally governed institutions allows them to address varying local needs uniquely. The Illinois Community College System is the third largest in the nation. More than one million students attend Illinois community colleges each year.

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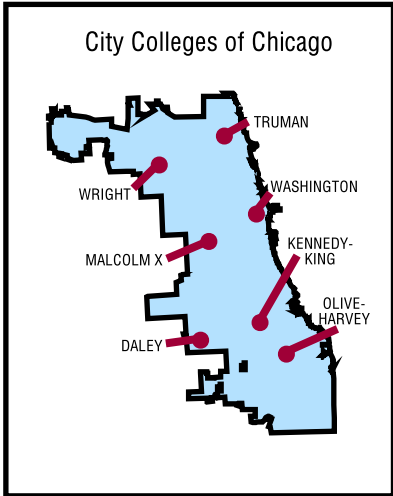
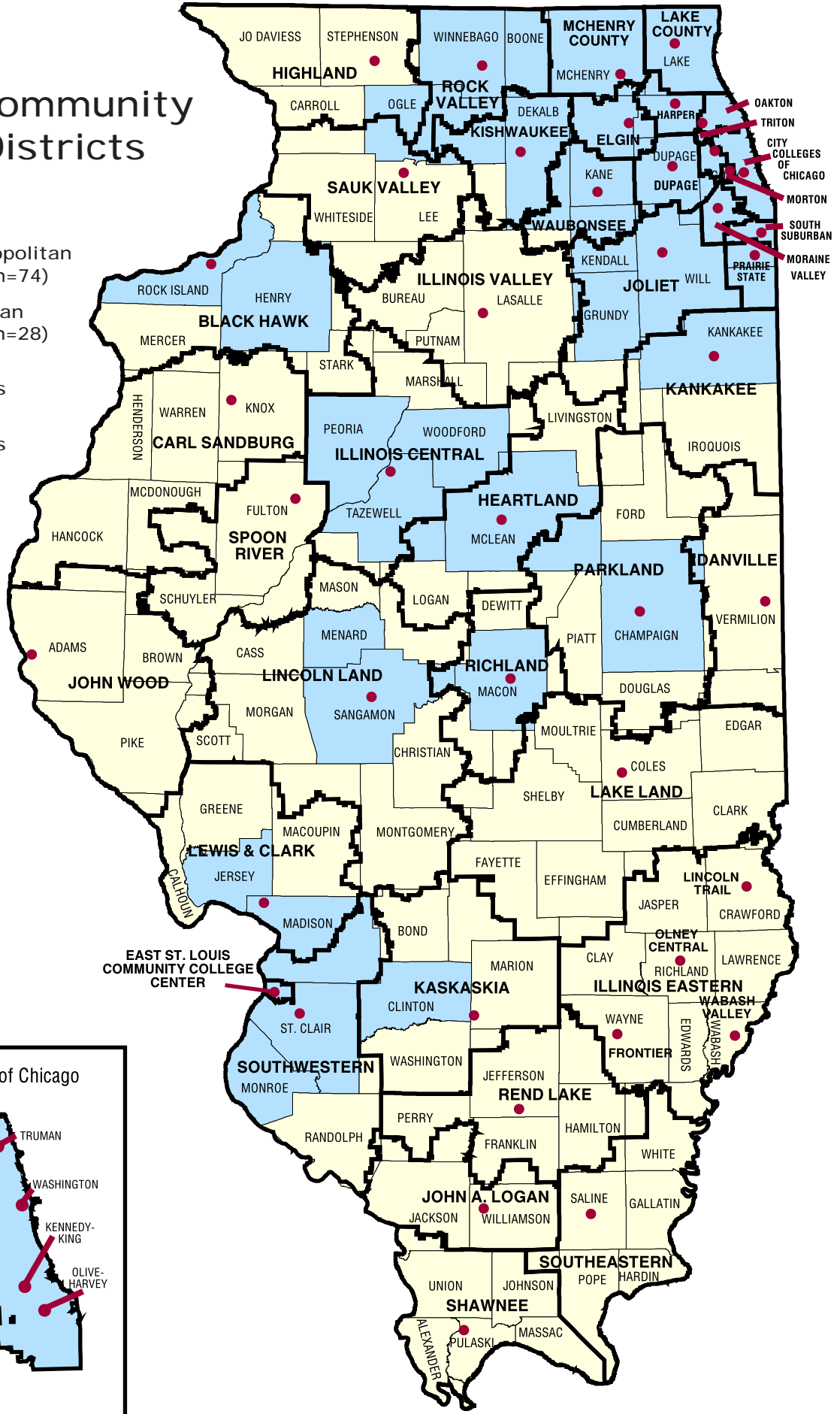
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# Illinois Community College Districts

- Non-Metropolitan Counties (n=74)
- Metropolitan Counties (n=28)
- District Boundaries
- County Boundaries



## ICCB FOSTERS OPPORTUNITY FOR STUDENTS & ECONOMY

### Illinois eligible for \$3 million federal incentive grant

Twelve states are eligible to receive a share of \$27.6 million available for incentive grant awards under section 503 of the Workforce Investment Act (WIA). To qualify for the incentive, a state must have exceeded performance levels for outcomes in each of WIA Title I, adult education (WIA Title II), and post-secondary vocational education programs (Perkins). States must file a short application for these grants within 45 days of publication of a notice in the Federal Register. Funds can be used to support innovative workforce development and education activities authorized under any one of these laws through June 30, 2004. The winners are:

State	Amount of Award
Connecticut	\$1,652,500
Florida	\$3,000,000
Idaho	\$975,500
Illinois	\$3,000,000
Indiana	\$2,896,500
Kentucky	\$3,000,000
Maine	\$819,700
Massachusetts	\$2,887,400
Michigan	\$3,000,000
North Dakota	\$750,000
Texas	\$3,000,000
Wisconsin	\$2,599,000

### Illinois Community Colleges Offer Comprehensive Instructional Programs.

Illinois' comprehensive community colleges continue to play a vital role in the state's educational and workforce preparation. The colleges provide access and opportunity to individuals with diverse goals, including transferring to another college or university,

preparing for a new career or upgrading skills for a current occupation, or sharpening basic skills. Individually and collectively, the colleges strive to be **productive** and responsive to the needs of their communities and the state, as well as **accountable** to the various constituencies they serve.

### Baccalaureate/Transfer Programs

For fiscal years 2003 and 2004, baccalaureate/transfer remained the largest credit instructional program area for Illinois community colleges. During FY2003, 37.3 percent (258,392) of all credit enrollments were in this program area, increasing to 37.7 percent (263,321) for FY2004. Nearly 13,600 baccalaureate/transfer degrees were earned during fiscal year 2003 and over 14,000 were earned during fiscal year 2004. In addition, in Fall 2003, the most recent semester for which data are available, more than 16,000 community college students transferred to public and private universities, and nearly another 3,500 transferred to another community college.

Student transfer is facilitated through the Illinois Articulation Initiative (IAI), a joint effort among ICCB, the Illinois Board of Higher Education, the Illinois State Board of Education, and the Transfer Coordinators of Illinois Colleges and Universities. Each community college's Associate in Arts and Associate in Science degree incorporates an agreed upon set of general education courses that are included in the IAI framework. In addition, over 9,000 articulated courses are offered in the major fields of study. Detailed information regarding this initiative can be found on the IAI website at [iTransfer.org](http://iTransfer.org).

## PARTNERSHIPS EMPOWER PRODUCTIVE INNOVATION

**Partners in Teacher Preparation.** Illinois faces issues of both quality and quantity of teachers for K-12 schools, as does the rest of the nation, and requires the collective effort of all sectors of education to create solutions. Annually, approximately 60 percent of the graduates of teacher education programs at Illinois public universities have some credit from a community college, and, more importantly, approximately 44 percent of these graduates complete a year or more of their programs at a community college. If Illinois is to enhance its capacity to prepare teachers, particularly in high need disciplines, it is imperative that community college students who intend to become teachers are able to make a smooth transition into university teacher education programs. As part of a University of Illinois P-16 initiative, representatives from institutions and agencies representing all education sectors have been working to develop Associate of Arts in Teaching degree models in high need disciplines that will allow students who complete the degree to have equal status with university native students at the beginning of the junior year. Models for AAT degrees in Secondary Mathematics and Secondary Science have been approved for implementation, and work is underway to develop degree models for Special Education and Early Childhood Education. In addition, a committee is addressing issues of content and compatibility related to the use of electronic portfolios in teacher education programs, and a group of community colleges developed models for providing advising and test preparation support for community college students related to the Enhanced Test of Basic Skills which all teacher education candidates must pass.

**Career and Technical Programs.** For fiscal years 2003 and 2004, career and technical programs remained the second largest credit instructional area for Illinois community

colleges. During FY2003, 27.0 percent (187,087) of all credit enrollments were in this program area, increasing to 27.3 percent (191,086) for FY2004. Over two-thirds (68.0 percent) of all collegiate degrees and certificates earned during fiscal years 2003 and 2004 were for completion of career and technical programs. In FY2003, students successfully completed 30,854 career and technical degrees and certificates. The total increased to 33,080 during FY2004.

Beginning in fiscal year 2003, administrative responsibility for the postsecondary portion of federal (Perkins) and state funds that support career and technical education programs and activities was transferred to ICCB from the Illinois State Board of Education. ICCB's goal in administering these funds is to enable the programs and activities funded by these federal and state dollars to become a more integrated part of the colleges' full career and technical programs. To that end, teams of college representatives have been invited to annual regional meetings and an annual Forum for Excellence, where best practices are showcased and technical assistance is provided on an array of CTE issues. Leadership funds have provided support for special populations initiatives, enhancement of data systems for accountability, and continuous quality improvement initiatives to enhance CTE programs. In addition, a portion of WIA incentive funds the state earned by meeting performance goals for Perkins, Adult Education, and WIA have been used to enable each community college to provide scholarship assistance to students preparing for non-traditional occupations, which is one of the performance measures for Perkins. Beginning in fiscal year 2004, administrative responsibility for the federal Tech Prep funds received by the state transferred to ICCB from ISBE.

### **Paraprofessional (Teacher Aide/Teacher Assistant) Preparation.**

The ICCB continues to work with the Illinois State Board of Education to develop programs and other strategies to assist individuals in meeting increased requirements for new or continued employment as a paraprofessional, as defined in the federal No Child Left Behind legislation enacted in January 2002. A model Associate in Applied Science degree and certificate for paraprofessionals was developed by a task force comprised of representatives from the K-12, community college, and university sectors, and was approved for implementation by community colleges. Twenty-one colleges have received approval to offer the AAS degree and/or certificate. In 2003, ISBE identified two tests, the ETS Parapro and the ACT WorkKeys, that would provide another means for paraprofessionals to meet the requirements of NCLB. Through a grant provided by ISBE, ICCB coordinated an initiative to develop test preparation materials for both the ETS and ACT tests, disseminate the materials to community colleges, Regional Offices of Education and other potential instructional providers, and provide funds to allow partnerships of colleges, ROEs, and teacher unions to make the test preparation course available at no cost to paraprofessionals. During fiscal year 2004, over 3,000 paraprofessionals enrolled in test preparation courses supported by the grant. Information from ETS and ACT indicates that individuals who participated in the test preparation courses achieved pass rates consistent with or above rates for other states or the nation. Illinois' efforts to assist paraprofessionals meet NCLB requirements were recognized in January 2004, when the American Federation of Teachers (AFT) released a national study of

paraprofessional preparation programs response to NCLB. The state-by-state comparison report rated Illinois as one of only two states to be "very well prepared" to meet NCLB's deadline for ensuring that paraprofessionals meet new standards. The U.S. Department of Education has also expressed interest in the project and has requested additional information to share with other states, as appropriate.

**Dual Credit for High School Students.** The Illinois Community College System has worked to create methods to bridge the educational gaps between high school and college. One of the most successful of these initiatives has been dual credit - where high school students enroll in college courses for both secondary and postsecondary credit. By aligning program content and reducing curricular duplication, dual credit positively impacts the way educators, students and institutions connect, and ultimately raises educational interaction to a higher level. In order to expand these programs, the ICCB established the P-16 Initiative grant in fiscal year 2001. During fiscal years 2003 and 2004, approximately \$2.5 million in state funds has been dedicated toward the goals of expanding student access to higher education, enhancing the value of the high school senior year experience, and reducing the financial burden of college on Illinois families. As a result of these efforts, enrollments by high school students in Illinois community colleges have risen significantly. In the fall semester of 2003, 9,934 high school students attended Illinois community colleges, up 72 percent from 2000 and 246 percent from 1997. While the credit hour benefits these students enjoy are easily measured, the true value of dual credit lies in the long term connections built between high schools and community colleges.

## ICCB FOSTERS ACCOUNTABILITY

Illinois community colleges and the ICCB ensure that credit programs are relevant and of high quality and document outcomes and continuous improvement through multiple processes and measures.

### **Annual Occupational Follow-Up Study**

Each year, community colleges use a standardized survey to obtain information from graduates of selected career and technical programs regarding the effectiveness of their college experience and the outcomes they have achieved since program completion. Colleges use survey results for program review, to ensure that their programs stay aligned with the changing job market, and to gauge the employment and compensation outcomes of their graduates. During FY2003 nearly 90 percent of survey respondents were employed or pursuing additional education or both. During FY2004, 91.4 percent acquired that status. More than 90 percent of respondents who were employed were working in Illinois and two-thirds were working in the community college district where they received their training. Graduates expressed high levels of satisfaction with components of their program, college services, and their current employment.

### **Program Review**

Since 1983, the ICCB has supported a broad-based accountability initiative through regular review of instructional programs and related services. To ensure that programs continue to meet the needs of both students and employers, colleges conduct a review of programs once every five years. The review is based on three criteria: program need, program cost-

effectiveness, and program quality. During fiscal year 2003, colleges reviewed a total of 131 academic, 889 career and technical, and 54 adult and developmental education programs. As a result, 63 programs were significantly modified, and 158 programs were scheduled for further review or identified for elimination. During fiscal year 2004, colleges reviewed 170 academic, 732 career and technical, and 50 adult and developmental education programs. As a result, 46 programs were significantly modified, and 169 programs were scheduled for further review or identified for elimination. During fiscal year 2004, ICCB engaged a team of external consultants to evaluate the program review process and make recommendations to enhance the process as the system's primary accountability tool for instructional programs. Recommendations are expected early in 2005.

### **Performance Indicators for Career and Technical Programs**

The Carl D. Perkins Vocational and Technical Education Act provides federal funds to states for them to support career and technical programs and services. The act also requires states to demonstrate through a number of performance measures the effectiveness of those programs and service in improving student outcomes. At the postsecondary level in Illinois, those measures include program retention and completion, placement and continuing employment, and participation in and completion of programs leading to non-traditional occupations by gender. For both fiscal years 2003 and 2004, statewide performance exceeded established goals.



## COMMUNITY COLLEGE INSTRUCTIONAL TECHNOLOGY ENABLES ACCESS

### **Illinois Community Colleges Online (ILCCO)**

ILCCO is a statewide consortium for community colleges to enhance their ability to serve online students. ILCCO focuses on leadership issues, course and program sharing, and faculty development. It is also conducting a research project and seeking grant opportunities. Forty-six colleges have taken advantage of ILCCO services. ILCCO course and curriculum grants created 281 online courses and are being taken by approximately 5,000 students annually. More than 1,400 educators have been served through the ILCCO Learning Academy. Four online software tools have been created by ILCCO: the Internet Course Exchange (ICE), facilitating the course exchange; the Online Assessment System for Internet Students (OASIS), providing readiness tools for online students; the Online Learning Evaluation (OLE), a course evaluation instrument for distance learners; and the Database for Innovative Course Exchange (DICE), for sharing faculty development opportunities among colleges.

### **Preparing Tomorrow's Teachers to Use Technology**

The "Preparing Tomorrow's Teachers To Use Technology" (PT3) grant project continues to evolve through its fourth year. Three major products have resulted from the grant, each with its own web site and its own workshops to train faculty. The first web site ([www.iccb.org/pt3](http://www.iccb.org/pt3)) was developed through a partnership with 12 community colleges and 4 universities. There are more than 100 lesson modules housed on the site with other resources. Community college and university faculty use the site for learning effective use of technology in the classroom. Future teachers in classrooms benefit from seeing the modeling of technology in the teaching and learning process.

The second web site ([www.iccb.org/student](http://www.iccb.org/student)) was designed for the pre-service teacher, holding the original lesson modules and many resources specifically of interest to college students planning to become teachers.

The third web site is a mentoring site with the first year teacher as the main target audience. The site is nearing completion, and training workshops will be held in the spring of 2005.

### **GED Illinois Online**

The GED Illinois statewide implementation was completed in 2003 with all ICCB funded GED Preparation programs receiving training. Online instruction is available to GED students through their Adult Ed providers. These providers can use the curriculum to supplement classroom instruction and to offer their students independent, self-paced

instruction totally online.

In the past year, the content of GED Illinois has been doubled to provide an additional level of curriculum for teachers to use to remediate students. An integrated online readiness/assessment survey has been added to guide online GED students. Technology tutorials are available to strengthen both student and teacher skills. As of October 2004, more than 5,000 potential GED students have used the Provider Locator to help them find local Adult Education and Family Literacy providers.

### **International Education**

Many Illinois community colleges have established a presence internationally. ICCB representatives continue to meet with education providers from China to investigate future partnerships. Participation in state groups such as Study Illinois and the International Consortium of Study Abroad Programs and the establishment of the International Nursing Task Force allows ICCB to address international student, workforce, and program development issues. Online course and program offerings continue to be investigated as the primary method of delivery.

### **Working Connections (WC-IL)**

The Illinois Community College System manages a regional training event for Information Technology faculty each year. The Working Connections IT Faculty Development Institute trains community college faculty on the latest software and technology in order to implement their use in their classrooms faster. More than 150 IT faculty have attended the Institute in the past two years.

**Microsoft IT Academy Regional Training Center** The Illinois Community College System has expanded access to Microsoft's software training. A consortium of eight colleges manage and execute the responsibilities for training Information Technology faculty on Microsoft software products. The Consortium will help determine the training needs for the system and create guidelines for statewide integration and delivery by forming an Advisory Board. The Advisory Board will also decide how to best offer training opportunities to community colleges in Missouri. William Rainey Harper College was selected as the Microsoft IT Academy Regional Training Center for Illinois and Missouri for 2003. Harper College is charged with acting on the recommendations of the Advisory Board and managing the day-to-day operations of the Regional Training Center. It is anticipated that the role of Regional Training Center will be rotated among the interested Consortium colleges on an annual basis.

## LINKING WORKFORCE WITH ECONOMIC DEVELOPMENT

As the third largest community college system in the country, Illinois' 48 comprehensive community colleges and one multi-college center play a vital role in the state's educational, economic development, and workforce preparation partnership. Each year, community colleges serve nearly one million Illinois residents. In the system's strategic plan, the community colleges pledge to "address workforce development needs with flexible, responsive and progressive programs...offer rigorous courses and programs designed for college and university transfer...expand adult education and literacy programs ...and escalate efforts to meet the growing demand for trained workers in high demand occupations."

The community college system makes a valuable contribution to helping Illinois reach its workforce and economic development goals. Community colleges view workforce development and economic development as interrelated and integral to their overall mission. Through greater alignment of priorities and activities, significant progress is being made in coordination and collaboration among education, economic development and workforce development. To address the many economic and workforce issues affecting the citizens of Illinois the Illinois Community College Board (ICCB), the community colleges work in partnership with other state, regional and local entities to link education with workforce and economic development. Community colleges are recognized as a prominent provider of workforce training and are playing a larger role in local workforce planning and solutions.

**Adult Education and Career and Technical Education.** As partners with workforce and economic development, community colleges strengthen the economic base and build Illinois' workforce by helping working adults develop higher levels of literacy, basic academic skills and technical skills. Community colleges are the primary provider of higher education in Illinois accounting for 60% of all undergraduate students and 79% of all adult literacy students. Community colleges offer CTE programs in over 240 occupational areas designed to meet particular workforce needs. Nine out of ten

Illinois community college graduates live, work, and raise their families in Illinois thus keeping Illinois' investment in CTE in Illinois. A student with an associates degree will earn \$345,298 more over their lifetime than someone with a high school diploma or GED.

The Illinois Community College Board, as the administrator for Title II of the federal Workforce Investment Act (Adult Education and Family Literacy) and the postsecondary portion of the federal Carl D. Perkins Vocational and Technical Education Act (CTE), is working to address local needs in alignment with Critical Skill Shortages Initiative priorities by reinvesting incentive funds earned by exceeding performance targets in both of these programs. Several innovative healthcare pilot initiatives are underway to address the state's shortage of nurses: on-line nursing instruction, bridge programs from basic skills to nursing occupations, and accelerated nursing programs to build capacity and expand access to training. Funds are being directed toward encouraging students to enter high demand but perhaps non-traditional occupations through a scholarship program; and an effort is underway to establish a pre-test for the GED that would help students and teachers address a student's likelihood of success on the GED exam.

**Opportunity Returns.** Increasingly, community colleges are working regionally to better utilize existing resources and to avoid duplication of effort and services to address regional economic development needs in a targeted effort to grow local economies. The Illinois community college presidents pledged to support the Governor's regional focus for economic development, *Opportunity Returns*, resulting in initiatives and involvement in all regions. One example is the Southern Illinois Hospitality program which is designed to develop an expanded tourism effort and to train residents in tourism related careers. Through *Opportunity Returns*, many community colleges have the ability to create or expand new and existing programs and initiatives to meet locally identified workforce and economic development needs.

## ICCB PROMOTES INTERAGENCY WORKFORCE COOPERATION

**Critical Skill Shortages Initiatives.** The ICCB and community colleges are active partners in the Critical Skill Shortages Initiatives (CSSI). Working with other state agencies, local workforce boards, and local entities, CSSI is designed to identify critical industry needs of employers at a regional level and to recruit and train people to fill these gaps. Community colleges are engaged in the three major industry sectors: addressing the healthcare shortages across the state, in particular the shortage of Registered Nurses; implementing strategies and training for the growing transportation, warehousing, and logistics industry; and identifying strategies to recruit and retain skilled workers for the ongoing manufacturing needs in Illinois.

**One-Stops.** Community colleges focus on many workforce and economic development issues and initiatives as they work as partners in the Workforce Investment Act One-Stop system, on the Local Workforce Investment Boards, and local Youth Councils. In several local areas community colleges are partners on Business Services Teams and community college presidents serve as members on Local Workforce Investment Boards.

The Illinois Employment and Training Center Network is made up of over 40 One-Stop Centers that provide a variety of economic and workforce development services and education and training services to employers and individuals. The community colleges and adult education providers, as partners in the One-Stop network, offer career information, assessment, job search classes, adult education services and more. Clients of the One-Stop Centers can access a menu of educational options at community colleges including credit and non-credit courses, certificate programs, associate degrees, transfer coursework, and bridge programs in occupations that are considered in high demand. Adult education providers offer a variety of adult education services, such as assessment and GED classes at the One-Stop Centers.

ICCB is one of several state and local partners exploring a new vision for the Illinois Employment and Training System. This vision is of a flexible virtual One Stop system that would create Internet

access to a full range of workforce services to job seekers and employers and would emphasize access to career transition services. Such information would focus on what services are available in each local area and how residents can more easily access the information and services. Community colleges are ideally suited to be engaged in this endeavor. By involving the community colleges in the virtual One-Stop System, Illinois has the capacity to greatly expand access to workforce information and services across the state.

**Business and Industry Services.** A primary economic development activity of the community colleges is the valuable resources they provide to business and industry. Across the state, community colleges, through their Business and Industry Centers, work with businesses, industries, and economic development entities to recruit and train workers, retain existing businesses, and bring new businesses and jobs to Illinois. Customized training is delivered at the workplace, on campus, or on-line. Skills obtained from community colleges help workers to increase the output of industries in the state of Illinois economy by \$3.6 million annually.

The community college system provides assistance to entrepreneurs and small business owners through the Illinois Entrepreneurship Network. Small Business Development Centers (SBDCs) located on community college campuses provide businesses with management, marketing and financial counseling in order to help them succeed. Individuals interested in starting a business can find a variety of services at a community college. These services may include the development of a business plan, securing finances, addressing state and federal employment laws, and other details necessary to be successful. Community colleges also assist existing business owners in doing business with the federal, state, and local governments. Colleges provide general procurement counseling, access to bid specifications, assistance in identifying government markets, help in reviewing bid packages and also provide information about contract administration and other contracting assistance services.

## ICCB ADMINISTERS ADULT EDUCATION & FAMILY LITERACY

Adult Education and Family Literacy is among the highest priorities of the Illinois Community College Board (ICCB). ICCB's *Promise for Illinois* details ICCB's commitment and strategic plan related to Adult Education and Family Literacy (AEFL). Providing quality services to assure individual and family success in AEFL programs is critical to the economic development of Illinois.

Since the transition of Adult Education to the ICCB, there have been many noteworthy accomplishments. The AEFL System Funding Task Force concluded its work on the Adult Education funding formula and the recommendations provided by the Task Force were passed during the September 2004 meeting of the ICCB. These recommendations will assist the ICCB's goal of providing fair and equitable funding across the field, based on outcomes, while ensuring that the process remains competitive.

The AEFL Advisory Council continues to meet with great success. The council includes representatives from community based organizations, community colleges, public school/ Regional Offices of Education, the Departments of Corrections and Human Services, the Illinois State Board of Education, the Secretary of State Literacy Office, the Department of Commerce and Economic Opportunity, the and other important stakeholders. Currently, the council's focus includes curriculum and instruction, student support services, policy studies, research, and accountability, professional development/ training and marketing, and workforce coordination. At the beginning of FY05 the advisory council structure was modified to include six additional provider members to provide additional feedback on Adult Education and Family Literacy.

**Illinois FY04 Adult Education and Family Literacy Highlights.** Annually, the ICCB submits a report to the Governor and General Assembly highlighting AEFL services in Illinois. Below summarizes the Adult Education services provided in FY 2004.

- 105 Adult Education and Family Literacy Providers were funded.
- 143,596 learners received instruction in ICCB funded Adult Education and Family Literacy Programs.
  - English as a Second Language (ESL)—83,369
  - Adult Basic Education (ABE)—34,241
  - Adult Secondary Education (ASE)—19,602
  - High School Credit—2,604
  - Vocational Training/ Job Skills—3,780
- 1,323,532 units of instruction were delivered.
- 23,330 individuals receiving public assistance enrolled in Adult Education and Family Literacy programs.

**Adult Education and Family Literacy in Illinois Exceeded Federal Performance Targets for Fiscal Year 2004.** For a third year, Illinois Adult Education met its federal performance targets under the Title II of the Workforce Investment Act (WIA). Each fiscal year, states submit a report to the Federal Government on five Adult Education performance measures and activities. Below are the measures and Illinois specific outcomes:

- Educational Gains—111%
- Entered Employment—111%
- Retained Employment—120%
- GED or Secondary School Diploma—77%
- Entered Post-Secondary Education or Training—114%

Illinois Adult Education exceeded the performance targets with an average score of 108%. By exceeding this score, in partnership with Carl D. Perkins, Career and Technical Education Act and WIA Title I, Illinois may be eligible to receive a federal incentive grant.

## ICCB ADMINISTERS ADULT EDUCATION & FAMILY LITERACY

**Federal English-as-a-Second Language (ESL) enrollments constitute 58.1% of the Adult Education population.** In FY 04, ICCB programs served 68, 253 ESL students 11,363 of these ESL students or 13.6% are served by EL/Civics funds in 40 programs. To ensure that quality instructional services are provided to students in the ESL and EL/Civics classroom, several professional development activities for instructors were conducted aimed at enhancing the delivery of instruction, including: 1. An English Literacy Civics Summer Institute focused on using cooperative structures and participatory techniques in the ESL/EL Civics classroom. This two-day activity was held in both Chicago and Joliet and attracted over 60 teachers. 2. The Adult Education and Family Literacy Service Centers conducted 15 professional development activities attended by 343 EL/Civics and Citizenship instructors. 3. In addition, ESL and EL/Civics instructors also attended a variety of professional development activities that addressed multi-level classes, curriculum development, authentic materials and other topics appropriate for EL/Civics instruction. There were 55 workshops attended by 1,233 teachers ESL/EL/Civics teachers across the state.

**The GED Illinois program is nationally recognized.** Last fiscal year 2577 students in Illinois were enrolled in GED Illinois Online. Illinois Adult Education and Family Literacy programs can utilize GED Illinois Online as a completely online tool or as a classroom supplement. There are 784 registered teachers using the online curriculum to make GED instruction as flexible as possible for their students. Currently, 882 students are enrolled in GED Illinois this fiscal year. Through presentations at national adult education conferences, an interest has been created for GED Illinois with several other states inquiring about pilot testing the curriculum.

**ICCB is conducting a GED Pre-Test Study.** As a result of Illinois receiving Federal WIA Incentive funds, the ICCB AEFL Division has begun a study to determine the effect a pre-test would have on the

GED passing rate in Illinois. Twenty-five pilot sites including Adult Education programs and GED Testing Centers will participate in this study. The study will be conducted through June 2005.

**Adult Education and Family Literacy is participating in Federal projects.** Adult Education reading research is becoming increasingly important in what we do. The ICCB AEFL Division is one of six states chosen to participate as part of the USDOE–Office of Vocational and Adult Education STAR (Student Achievement in Reading) Project. The project will focus on the intermediate level learner reading at the 4.0 –8.9 grade equivalency. The ICCB will select 10 to 12 adult education programs as pilot sites including two to three teachers from each site to implement the *Reading Tool Kit* and other diagnostic tools in the classroom. This project will be conducted through December 2005.

The ICCB Adult Education Technology Committee, which consists of program administrators, coordinators/teachers, and the Service Center Network, as well as other stakeholders have worked to develop a technology survey for programs to complete as part of the STAIT/Tech 21 project. This survey will gather information on technology used in programs as well as programs' access to technology. Another component of this project is to explore other methods of delivering services. Long-range plans include the development of a Technology Plan for Adult Education.

**A National ESL Content Standards group convened.** In October 2004, Illinois Adult Education was selected to participate as part of the National ESL Content Standards Consortia. This group consists of group of several states together to develop ESL Content Standards. Illinois has assembled a group of local programs to serve as a working in the development of Illinois ESL Content Standards.

## STUDENTS REACH THEIR POTENTIAL THROUGH ICCB PROGRAMS

Primarily structured to address student issues and challenges, the Student & Instructional Development team works directly with Chief Student Services Officers, student activities' directors, instructional departments in community colleges, and most important, students. Among its areas of responsibilities, this division addresses topics such as special support services for students with learning, developmental, and physical disabilities, financial aid, advising and counseling, student leadership and development, teaching and learning excellence, leadership and core values, and service learning. The following describes selected divisional activities and accountability efforts in fiscal years 2003 and 2004.

### *Productivity*

#### **Students with Disabilities**

Illinois community colleges continue to experience an increasing enrollments of students with disabilities. More than 11,000 students with disabilities enrolled in community colleges during FY04. The ICCB recognizes that community colleges are required to provide services to students with disabilities and is committed to fostering campus environments where equity and diversity are respected, encouraged, and valued.

#### **Community College/ORS Cooperative Agreements for Students with Disabilities**

The rising number of students with disabilities increases the cost for services. Unfortunately, FY04 has suffered a decrease in funding and delivery of services for this particular population. Although the cooperative agreements are intact, it has become more difficult for all entities to honor the agreements. Discontinued funding for the community college Special Populations Grant and a cap on the most needed services by ORS has created a hardship in delivering the required services for students with disabilities.

#### **Interagency Coordinating Council**

As a member of the Interagency Coordinating Council, the ICCB collaborates with other state agencies to improve outcomes for youth with disabilities. Six workgroups within the Council were established after systemic barriers for students with disabilities were identified. It is the goal of each workgroup to address the identified challenges and provide recommendations and solutions for successful student outcomes.

#### **Collaboration on Web-based Technologies for**

#### **Students with Disabilities**

The Instructional Technology portion of the *Promise for Illinois* community college strategic plan makes a pledge to equip Illinois residents with technology skills needed to be successful in the 21st century. However, the lack of access to information technology is becoming the biggest barrier for many students with disabilities to effectively access technology information and on-line courses. Community colleges are re-evaluating and redesigning their web materials to ensure that all students have access to these materials. ICCB personnel are conducting a statewide assessment of community college web-based material accessibility to all students.

### *Economic Impact*

#### **Student Financial Aid and Scholarships**

The ICCB offers two programs that meet the *Promise for Illinois* pledge to increase financial opportunities for the neediest students:

#### **Tuition Payment Request**

The Illinois Community College Board and the Illinois Department of Children and Family Services entered into an agreement in 2001 to sponsor a tuition payment program for eligible wards of the state. Students can attend up to four semesters toward the completion of a certificate or degree program. FY04 budget was \$225,000. Students served totaled 354.

**Lincoln's Challenge Scholarship Program.** The ICCB Lincoln's Challenge Scholarship Program, in conjunction with the Lincoln's Challenge Academy in Rantoul, offers LCA graduates an opportunity to improve the likelihood of their academic and personal success. A scholarship award of \$1,000 per fall and spring semesters is issued to eligible, selected students to continue their education at one of the 48 community colleges. One outstanding accomplishment was creating dual credit among the community colleges and the Academy. Students can earn three credit hours each in basic computer and English which is transferrable to any state community college. This is the first establishment of dual credit with a GED Program. Currently more than 6,000 students have graduated from the resident phase of the program, and more than 5,000 students have earned their GED. The program issued 166 scholarships for FY04 with a budget of \$120,100.

### **Instructional Services-- Faculty and Staff Development-- Leadership and Core Values Initiative**

Pledge seven of the Illinois Community College System's strategic plan, *Promise for Illinois*, commits to ethical decision making and the role that community colleges have played in producing graduates who can respond to current workforce demands. The Leadership and Core Values (LCV) initiative was established in 1997 by the Illinois Community College Board to encourage community colleges to incorporate values and ethics in institutional policies, practices and curricula.

As part of this initiative, four statewide conferences and one national conference have been sponsored. The focus of the national conference was on implementing the values identified by the respective colleges. In addition to the conferences, ICCB staff developed a grant program that supported 121 college-based initiatives, facilitated assessment of campus programs and produced an excellence award program recognizing college achievement in this area.

### **ACCOUNTABILITY**

During fiscal years 2001 and 2002, reports were produced that demonstrated the value and effectiveness of the programs, initiatives and

activities of the Student and Instructional Development Division.

### **Assessment on the Statewide Leadership and Core Values Initiative**

To assess the activities and impact of the ICCB LCV grant program at the college level, a review of the campus activities was initiated. The results of the assessment indicated that the LCV initiative had stimulated discussion and activities that have been positive for the colleges. Since the inception of the initiative, periodic staff reports, indicating the extent and the effectiveness of this initiative on campuses were presented to the ICCB.

### **Underrepresented Groups**

Public Act 85-283 requires public colleges and universities to develop goals and strategies to increase the participation and success of minorities, females, interested in nontraditional occupations, and persons with disabilities. Since the passage of this legislation, the ICCB staff has reported community college efforts to address issues related to access, retention and graduation of these underrepresented and special populations. The FY03 report focused on colleges' efforts to address the needs of students with disabilities. The FY04 report focuses on academic achievement.

### **Looking to the future of the Illinois Community College System**

With enrollment at all-time highs statewide, Illinois community colleges need to be adequately funded to provide the necessary educational experience required by students. Some colleges have had to cap their enrollment due to lack of facilities and resources. Such actions are contrary to the expectations the public has of Illinois community colleges, that is, institutions open to all who seek to further their education through affordable and accessible postsecondary schooling.

When the General Assembly transferred the administration of Adult Education and Family Literacy programs to the Illinois Community College Board, the ICCB testified that these programs had been woefully underfunded and the ICCB would work toward full and adequate funding of them. This funding is of paramount importance to serve those hundreds of thousands of adults in Illinois whose low level of education and literacy prevents them from qualifying for gainful employment and providing adequate income to raise their families. Also, with the increasing numbers of immigrants in Illinois, the accessibility to, and availability of, programs in English as a Second Language is another major priority.

The ICCB further views the complete transference of GED testing administration as a priority which it will continue to pursue.

### **Looking forward in Student Services**

As the Illinois Community College System reviews its strategic plan, priorities that include a strong commitment to meeting the needs of its students are certain to be addressed. Illinois community colleges strive to meet the unique needs of a diverse student population by ensuring that student development programs and services remain high-quality, accessible and accountable. The educational challenges for the next century include providing access for all to technological

information and e-Learning, developing ethical leaders and workers, enhancing a greater understanding of and an ability to communicate in international and multicultural environments, and balancing financial assistance with affordability. The community college system, has identified, and is meeting, these multiple and complex challenges, and is accountable to students and to the residents of the State of Illinois.

### **Illinois community colleges spur the future of Workforce Development**

Within an increasingly complex marketplace, there is a growing emphasis within U.S. firms to increase worker productivity, cut production costs, and still maintain on-time delivery of the highest quality goods and services. The ICCB continues to build strong working relationships between community colleges and business, trade, and labor organizations with the goal of improving the use and value of community college services by business and labor. Simultaneously, the ICCB works with colleges to continually improve the type, amount, and quality of community college education and training services.

Efforts are being made to strengthen ICCB and community college/adult education provider roles in the ongoing development of the state's workforce development system through collaboration with the Governor's office and its Interagency Team, other state and local agencies, the Illinois Workforce Investment Board and its committees, and through special task forces and committees.

In the face of dwindling resources, the Illinois community college system will be expected to do more with less. Therefore, efforts are being made to expand coordination of workforce development, career and technical education, and adult education and family literacy within the ICCB and assist colleges/adult education providers in connecting these efforts locally.



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## **PROMISE FOR ILLINOIS**

### **A STRATEGIC PLAN FOR THE ILLINOIS COMMUNITY COLLEGE SYSTEM**

As the Illinois Community College System moves into the new millennium, it has assessed what has been accomplished since its inception 35 years ago and what course it needs to follow in the next few years. The result of that intense assessment is the *Promise for Illinois*. This Promise was approved by the Illinois Community College Board in September 2000. It proposes the role that Illinois community colleges should play in building a strong future for the state and its residents.

The pledges and actions contained in the *Promise for Illinois* neither prescribe nor mandate, but offer a vision of how the community colleges will serve Illinois. The manner in which each college embraces the vision will be unique depending upon the needs of the communities and people that each college serves.

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### **THE SEVEN PLEDGES**

Illinois needs a locally and globally competitive workforce, an effective college and university transfer network, residents who can read, write, compute, and communicate, and residents and a workforce with strong technology skills. Therefore, Illinois community colleges pledge:

**1. COMPETITIVE WORKFORCE**

*Address workforce development needs with flexible, responsive, and progressive programs*

**2. EFFECTIVE TRANSFER**

*Offer rigorous courses and programs designed for college and university transfer*

**3. EXPANDED ADULT EDUCATION**

*Expand Adult Education and Family Literacy programs necessary for individuals and families to have high-quality work and life in Illinois*

**4. UNIVERSAL TECHNICAL SKILLS**

*Equip Illinois residents with the technology skills they need to be successful in the 21st century*

In addition, to enhance learning and the availability of a college experience, the Illinois Community College System pledges:

**5. HIGH QUALITY**

*Emphasize high quality in all programs, services, and operations*

**6. AFFORDABLE ACCESS**

*Deliver affordable learning opportunities to the doorstep of Illinois residents*

**7. ETHICAL DECISION MAKING**

*Model and promote leadership and ethical decision making*

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