Agenda
453rd Meeting of the
Illinois Community College Board

Harry L. Crisp II Community College Center
Second Floor Conference Room
401 East Capitol Avenue
Springfield, IL

December 2, 2022

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Illinois Community College Board

**FINANCE, BUDGETING, ACCOUNTABILITY, & EXTERNAL AFFAIRS
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:

- ➢ Public Relations and Marketing Update

- ➢ Legislative Update

- ➢ ICCB Finance Advisory Committee

- ➢ Fall 2022 Enrollment Report

- ➢ January 2023 Regulatory Agenda

ICCB

ILLINOIS COMMUNITY COLLEGE BOARD

FALL 2022
OPENING COMMUNITY
COLLEGE ENROLLMENT
REPORT

October 2022

FALL 2022 OPENING COMMUNITY COLLEGE ENROLLMENT REPORT

SYSTEMWIDE HEADCOUNT ENROLLMENTS INCREASE 1.5 PERCENT FROM THE PREVIOUS YEAR AND REGISTER FALL-TO-FALL ENROLLMENT GROWTH FOR THE FIRST TIME SINCE FALL 2009

Overall, the Illinois Community College System opening Fall 2022 enrollments had an increase in both headcount (+1.5 percent) and Full-time Equivalent (FTE) (+0.3 percent) from the previous year. The opening enrollments reflect the end of the regular fall registration period which is usually the 10th day of class. The preliminary counts derive from the web-based ICCB Fall 2022 Enrollment Survey.

Due to the pandemic, the Illinois Community College System experienced an unprecedented decrease in headcount enrollment and FTE from Fall 2019 to Fall 2020. In response to COVID-19, Illinois community colleges implemented campus measures quickly to ensure a safe instructional environment and employed substantial adjustments to instruction by transitioning many courses to remote and online modalities. Support services and fiscal resources were also provided to students, with many from underrepresented groups, to mitigate the impact of the pandemic. In Fall 2022 community colleges remain positioned to meet regional and statewide student and employer needs by providing high-quality, accessible, and cost-effective educational opportunities, programs, and services for a diverse student population.

The Fall 2021 to Fall 2022 rate of enrollment incline for the Illinois Community Colleges System is outpacing growth nationally. According to a Report released by the National Student Clearinghouse (NSC) Research Center, a nonprofit organization that tracks postsecondary enrollment patterns, public 2-year sector (i.e., community colleges) Fall 2022 enrollment nationally decreased 0.4 percent from the previous year as compared to the 1.5 percent growth in Illinois.

Significant findings from the ICCB Fall 2022 Opening Community College Enrollment Report include:

- Fall 2022 headcount enrollments (+1.5 percent) and Full-time Equivalents (FTE) enrollments (+0.3 percent) both increased from the previous year.

- Twenty-eight community colleges experienced an increase in headcount enrollment from Fall 2021 to Fall 2022 while twenty community colleges had a decrease.

- Instructional areas often dependent on in-person instruction increased headcount enrollments in Career and Technical Education (+0.8 percent) and Vocational Skill Training (+1.9%) in Fall 2022 compared to the previous year. Student enrollment in Transfer programs remained relatively unchanged from the previous year with a decline of 0.4 percent.

- Adult Education, which encompasses a substantial at-risk population, increased headcount by 30.4 percent from Fall 2021 to Fall 2022.

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- For Dual Credit, which allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree, headcount enrollments increased 9.7 percent in Fall 2022 compared to Fall 2021.

- While the number of distance education students decreased in Fall 2022 as compared to the previous year, it remains a prevalent and flexible form of course delivery with 47.3 percent of students enrolling in at least one online course in the current Fall as compared to Fall 2019 (pre-pandemic) at 24.3 percent.

Table 1 provides systemwide comparative fall census enrollment counts for the last five years. Fall 2022 headcount enrollments increased but remain below pre-pandemic enrollments in Fall 2019. The Fall 2021 (N = 230,490) to Fall 2022 (N = 233,849) increase in enrollment is the first year-to-year increase since Fall 2008 to Fall 2009, ending twelve years of continued decline. The FTE figures reflect the total number of credit hours being taken by students divided by 15, which is the number of semester hours traditionally considered a full-time class load. The FTE enrollment was 132,801 in Fall 2022. Statewide FTE enrollments are up the equivalent of 444 full-time students (FTE +0.3 percent) from Fall 2021.

Table 1
SUMMARY OF OPENING FALL ENROLLMENT IN
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2018-2022

	2018	2019	2020	2021	2022
Headcount	283,415	271,336	233,777	230,490	233,849
% Change from Previous Year	-3.4%	-4.3%	-13.8%	-1.4%	1.5%
FTE	164,405	157,873	138,237	132,358	132,801
% Change from Previous Year	-3.5%	-4.0%	-12.4%	-4.3%	0.3%

Data Source: ICCB Fall 2022 Enrollment Survey and ICCB Centralized Data System–Fall Enrollment (E1) Student-Level Submission for Fall 2018-2021.

Opening Fall Headcount and FTE Results by College. Table 2 provides comparative information by college for Fall 2018 through 2022 headcount enrollments. A one-year comparison between Fall 2021 and Fall 2022 among the 48 community colleges shows that nearly half of the colleges reported an enrollment gain. Sixteen colleges reported headcount decreases of one percent or more. Twenty-three colleges exhibited headcount enrollment increases of one percent or above. Nine of the colleges experienced little or no change (less than +/- one percent).

Table 3 provides college level comparative data on FTE enrollments for the most recent five-year period. Over the past year, FTE decreases are posted by 19 colleges, and 21 colleges reported increases. Eight of the colleges experienced little or no change in FTE.

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Opening Fall Headcount Online Enrollment Statewide and by College. Online instruction is an important part of the delivery of instructional programs in the community college system. Fall 2022 is the fifteenth year that online enrollments have been reported from all colleges in the Opening Fall Enrollment Survey. Tables 4 and 5 provide unduplicated and duplicated headcount online enrollment for Fall 2018 through Fall 2022. There are 219,768 duplicated online enrollments and 110,579 unduplicated online enrollments for Fall 2022. Duplicated online headcount enrollments decreased 26.0 percent (-77,352) from Fall 2021, while Fall 2022 unduplicated online enrollments decreased 15.6 percent with 20,383 fewer students than Fall 2021. Based on unduplicated beginning of term counts, in Fall 2022 online headcount enrollments (unduplicated) accounted for 47.3 percent of overall headcount enrollments which is lower than last year (56.8 percent). Figure 1 represents the statewide proportion of online student enrollments (i.e., students enrolling in at least one online course) versus on-campus only students. Online students accounted for 47.3 percent of the overall student population in Fall 2022. Similarly, in Fall 2021, online student enrollments represented 56.8 percent of all students, and in Fall 2020 represented 61.9 percent. In contrast, prior to the pandemic, online enrollments represented only 24.3 percent of the population in Fall 2019 and 23.1 percent in Fall 2018.
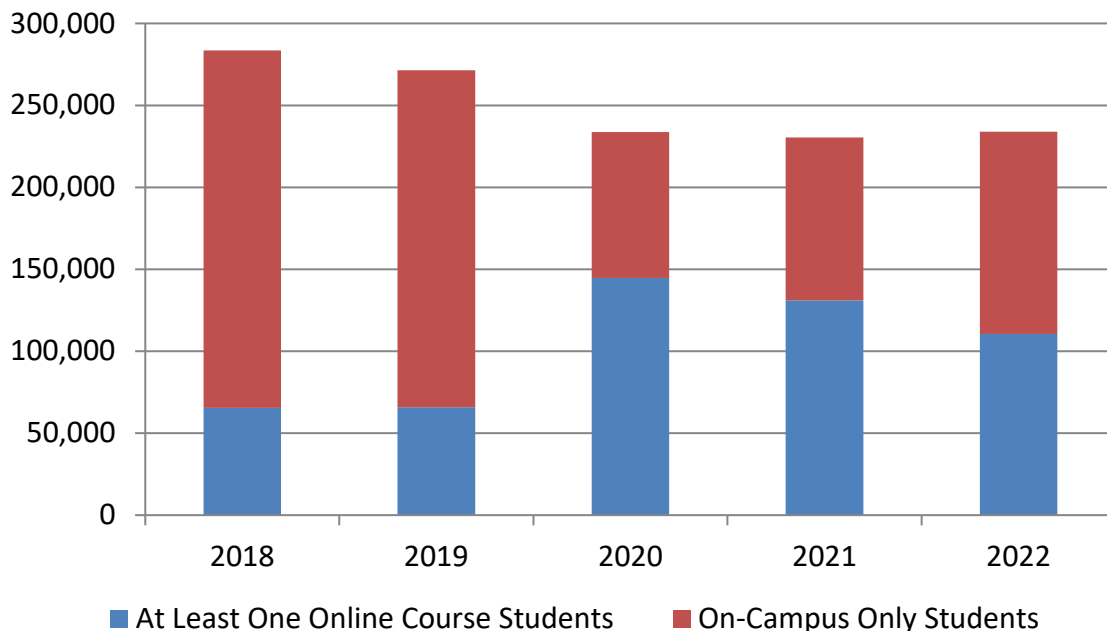
*2018 figures corrected from the 2021 report
Figure 1: Opening Fall Headcount by Online Course Students versus On-Campus Only Students, 2018-2022

Table 6 provides opening online FTE enrollments for Fall 2018 through Fall 2022. There are 45,875 online FTE enrollments in Fall 2022, which is a decrease over Fall 2021 (-23.5 percent or -14,126 FTE). In Fall 2022, online FTE enrollments accounted for 34.5 percent of overall opening FTE enrollments, which is a drop from Fall 2021 (45.3 percent).

The Fall 2022 online unduplicated headcount is 106.8 percent above its corresponding 5-year average (N = 103,504). The Fall 2022 online duplicated headcount is also above its 5-year average

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(+101.8 percent; N = 215,817). The online FTE for Fall 2022 is above its 5-year average (+103.6 percent; N = 44,292).

Opening Fall Headcount Enrollment by Instructional Program Area Statewide and by College.

Table 7 provides Fall 2022 fall opening enrollments by instructional program area. This is a newer table within the report reflecting additional items collected for the first-time last year as a part of the Fall survey process. The collection of more granular data at the instructional program area level will allow for a deeper understanding of enrollment trends. Transfer was the largest instructional program, accounting for 58.9 percent. Career and Technical Education was the second largest instructional program, accounting for 25.7 percent of enrollments in Fall 2022. Students in Adult Education (ABE, ASE, and ESL) comprised 8.8 percent of enrollments, while 5.3 percent of enrollments were in General Associates programs. Enrollments in Vocational Skills (1.1 percent) and General Studies (0.2 percent) programs represented only about one percent of enrollments in Fall 2022.

Figure 2 provides fall enrollment headcount by instructional program area for Fall 2018 through Fall 2022. Short-term, from Fall 2021 to Fall 2022, increases in enrollment occurred for students enrolled in the following curriculums: Adult Education (+30.4 percent), General Studies Certificate (+23.4 percent), Vocational Skills (+1.9 percent), and Career and Technical Education (+0.8 percent). These instructional areas, which primarily lean on an in-person and hands-on curriculum, were impacted substantially by pandemic and the necessity in moving many courses to remote or online modalities. With more in-person course options in Fall 2022, these instructional areas have an uptick in enrollment. Instructional areas with decreases in enrollment from Fall 2021 to Fall 2022 include General Associate (-11.2 percent) and Transfer (-0.4 percent). Longer-term, from Fall 2018 to Fall 2022, all instructional program areas experienced enrollment declines ranging from 14.1 percent in Transfer to 44.0 percent in Vocational Skills.
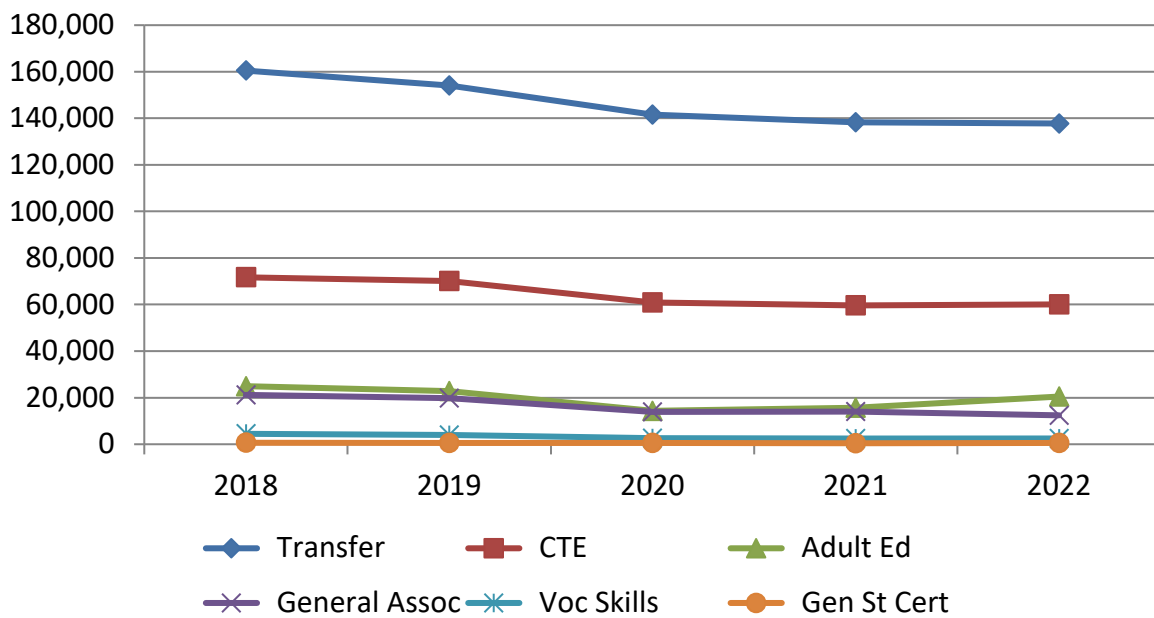
Figure 2: Opening Fall Headcount by Instructional Program Area, 2018-2022

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Opening Fall Headcount Dual Credit Enrollment Statewide and by College.

Table 8 provides opening headcount enrollments of dual credit students in Fall 2022. Like Table 7, this table reflects the addition of new items collected in the Fall survey beginning last year. At the beginning of the Fall 2022 semester there were 38,711 enrollments for dual credit students, which represented about one in six enrollments (16.6 percent). Opening dual credit enrollments increased 9.7 percent from last fall.

Additional Background. The Fall 2022 preliminary summary student counts in this report (Fall 2022 Opening Enrollment Report) derive from the web-based ICCB Fall 2022 Enrollment Survey. Beyond the survey, which allows ICCB and the Illinois Community College System to timely address stakeholder inquiries about fall enrollment, ICCB also annually collects student-level data from community colleges for the fall term. Upon finalization of the data in late fall, the nuanced data will allow ICCB to more fully analyze instructional areas, demographics, and other student characteristics.

It should be noted the counts in this report also only provide a "snapshot" of opening fall term enrollment for year-to-year and institution-to-institution comparisons. The diversity of the community college system and its students is not fully captured in these opening enrollment snapshot data. Community college flexible scheduling (e.g., accelerated course modules, intensive late start classes, etc.) is necessary to accommodate student schedules and compete successfully in the marketplace. Hence, enrollment trends are more fully captured through use of annual data. More complete annual data are available via ICCB's Data Book. The joint ICCB-IBHE Illinois Postsecondary Profiles platform also provides pertinent trend information on Enrollment, Affordability, Progress, Advancement, and Completion for all 2- and 4-year higher education institutions in Illinois.

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Dist. No.	District/College	Fall 2018 Headcount	Fall 2019 Headcount	Fall 2020 Headcount	Fall 2021 Headcount	Fall 2022 Headcount	% Change 2018-2022	% Change 2021-2022
503	Black Hawk	4,333	4,472	3,743	3,736	3,773	-12.9 %	1.0 %
518	Carl Sandburg	1,860	1,925	1,755	1,687	1,688	-9.2	0.1
508	City Colleges of Chicago	(45,938)	(40,508)	(35,646)	(32,565)	(34,798)	(-24.3)	(6.9)
02	Harold Washington	8,643	7,276	6,479	5,750	5,567	-35.6	-3.2
04	Harry S Truman	7,673	6,365	5,186	4,749	5,295	-31.0	11.5
01	Kennedy-King	3,136	2,410	1,878	1,903	2,235	-28.7	17.4
03	Malcolm X	7,104	6,997	7,273	6,551	7,312	2.9	11.6
05	Olive-Harvey	2,663	2,177	1,955	1,831	2,102	-21.1	14.8
06	Richard J. Daley	6,942	6,521	4,929	4,545	4,794	-30.9	5.5
07	Wilbur Wright	9,777	8,762	7,946	7,236	7,493	-23.4	3.6
502	College of DuPage	24,900	23,903	21,010	20,849	21,939	-11.9	5.2
532	College of Lake County	14,193	13,743	11,854	12,117	11,651	-17.9	-3.8
507	Danville Area	2,620	2,644	2,171	2,032	1,924	-26.6	-5.3
509	Elgin	9,567	9,931	7,882	8,050	8,920	-6.8	10.8
512	Harper	13,530	13,477	12,199	12,015	12,434	-8.1	3.5
540	Heartland	5,063	4,974	4,485	4,697	4,858	-4.0	3.4
519	Highland	1,596	1,511	1,276	1,203	1,184	-25.8	-1.6
514	Illinois Central	8,875	8,749	7,813	7,385	7,044	-20.6	-4.6
529	Illinois Eastern	(6,712)	(6,196)	(5,113)	(4,826)	(4,171)	(-37.9)	(-13.6)
04	Frontier	1,931	1,719	1,262	2,337	1,740	-9.9	-25.5
01	Lincoln Trail	892	797	723	632	636	-28.7	0.6
02	Olney Central	1,112	1,034	906	992	869	-21.9	-12.4
03	Wabash Valley	2,777	2,646	2,222	865	926	-66.7	7.1
513	Illinois Valley	2,958	2,841	2,413	2,470	2,371	-19.8	-4.0
530	John A. Logan	4,040	3,744	3,328	2,954	3,272	-19.0	10.8
539	John Wood	1,924	1,934	1,881	1,728	1,720	-10.6	-0.5
525	Joliet Junior	14,726	14,318	10,267	11,551	10,212	-30.7	-11.6
520	Kankakee	2,822	2,601	2,245	2,231	2,333	-17.3	4.6
501	Kaskaskia	3,164	3,248	2,785	2,282	3,370	6.5	47.7
523	Kishwaukee	3,307	3,060	2,626	2,442	2,581	-22.0	5.7
517	Lake Land	4,583	4,466	3,862	3,644	3,742	-18.4	2.7
536	Lewis and Clark	6,698	6,413	4,683	4,125	3,973	-40.7	-3.7
526	Lincoln Land	5,565	5,446	4,977	4,840	4,444	-20.1	-8.2
528	McHenry County	7,031	7,473	7,814	8,765	8,874	26.2	1.2
524	Moraine Valley	13,762	13,032	11,026	10,578	10,511	-23.6	-0.6
527	Morton	4,351	4,439	3,618	3,850	3,753	-13.7	-2.5
535	Oakton	8,454	8,083	7,313	7,433	7,645	-9.6	2.9
505	Parkland	7,074	6,510	5,758	5,394	5,686	-19.6	5.4
515	Prairie State	3,946	3,843	2,716	2,618	2,624	-33.5	0.2
521	Rend Lake	2,486	2,287	1,802	2,002	1,796	-27.8	-10.3
537	Richland	2,476	2,846	2,235	2,252	2,075	-16.2	-7.9
511	Rock Valley	6,244	6,092	5,762	5,494	5,861	-6.1	6.7
506	Sauk Valley	1,628	1,616	1,386	1,378	1,386	-14.9	0.6
531	Shawnee	1,125	1,083	1,176	1,054	1,174	4.4	11.4
510	South Suburban	4,232	4,066	3,366	3,691	3,920	-7.4	6.2
533	Southeastern Illinois	1,650	1,732	1,263	1,239	1,379	-16.4	11.3
522	Southwestern Illinois	8,841	8,508	6,906	7,213	7,188	-18.7	-0.3
534	Spoon River	1,436	1,386	1,239	1,273	1,212	-15.6	-4.8
504	Triton	10,529	9,571	8,819	9,048	8,616	-18.2	-4.8
516	Waubonsee	9,176	8,665	7,564	7,779	7,747	-15.6 %	-0.4 %
	Totals	283,415	271,336	233,777	230,490	233,849	-17.5 %	1.5 %

SOURCE OF DATA: ICCB Centralized Data System--Fall Enrollment (E1) for Fall 2018-2021 and Fall Enrollment Survey for Fall 2022

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Dist. No.	District/College	Fall 2018 FTE	Fall 2019 FTE	Fall 2020 FTE	Fall 2021 FTE	Fall 2022 FTE	% Change 2018-2022	% Change 2021-2022
503	Black Hawk	2,577	2,533	2,222	2,134	2,079	-19.3 %	-2.6 %
518	Carl Sandburg	1,203	1,217	1,076	1,043	1,039	-13.7	-0.5
508	City Colleges of Chicago	(28,517)	(25,726)	(21,802)	(19,565)	(20,418)	(-28.4)	(4.4)
02	Harold Washington	5,836	4,914	4,074	3,451	3,252	-44.3	-5.8
04	Harry S Truman	4,370	3,498	2,867	2,616	2,973	-32.0	13.7
01	Kennedy-King	1,999	1,806	1,194	1,325	1,365	-31.7	3.0
03	Malcolm X	4,462	4,744	4,512	4,107	4,458	-0.1	8.5
05	Olive-Harvey	1,474	1,392	1,196	1,046	1,213	-17.7	16.1
06	Richard J. Daley	4,389	3,954	2,875	2,676	2,778	-36.7	3.8
07	Wilbur Wright	5,986	5,417	5,084	4,344	4,379	-26.9	0.8
502	College of DuPage	13,677	13,329	12,080	11,655	11,777	-13.9	1.0
532	College of Lake County	8,019	7,848	6,975	7,054	6,857	-14.5	-2.8
507	Danville Area	1,443	1,388	1,185	1,139	1,107	-23.3	-2.8
509	Elgin	5,577	5,732	4,816	4,712	5,009	-10.2	6.3
512	Harper	7,740	7,713	7,264	6,862	6,878	-11.1	0.2
540	Heartland	3,055	2,978	2,657	2,687	2,808	-8.1	4.5
519	Highland	1,053	952	874	808	756	-28.2	-6.3
514	Illinois Central	5,008	4,892	4,347	3,984	3,788	-24.4	-4.9
529	Illinois Eastern	(2,850)	(2,667)	(2,431)	(2,270)	(2,256)	(-20.8)	(-0.6)
04	Frontier	580	559	540	539	522	-10.0	-3.1
01	Lincoln Trail	613	575	567	484	481	-21.5	-0.6
02	Olney Central	749	710	638	666	653	-12.8	-2.0
03	Wabash Valley	909	822	686	583	600	-33.9	3.1
513	Illinois Valley	1,718	1,689	1,517	1,457	1,489	-13.3	2.2
530	John A. Logan	2,530	2,378	2,122	1,859	1,974	-22.0	6.2
539	John Wood	1,293	1,299	1,252	1,160	1,117	-13.6	-3.7
525	Joliet Junior	8,146	8,022	6,308	6,399	6,009	-26.2	-6.1
520	Kankakee	1,642	1,557	1,431	1,368	1,455	-11.4	6.4
501	Kaskaskia	1,843	1,899	1,641	1,538	1,806	-2.0	17.5
523	Kishwaukee	2,021	1,816	1,553	1,454	1,508	-25.4	3.7
517	Lake Land	2,999	2,900	2,605	2,368	2,476	-17.4	4.6
536	Lewis and Clark	3,283	3,153	2,539	2,282	2,147	-34.6	-5.9
526	Lincoln Land	3,468	3,413	3,123	3,019	2,807	-19.1	-7.0
528	McHenry County	3,777	3,893	3,976	4,226	4,257	12.7	0.7
524	Moraine Valley	8,340	7,712	6,410	6,065	5,943	-28.7	-2.0
527	Morton	2,402	2,391	2,019	2,054	2,043	-14.9	-0.5
535	Oakton	4,659	4,497	4,254	4,068	4,151	-10.9	2.0
505	Parkland	4,297	4,003	3,528	3,250	3,376	-21.4	3.9
515	Prairie State	2,305	2,242	1,618	1,505	1,591	-31.0	5.7
521	Rend Lake	1,670	1,544	1,263	1,351	1,323	-20.8	-2.1
537	Richland	1,397	1,500	1,219	1,147	1,095	-21.6	-4.6
511	Rock Valley	4,078	4,033	3,817	3,633	3,669	-10.0	1.0
506	Sauk Valley	1,028	1,046	915	872	885	-13.9	1.5
531	Shawnee	891	843	862	648	707	-20.7	9.0
510	South Suburban	2,067	1,939	1,645	1,566	1,569	-24.1	0.2
533	Southeastern Illinois	837	870	701	666	729	-12.9	9.5
522	Southwestern Illinois	5,514	5,388	4,510	4,583	4,310	-21.8	-6.0
534	Spoon River	846	848	757	746	688	-18.6	-7.7
504	Triton	5,812	5,411	4,796	4,836	4,785	-17.7	-1.1
516	Waubonsee	4,825	4,613	4,129	4,324	4,124	-14.5 %	-4.6 %
	Totals	164,405	157,873	138,237	132,358	132,801	-19.2 %	0.3 %

SOURCE OF DATA: ICCB Centralized Data System--Fall Enrollment (E1) for Fall 2018-2021 and Fall Enrollment Survey for Fall 2022

Dist. No.	District/College	Fall 2018 Unduplicated	Fall 2019 Unduplicated	Fall 2020 Unduplicated	Fall 2021 Unduplicated	Fall 2022 Unduplicated	% Change 2018-2022	% Change 2021-2022
503	Black Hawk	1,482	1,511	2,656	2,192	1,962	32.4 %	-10.5 %
518	Carl Sandburg	761	836	1,250	1,121	1,052	38.2	-6.2
508	City Colleges of Chicago	(4,873)	(5,401)	(6,996)	(21,171)	(17,901)	(267.4)	(-15.4)
02	Harold Washington	1,481	1,534	1,882	4,739	3,867	161.1	-18.4
04	Harry S Truman	518	624	854	2,380	2,048	295.4	-13.9
01	Kennedy-King	274	263	315	1,085	1,217	344.2	12.2
03	Malcolm X	840	1,057	1,362	5,016	4,423	426.5	-11.8
05	Olive-Harvey	269	312	388	1,037	941	249.8	-9.3
06	Richard J. Daley	459	465	719	2,107	1,934	321.4	-8.2
07	Wilbur Wright	1,032	1,146	1,476	4,807	3,471	236.3	-27.8
502	College of DuPage	5,833	6,034	11,961	13,474	9,755	67.2	-27.6
532	College of Lake County	3,110	3,223	10,805	5,773	7,430	138.9	28.7
507	Danville Area	875	864	1,663	972	888	1.5	-8.6
509	Elgin	1,427	1,951	4,735	6,124	3,914	174.3	-36.1
512	Harper	2,649	3,022	10,549	8,553	6,216	134.7	-27.3
540	Heartland	1,416	1,555	3,327	2,615	2,522	78.1	-3.6
519	Highland	480	453	737	620	576	20.0	-7.1
514	Illinois Central	2,433	2,369	5,916	3,980	2,927	20.3	-26.5
529	Illinois Eastern	(1,490)	(1,353)	(1,623)	(1,357)	(1,540)	(3.4)	(13.5)
04	Frontier	194	215	277	195	302	55.7	54.9
01	Lincoln Trail	342	345	499	326	375	9.6	15.0
02	Olney Central	586	447	477	442	500	-14.7	13.1
03	Wabash Valley	368	346	370	394	363	-1.4	-7.9
513	Illinois Valley	555	657	1,770	950	1,265	127.9	33.2
530	John A. Logan	1,419	1,242	1,543	1,342	1,265	-10.9	-5.7
539	John Wood	1,150	1,135	1,396	1,194	1,164	1.2	-2.5
525	Joliet Junior	3,431	3,577	9,885	7,795	4,902	42.9	-37.1
520	Kankakee	662	593	1,513	793	1,031	55.7	30.0
501	Kaskaskia	1,199	1,179	1,454	1,207	1,214	1.3	0.6
523	Kishwaukee	959	910	2,022	1,453	1,210	26.2	-16.7
517	Lake Land	1,741	1,693	2,837	1,833	1,944	11.7	6.1
536	Lewis and Clark	682	727	807	1,377	931	36.5	-32.4
526	Lincoln Land	1,704	1,739	3,464	2,603	2,451	43.8	-5.8
528	McHenry County	1,881	1,965	4,445	3,343	3,205	70.4	-4.1
524	Moraine Valley	2,719	2,872	8,557	7,216	4,495	65.3	-37.7
527	Morton	544	485	3,151	1,180	1,477	171.5	25.2
535	Oakton	2,508	2,493	6,422	5,403	3,980	58.7	-26.3
505	Parkland	2,448	2,317	3,530	2,794	4,223	72.5	51.1
515	Prairie State	836	929	2,293	1,774	1,363	63.0	-23.2
521	Rend Lake	476	520	1,295	879	851	78.8	-3.2
537	Richland	731	771	1,730	1,247	1,161	58.8	-6.9
511	Rock Valley	1,522	1,490	4,936	3,539	3,014	98.0	-14.8
506	Sauk Valley	725	760	1,173	727	783	8.0	7.7
531	Shawnee	395	379	576	500	507	28.4	1.4
510	South Suburban	810	887	1,000	1,072	1,392	71.9	29.9
533	Southeastern Illinois	808	772	689	568	718	-11.1	26.4
522	Southwestern Illinois	2,274	2,362	3,635	3,202	3,115	37.0	-2.7
534	Spoon River	469	475	757	528	705	50.3	33.5
504	Triton	3,305	1,871	6,636	4,543	2,442	-26.1	-46.2
516	Waubonsee	2,641	2,553	4,897	3,948	3,088	16.9 %	-21.8 %
	Totals	65,423	65,925	144,631	130,962	110,579	69.0 %	-15.6 %

SOURCE OF DATA: Fall Enrollment Surveys

{ICCB

Dist. No.	District/College	Fall 2018 Duplicated	Fall 2019 Duplicated	Fall 2020 Duplicated	Fall 2021 Duplicated	Fall 2022 Duplicated	% Change 2018-2022	% Change 2021-2022
503	Black Hawk	2,404	2,537	6,971	4,973	3,936	63.7 %	-20.9 %
518	Carl Sandburg	1,215	1,373	2,746	2,389	2,123	74.7	-11.1
508	City Colleges of Chicago	(7,687)	(8,783)	(12,840)	(60,989)	(37,291)	(385.1)	(-38.9)
02	Harold Washington	2,430	2,648	3,434	13,388	8,308	241.9	-37.9
04	Harry S Truman	826	939	1,388	6,398	4,280	418.2	-33.1
01	Kennedy-King	452	446	545	2,778	2,502	453.5	-9.9
03	Malcolm X	1,259	1,662	2,153	15,122	9,021	616.5	-40.3
05	Olive-Harvey	411	545	1,288	2,711	2,003	387.3	-26.1
06	Richard J. Daley	700	756	1,249	5,807	4,061	480.1	-30.1
07	Wilbur Wright	1,609	1,787	2,783	14,785	7,116	342.3	-51.9
502	College of DuPage	9,515	9,944	24,272	29,518	19,252	102.3	-34.8
532	College of Lake County	4,659	5,056	28,972	9,995	14,998	221.9	50.1
507	Danville Area	1,506	1,446	1,763	1,560	2,047	35.9	31.2
509	Elgin	2,615	2,869	7,597	14,659	7,562	189.2	-48.4
512	Harper	3,969	4,502	29,689	20,217	12,416	212.8	-38.6
540	Heartland	2,250	2,435	8,884	6,561	4,557	102.5	-30.5
519	Highland	805	799	1,739	1,278	1,238	53.8	-3.1
514	Illinois Central	3,836	3,754	15,846	8,325 *	5,566	45.1	-33.1
529	Illinois Eastern	(1,892)	(1,767)	(2,140)	(1,618)	(1,786)	(-5.6)	(10.4)
04	Frontier	256	280	379	208	320	25.0	53.8
01	Lincoln Trail	457	521	707	449	457	0.0	1.8
02	Olney Central	758	584	616	514	605	-20.2	17.7
03	Wabash Valley	421	382	438	447	404	-4.0	-9.6
513	Illinois Valley	811	961	5,225	1,829	2,260	178.7	23.6
530	John A. Logan	2,217	2,141	2,850	2,503	2,146	-3.2	-14.3
539	John Wood	2,029	2,033	2,844	2,566	2,507	23.6	-2.3
525	Joliet Junior	5,405	5,778	26,779	18,671	9,322	72.5	-50.1
520	Kankakee	991	850	3,759	1,376	1,819	83.6	32.2
501	Kaskaskia	2,310	2,294	2,784	2,749	2,370	2.6	-13.8
523	Kishwaukee	1,564	1,516	6,053	3,696	2,770	77.1	-25.1
517	Lake Land	3,447	3,354	10,308	3,552	4,046	17.4	13.9
536	Lewis and Clark	1,041	1,147	1,327	2,362	931	-10.6	-60.6
526	Lincoln Land	2,957	3,056	7,141	5,463	4,994	68.9	-8.6
528	McHenry County	3,131	3,192	10,477	6,820	6,242	99.4	-8.5
524	Moraine Valley	4,161	4,382	26,439	16,065	9,066	117.9	-43.6
527	Morton	714	656	7,508	2,616	2,428	240.1	-7.2
535	Oakton	3,794	3,775	16,597	12,731	9,328	145.9	-26.7
505	Parkland	3,780	3,618	5,771	5,142	9,471	150.6	84.2
515	Prairie State	1,299	1,551	5,731	3,453	2,782	114.2	-19.4
521	Rend Lake	752	838	3,691	1,635	1,607	113.7	-1.7
537	Richland	1,218	1,322	4,126	1,803	1,734	42.4	-3.8
511	Rock Valley	2,294	2,238	14,168	8,047	6,339	176.3	-21.2
506	Sauk Valley	1,135	1,264	3,763	1,374	1,488	31.1	8.3
531	Shawnee	594	685	1,228	1,003	1,050	76.8	4.7
510	South Suburban	1,156	1,285	1,480	3,147	2,670	131.0	-15.2
533	Southeastern Illinois	1,415	1,379	1,387	1,037	1,310	-7.4	26.3
522	Southwestern Illinois	3,672	3,982	7,480	6,489	6,338	72.6	-2.3
534	Spoon River	867	914	1,149	1,115	1,573	81.4	41.1
504	Triton	4,498	2,840	16,667	9,633	4,413	-1.9	-54.2
516	Waubonsee	4,497	4,317	11,271	8,161	5,992	33.2 %	-26.6 %
	Totals	104,102	106,633	351,462	297,120	219,768	111.1 %	-26.0 %

* Modified by College
SOURCE OF DATA: Fall Enrollment Surveys

Dist. No.	District/College	Fall 2018 FTE	Fall 2019 FTE	Fall 2020 FTE	Fall 2021 FTE	Fall 2022 FTE	% Change 2018-2022	% Change 2021-2022
503	Black Hawk	461	480	1,321	970	751	62.7 %	-22.6 %
518	Carl Sandburg	246	280	559	479	434	76.9	-9.2
508	City Colleges of Chicago	(1,628)	(1,870)	(2,611)	(11,750)	(8,297)	(409.6)	(-29.4)
02	Harold Washington	515	563	737	2,629	1,824	254.1	-30.6
04	Harry S Truman	175	200	296	1,231	952	443.8	-22.7
01	Kennedy-King	94	93	113	537	536	470.1	-0.2
03	Malcolm X	266	352	459	2,829	2,068	677.4	-26.9
05	Olive-Harvey	87	116	189	530	438	403.7	-17.3
06	Richard J. Daley	147	162	263	1,131	899	511.9	-20.5
07	Wilbur Wright	344	384	554	2,863	1,580	359.3	-44.8
502	College of DuPage	1,987	2,098	5,343	6,389	4,121	107.4	-35.5
532	College of Lake County	953	1,028	6,037	2,203	3,136	229.1	42.4
507	Danville Area	270	300	443	372	312	15.4	-16.1
509	Elgin	517	583	1,731	3,196	1,567	203.2	-51.0
512	Harper	785	892	6,202	4,188	2,538	223.3	-39.4
540	Heartland	469	499	1,961	1,367	939	100.2	-31.3
519	Highland	145	144	315	233	242	67.1	3.8
514	Illinois Central	750	747	3,436	1,751	1,131	50.7	-35.4
529	Illinois Eastern	(272)	(268)	(324)	(293)	(332)	(22.1)	(13.3)
04	Frontier	39	44	53	38	55	39.7	43.8
01	Lincoln Trail	72	80	92	77	83	14.6	7.1
02	Olney Central	108	94	110	99	111	2.5	11.7
03	Wabash Valley	53	50	69	79	84	58.2	6.4
513	Illinois Valley	154	180	1,047	340	417	170.0	22.6
530	John A. Logan	477	426	573	514	457	-4.2	-11.0
539	John Wood	362	360	519	481	470	29.6	-2.3
525	Joliet Junior	1,131	1,206	5,643	3,920	1,896	67.6	-51.6
520	Kankakee	195	169	743	253	360	85.0	42.5
501	Kaskaskia	373	286	557	498	474	27.2	-4.9
523	Kishwaukee	304	291	1,206	734	552	81.8	-24.8
517	Lake Land	667	653	2,250	861	779	16.8	-9.5
536	Lewis and Clark	203	236	264	473	678	233.9	43.5
526	Lincoln Land	597	641	1,485	1,135	1,055	76.7	-7.1
528	McHenry County	601	605	2,129	1,272	1,162	93.5	-8.7
524	Moraine Valley	850	895	5,463	3,064	1,829	115.2	-40.3
527	Morton	152	135	1,598	79	490	222.5	523.0
535	Oakton	740	728	3,496	2,535	1,525	106.0	-39.9
505	Parkland	803	777	1,432	1,123	2,094	160.7	86.4
515	Prairie State	318	306	1,208	714	533	67.5	-25.4
521	Rend Lake	144	159	714	309	301	109.2	-2.7
537	Richland	252	277	892	535	538	113.7	0.5
511	Rock Valley	443	453	2,897	1,584	1,224	176.6	-22.7
506	Sauk Valley	201	209	778	230	610	203.5	165.2
531	Shawnee	151	135	259	209	207	36.8	-1.2
510	South Suburban	205	231	273	614	519	152.8	-15.6
533	Southeastern Illinois	256	250	288	206	253	-1.2	22.8
522	Southwestern Illinois	698	748	1,417	1,283	1,237	77.3	-3.6
534	Spoon River	171	182	567	222	320	86.7	44.3
504	Triton	656	596	3,825	2,023	933	42.2	-53.9
516	Waubonsee	847	815	2,210	1,601	1,165	37.6 %	-27.2 %
	Totals	20,434	21,137	74,015	60,001	45,875	124.5 %	-23.5 %

SOURCE OF DATA: Fall Enrollment Surveys

ICCB

Dist. No.	District/College	General Associates	Transfer	Career & Technical Education	General Studies	Vocational Skills	Adult Basic Education	Adult Secondary Education	English as a Second Language	Total
503	Black Hawk	5	2,120	1,237	0	102	39	36	234	3,773
518	Carl Sandburg	245	1,070	345	0	28	0	0	0	1,688
508	City Colleges of Chicago	(5,283)	(18,326)	(3,665)	(0)	(0)	(1,736)	(676)	(5,112)	(34,798)
	Harold Washington	454	4,779	334	0	0	0	0	0	5,567
	Harry S Truman	333	1,962	567	0	0	370	118	1,945	5,295
	Kennedy-King	206	1,116	618	0	0	177	93	25	2,235
	Malcolm X	2,671	2,634	1,164	0	0	360	66	417	7,312
	Olive-Harvey	192	1,212	319	0	0	196	40	143	2,102
	Richard J. Daley	580	2,435	330	0	0	240	219	990	4,794
	Wilbur Wright	847	4,188	333	0	0	393	140	1,592	7,493
502	College of DuPage	231	10,942	8,655	92	1	145	56	1,817	21,939
532	College of Lake County	23	7,381	2,780	3	167	71	158	1,068	11,651
507	Danville Area	238	1,273	335	0	23	38	3	14	1,924
509	Elgin	37	5,335	2,207	0	2	128	59	1,152	8,920
512	Harper	88	8,635	2,614	0	86	123	3	885	12,434
540	Heartland	0	3,820	721	0	10	82	9	216	4,858
519	Highland	32	861	253	4	33	0	1	0	1,184
514	Illinois Central	812	4,627	1,397	1	0	97	16	94	7,044
529	Illinois Eastern	(254)	(1,838)	(1,453)	(0)	(486)	(50)	(74)	(16)	(4,171)
	Frontier	61	390	776	0	375	49	74	15	1,740
	Lincoln Trail	83	401	131	0	19	1	0	1	636
	Olney Central	59	520	281	0	9	0	0	0	869
	Wabash Valley	51	527	265	0	83	0	0	0	926
513	Illinois Valley	50	1,544	722	47	1	5	0	2	2,371
530	John A. Logan	154	2,164	827	0	106	16	5	0	3,272
539	John Wood	0	1,334	386	0	0	0	0	0	1,720
525	Joliet Junior	1,039	5,548	2,984	17	0	120	110	394	10,212
520	Kankakee	473	966	750	2	0	62	51	29	2,333
501	Kaskaskia	305	2,142	923	0	0	0	0	0	3,370
523	Kishwaukee	2	1,538	807	0	39	25	70	100	2,581
517	Lake Land	341	2,064	1,306	0	30	1	0	0	3,742
536	Lewis and Clark	153	1,141	2,541	0	2	72	52	12	3,973
526	Lincoln Land	547	2,689	1,125	0	83	0	0	0	4,444
528	McHenry County	0	6,170	2,282	0	0	38	56	328	8,874
524	Moraine Valley	125	7,928	2,062	0	4	42	5	345	10,511
527	Morton	433	1,406	1,682	0	0	58	33	141	3,753
535	Oakton	13	4,799	1,572	0	61	109	133	958	7,645
505	Parkland	172	3,782	1,657	0	0	34	0	41	5,686
515	Prairie State	287	1,674	598	0	63	0	1	1	2,624
521	Rend Lake	0	1,102	666	0	28	0	0	0	1,796
537	Richland	319	1,207	486	0	53	8	1	1	2,075
511	Rock Valley	0	4,240	1,113	0	49	86	122	251	5,861
506	Sauk Valley	8	959	419	0	0	0	0	0	1,386
531	Shawnee	92	158	452	335	128	9	0	0	1,174
510	South Suburban	30	3,078	616	0	82	12	0	102	3,920
533	Southeastern Illinois	80	793	214	0	292	0	0	0	1,379
522	Southwestern Illinois	1	3,805	3,052	0	0	115	89	126	7,188
534	Spoon River	23	838	212	0	0	71	47	21	1,212
504	Triton	287	3,510	3,440	0	545	787	4	43	8,616
516	Waubonsee	241	4,966	1,563	26	0	135	138	678	7,747
	TOTALS	12,423	137,773	60,119	527	2,504	4,314	2,008	14,181	233,849

SOURCE OF DATA: Fall Enrollment Surveys

ICCB

Dist. No. College Name	Fall 2021 Dual Credit Headcount	Fall 2022 Dual Credit Headcount	% Change 2021-2022
503 Black Hawk	995	1,098	10.4 %
518 Carl Sandburg	535	535	0.0
508 City Colleges of Chicago	(2,694)	(3,558)	(32.1)
02 Harold Washington	759	808	6.5
04 Harry S Truman	65	147	126.2
01 Kennedy-King	292	381	30.5
03 Malcolm X	220	376	70.9
05 Olive-Harvey	356	424	19.1
06 Richard J. Daley	441	837	89.8
07 Wilbur Wright	561	585	4.3
502 College of DuPage	2,505	3,549	41.7
532 College of Lake County	115	161	40.0
507 Danville Area	281	181	-35.6
509 Elgin	748	1,040	39.0
512 Harper	1,744	2,031	16.5
540 Heartland	1,022	1,107	8.3
519 Highland	175	275	57.1
514 Illinois Central	1,892	1,794	-5.2
529 Illinois Eastern	(918)	(890)	(-3.1)
04 Frontier	238	248	4.2
01 Lincoln Trail	150	190	26.7
02 Olney Central	325	236	-27.4
03 Wabash Valley	205	216	5.4
513 Illinois Valley	494	481	-2.6
530 John A. Logan	785	999	27.3
539 John Wood	215	222	3.3
525 Joliet Junior	2,049	871	-57.5
520 Kankakee	228	147	-35.5
501 Kaskaskia	462	1,481	220.6
523 Kishwaukee	460	595	29.3
517 Lake Land	1,042	1,027	-1.4
536 Lewis and Clark	1,409	1,355	-3.8
526 Lincoln Land	328	23	-93.0
528 McHenry County	3,242	3,582	10.5
524 Moraine Valley	2,143	2,235	4.3
527 Morton	741	754	1.8
535 Oakton	512	465	-9.2
505 Parkland	747	874	17.0
515 Prairie State	0	34	--
521 Rend Lake	574	409	-28.7
537 Richland	643	618	-3.9
511 Rock Valley	308	565	83.4
506 Sauk Valley	247	251	1.6
531 Shawnee	204	320	56.9
510 South Suburban	1,353	1,663	22.9
533 Southeastern Illinois	101	134	32.7
522 Southwestern Illinois	689	1,081	56.9
534 Spoon River	272	315	15.8
504 Triton	1,199	888	-25.9
516 Waubonsee	1,216	1,103	-9.3 %
Totals	35,287	38,711	9.7 %

SOURCE OF DATA: Fall Enrollment Surveys

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:

- PATH - Pipeline for the Advancement of the Healthcare Workforce -PATH

- ICCDC - Illinois Community College Diversity Commission

- Diversity Equity Inclusion Action (DEIA) Plan Update

- GED Price Increase ~ Information Item

- Early Childhood Consortium Update

- New Units

Illinois Community College Board

EARLY CHILDHOOD ACCESS CONSORTIUM FOR EQUITY PRESENTATION

ICCB staff will present to the Board on the Early Childhood Access Consortium for Equity (ECACE). This presentation will review the early childhood workforce needs, formation of the consortium, legislation that established the Consortium, Advisory committee, and other components of the law. Other initiatives of the ECACE include navigators and mentors, scholarships, and debt relief. Two significant components include credit for the Child Development Associate credential and the full transfer of the AAS degree in early childhood into a bachelor's degree program. Staff will also highlight the outcomes for Year One as well as the scope of work for Year Two.

Illinois Community College Board

**FISCAL YEAR 2024
FISCAL YEAR 2024 ICCB BUDGET RECOMMENDATIONS**

The Illinois Community College Board's fiscal year 2024 operations, grants, and capital budget request reflects funding for core priorities and is consistent with the Board's goals. The request focuses on increasing access and success for low-income and minority students; expanding opportunities for workforce training programs that are critical to moving people out of poverty and addressing workforce shortages; and increasing the state's investment in the community college system to ensure colleges have the resources needed for student success. The capital budget request contains three components: recommended funding allocations to all projects that have been appropriated but not funded, capital renewal grants, and college specific projects.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby:

1. Approves the fiscal year 2024 Operations and Grants Budget Request for the Illinois Community College System as presented in the attached Table 1 and Table 2;

2. Approves the fiscal year 2024 Capital Budget Request for the Illinois Community College System as presented in the attached Table 3 and Table 4;

3. Authorizes the submission of the requests to the Governor's Office of Management and Budget, and the Illinois Board of Higher Education; and

4. Authorizes its Executive Director, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

BACKGROUND

OVERVIEW

Community colleges continue to play a vital role in meeting the state's workforce needs. The ICCB's economic impact analysis found that community colleges contribute more than $3.5 billion and 43,000 jobs annually to the Illinois economy. The study also found that community colleges engaged with nearly 9,800 unique employers.

Illinois community colleges enrolled over 230,000 students in Fall, 2020, about 12 percent of whom were African American and 26 percent Latinx. Community colleges serve many rural students and low-income students. Investing in community colleges is essential to Illinois closing its equity gaps. Colleges will also need enhanced resources to meet the academic and social-emotional needs of students returning to school and ensure they stay on track.

Illinois has cut higher education funding in half since fiscal year 2002. This has led to a greater reliance on tuition and property taxes for operational funding. The state is providing roughly 15 percent of community college funding. Under the original funding parameters, each contribution should be one-third of funding. A steady and equitable funding stream from the state continues to support the colleges without increasing tuition.

COMMUNITY COLLEGE SOURCES OF REVENUE
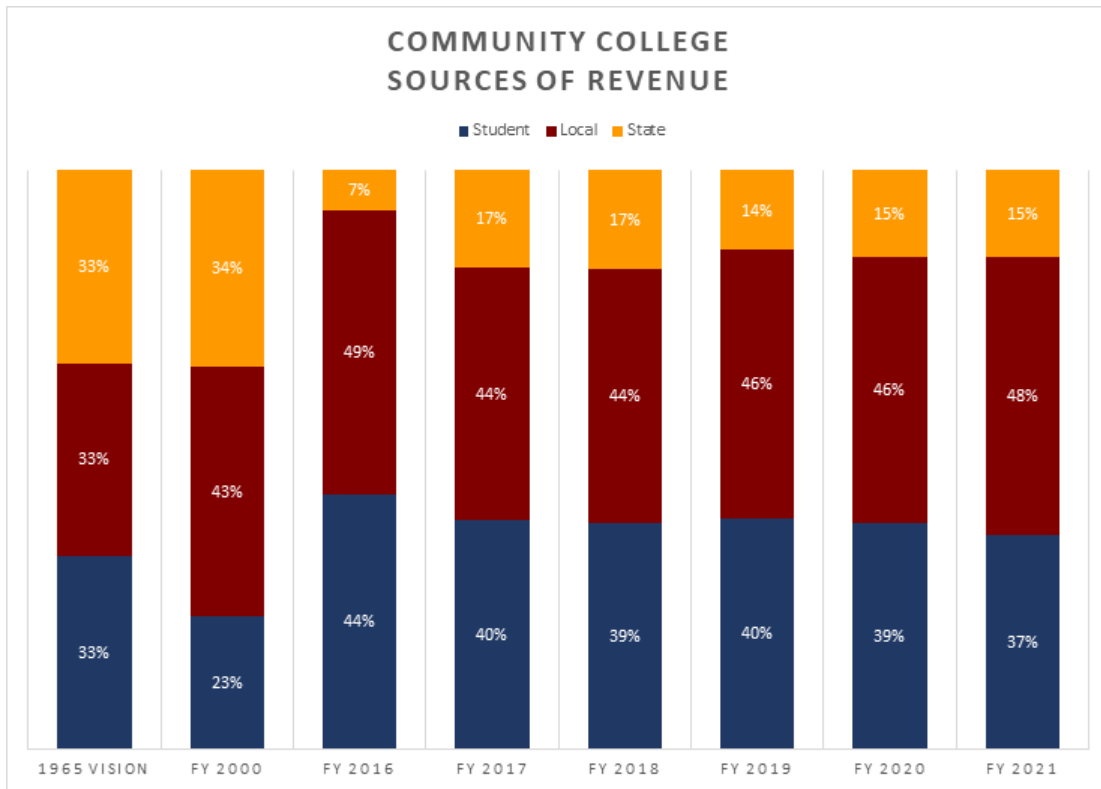
As summarized in **Table 1**, the ICCB is recommending a General Funds operating appropriation increase of $33.8 million (or 10.8 percent). In total, the Board recommends an all funds appropriation of $584.1 million.

COMMUNITY COLLEGE UNRESTRICTED GRANTS

In fiscal year 2024, ICCB endorses prioritization of funding for system operating grants (Base Operating, Equalization, and City Colleges of Chicago). As such, the Board recommends a funding increase of $28,822,250 (7.5 percent) and the reallocation of $11,800,000 from fiscal year 2023 legislative initiatives to these system operating grants. In total, the Board recommends fiscal year 2024 funding levels of:

- Base Operating: $208,007,490, an increase of $19.1 million
- Equalization: $85,271,408, an increase of $10.5 million
- City Colleges of Chicago: $16,973,353, an increase of $3.0 million

Federal stimulus funding (CARES, ARPA) is beginning to expire for the community colleges. These large federal grants assisted the community colleges by supplementing the cost of student services and mental health support during the pandemic. As the stimulus funding begins to end, the colleges must shift the costs of these activities to other sources.

Base Operating Grant
  ❖ *Base increase of $14.2 million (7.5 percent) and increase of $4.9 million through reallocation*

The base operating grant focuses on equity, productivity, and mission. By providing the same allocation for the same programs to each community college district, the formula provides for an equitable distribution of funds. Because enrollment growth and decline affect the allocation of funds, productivity is addressed. Because the funding strategy recognizes differences in programming (e.g., some districts have a greater concentration of technical programs than others) mission differences are recognized in the funding strategy.

The current appropriations resulted in a 77 percent funding deficit for Base Operating Grants. This deficit translates into a shortfall of over $633.0 million for the community college system.
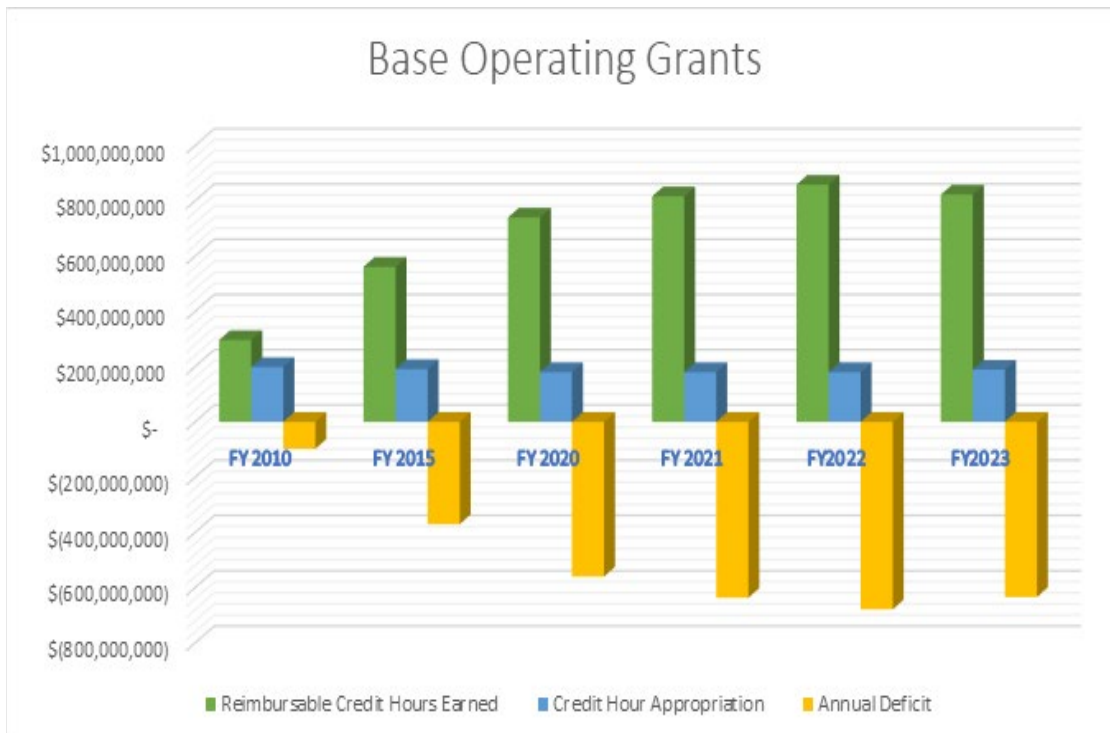
The fiscal year 2024 recommended base funding increase of 7.5 percent ($14,170,290) coupled with an additional $4,900,000 reallocated from elsewhere within the budget is essential to maintaining high quality, affordable community college programs. Increasing Base Operating grants helps reduce the amount of costs that would be shifted to local governments through taxing and to students by tuition increases. Fiscal year 2024 recommended funding: **$-208,007,490.**

Equalization Grant
  ❖ *Base increase of $14.2 million (7.5 percent) and increase of $4.9 million through reallocation*

The Equalization Grant is allocated to community colleges to reduce the disparity among districts in local property tax funds available per student, thereby ensuring that colleges with limited local tax bases have access to funds necessary to support educational programs.

The current appropriations resulted in a 58 percent funding deficit for Equalization Grants. This deficit translates into a shortfall of over $102.0 million to community colleges eligible for equalization funding.
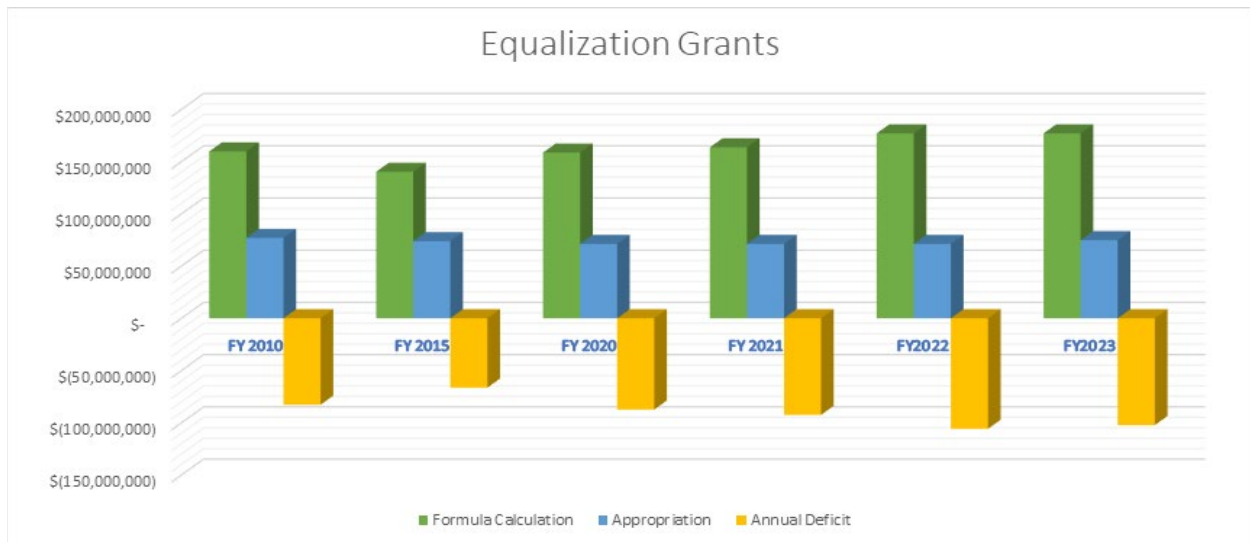
In fiscal year 2024, the ICCB recommends a 7.5 percent increase ($5,607,308) coupled with the reallocation of $4,900,000 from lower priority programs elsewhere within the budget. Fiscal Year 2024 recommended funding: **$85,271,408.**

City Colleges of Chicago Grant
  ❖ *Base increase of $1.0 million (7.5 percent) and increase of $2.0 million through reallocation*

The ICCB recommends a 7.5 percent increase ($1,044,653) coupled with the reallocation of $2,000,000 in fiscal year 2024 for the City Colleges of Chicago grant. This grant originated in fiscal year 2005 to compensate for the district's loss in equalization funding. The grant can be used for operating expenditures at City Colleges of Chicago. Fiscal year 2024 recommended funding: **$16,973,353**.

Small College Grants
  ❖ *Level funding*
This grant recognizes that small colleges have fixed costs, particularly in administrative areas, and that these costs should be recognized in funding. Fiscal year 2024 recommended funding: **$-548,400.**

Performance Based Funding
 ❖ *Level funding*

Performance based funding was established by P.A. 97-320 in June 2012. For community colleges, performance funding grants are awarded not only by graduation rates, but by entered employment, certificate attainment, persistence, and success towards college level coursework. Fiscal year 2024 recommended funding: **$359,000.**

COMMUNITY COLLEGE RESTRICTED GRANTS

Postsecondary Career and Technical Education
 ❖ *Increase of $1.4 million (7.5 percent)*

ICCB recommends a 7.5 percent increase ($1,422,968) in fiscal year 2024 for career and technical education (CTE) programs. This grant recognizes that keeping career and technical programs current and reflective of the highest quality practices in the workplace is necessary to prepare students to be successful in their chosen careers and to provide employers with the well-trained workforce they require.

CTE programs, offered by the colleges and administered under the Strengthening Career and Technical Education for the 21st Century Act, provide students with opportunities in over 100 career and technical fields. These programs include integrated academic and technical instruction, work-based learning, dual credit opportunities and potential for continuing education at the baccalaureate level. This state funding provides the required maintenance of effort to qualify for federal funds. Fiscal year 2024 recommended state funding: **$20,395,868**.

Adult Education and Family Literacy
 ❖ *Increase of $2.7 million (7.5 percent)*

ICCB recommends a 7.5 percent increase ($2,668,658) in fiscal year 2024 for Adult Education and Literacy programs administered under the Workforce Innovation and Opportunity Act. Specifically, this recommendation includes:
 - Basic grants: $25,567,370, an increase of $1.8 million
 - Performance based grants: $12,683,388, an increase of $884,888

Adult Education programs provide critical services to adults with less than a 12th grade education, adults for whom English is a second language, and high school and adult students pursuing CTE training through integrated education and training programs. Fiscal year 2024 recommended state funding: **$38,250,758**.

Workforce Equity Initiative / Innovative Bridge and Transition Grants
 ❖ *Increase of $5.0 million through reallocation*

The purpose of the Workforce Equity Initiative (WEI) is to create, support, or expand one-year or less credit and/or non-credit workforce training opportunities in high-need communities focused on specific sectors with identified workforce gaps. The funds provide grant-funding opportunities to community colleges that focus on improving workforce equity for African Americans. There are over 100 WEI programs offered by 17 participating colleges throughout the state. To date, there have been 4,143 students enrolled, including 3,127 African American students, and 1,502 credentials have been completed.

The Innovative Bridge and Transitions (IBT) grant provides funding opportunities through a competitive process to support the seamless transition of students between education systems, as well as employment. In fiscal year 2023, the Illinois General Assembly introduced new funding for bridge grants. These additional dollars, $5.0 million, were allocated to the agency's established IBT grant program.

In fiscal year 2024, the ICCB recommends formally reallocating these dollars to the WEI and IBT programs. Fiscal year 2024 recommended state funding: **$28,794,400.**

Dual Credit Grants
  ❖ *New funding of $3.2 million*

The ICCB recommends $3,150,000 for establishment of a new community college dual credit grant program. These funds will enable the community college system to enhance and expand dual credit opportunities with a focus on low income students and students of color. For countless students across Illinois, this investment in dual credit enhances their chances of postsecondary success, saving them time and saving them and their families money.

A dual credit course is a college course taught for both high school and college credit. In the most recent dual credit report issued by the ICCB, evidence suggests that high school students who took at least one dual credit course while still in high school nearly doubled their graduation rate at the community college when compared to students who did not take dual credit. Demographic data suggest similar results. Dual credit courses have proven to be positive for all students.

The state's community college system offered over 13,000 dual credit courses to 75,000 students during the academic year 2021. Students earned credit in a wide variety of subjects from math to English, to various career and technical education courses. Over the past ten years, the number and variety of courses offered have steadily grown, to the point that dual credit students now represent one in six students enrolled in community college courses annually. All 48 community colleges offer dual credit. Fiscal year 2024 recommended state funding: **$3,000,000 for grants and $150,000 for program administration.**

Non-Credit Workforce Training Grants
  ❖ *New funding of $5.2 million*

The ICCB recommends $5,150,000 for establishment of a new community college non-credit workforce training grant program. These funds will enable the community college system to increase their investment in immediate, short-term workforce solutions that position individuals for career growth, without having to invest the time commitment required to get a credit bearing degree or credential.

Employers are facing significant workforce shortages in today's economic climate, with challenges in both hiring and retention of staff. The Illinois community college system, the largest workforce provider in the state, has strong partnerships with employers and provides significant economic impact to local economies. Community colleges have a long background in providing customized training and specialized business solution services to local employers. These programs and services can further increase innovation and economic development in their communities, helping companies upskill their incumbent workforce. Fiscal year 2024 recommended state funding: **$5,000,000 for grants and $150,000 for program administration**

Legislative Initiatives Introduced in Fiscal Year 2023
❖ *Reduction $16.8 million*

Consistent with prior years, the ICCB recommends reallocating $11,800,000 appropriated in fiscal year 2023 for new legislative initiatives to unrestricted system operating grants. These grants remain the Board's top funding priority and provide the community college system with the greatest flexibility to meet local campus needs. The Board also recommends reallocating $5,000,000 appropriated to a new college bridge program to the established WEI / IBT programs.

Specifically, this recommendation eliminates funding for the following grant programs:
- Grants for costs associated with trade schools to support community college CTE programs: a reduction of $5.0 million
- Grant to the City Colleges of Chicago for CTE programs: a reduction of $5.0 million
- Grants for implementing college bridge programs: a reduction of $5.0 million
- Grants to Heartland Community College and Southwestern Illinois College to develop, as part of an A.A.S in Electric Vehicle Technology, coursework focused on labor history and workers' rights: a reduction of $300,000
- Grant to the Illinois Resource Center to expand its computer science training program for teachers: a reduction of $1.0 million
- Grant to Richland Community College for the Grow Your Own Teachers Program: a reduction of $500,000.

Pipeline for the Advancement of the Healthcare Workforce Program (PATH)
❖ *Level funding*

The PATH Program provides grants to community colleges to create, support, and expand opportunities of individuals enrolled in a healthcare pathway to obtain credentials, certificates, and degrees that allow them to enter into, or advance their careers in, the healthcare industry. The program was established to address healthcare shortages, particularly in nursing, that exist around the state and have been exacerbated by the COVID-19 pandemic.

Allocations to the colleges are calculated with a base allocation and an additional amount based upon program completions in eligible healthcare programs, with priority programs weighted higher within the allocations. The PATH Program models the Workforce Equity Initiative by providing comprehensive wraparound support and career services. The target populations are to include low-income students, first-generation students, and entry-level incumbent workers. The PATH program adopts the use of career pathways as an overarching strategy to address pain points in the healthcare talent pipeline as well as issues of equity within preparation and employment. Strategies and allowable uses of funds are purposefully broad and flexible to allow for innovation and discretion by each college.

Investing in the recruitment and retention efforts in health care through PATH remains a top budgetary priority. Fiscal year 2024 recommended funding: **$25,000,000.**

Early Childhood Access Consortium for Equity (ECACE) (federal funds)
❖ *Level funding*

The Early Childhood Access Consortium for Equity is a consortium of community colleges, public universities, and private universities that offer early childhood programs.

The purpose of the Consortium is to increase credential and degree attainment for the incumbent early childhood workforce by smoothing, coordinating, and improving pathways, both for students upskilling to an associate degree and those with an associate degree transferring to a four-year institution. Each sector has a goal for enrollment, persistence, and/or completion of members of the incumbent workforce to be achieved by September 30, 2024. Community colleges will recruit and provide support for early childhood workers to earn additional Gateways credentials and associate degrees in early childhood as well as partner with university Consortium members to streamline the path to four-year degrees.

Continuing to serve the needs of early childhood workforce and educators by streamlining the degree pathway process through ECACE continues to be a top budgetary priority. The Consortium is funded through the Illinois Department of Human Services federal grant funds. Fiscal year 2024 recommended <u>federal</u> funding: **$35,000,000.**

Grants for Transitional and Developmental Education
❖ *Level funding*

The Postsecondary and Workforce Readiness Act (PWR Act) includes Transitional Math and English coursework to increase college readiness for high school seniors. Students who successfully complete these courses jointly developed by community colleges and high schools are guaranteed placement in credit-bearing courses at all Illinois community colleges and accepting Illinois universities. Courses emphasize authentic learning experiences aligned with careers as well as a student's life and future coursework. Additionally, under the Developmental Education Reform Act, colleges are piloting evidence-based models and scaling reform initiatives. Evaluation of Transitional Instruction and continued development of the Multiple Measures Placement Portal are critical in the success of both initiatives. Fiscal year 2024 recommended funding: **$1,000,000.**

Lincoln's Challenge Scholarships
❖ *Level funding*

Students successfully completing this military-style boot camp for at-risk teens who have not completed high school are eligible to receive a scholarship to attend community college. Fiscal year 2024 recommended funding: **$60,200.**

East St. Louis Higher Education Center
❖ *Level funding*

Funding for the East St. Louis Community College Center funds higher education consortium activities at the Center. Higher education training has been offered at the Center since 1999 after the closing of Metropolitan Community College. Fiscal year 2024 recommended funding: **$1,457,900.**

Veterans Shortfall Grants
❖ *Level funding*

This grant is provided for offsetting the mandated tuition and fee waiver for veterans and National Guard members enrolling at community colleges. Fiscal year 2024 recommended funding: **$4,264,600.**

Alternative Schools Network
  ❖ *Level funding*

This grant funds the Alternative Schools Network to re-enroll high school dropouts in a program that will ultimately allow them to receive a high school diploma. Fiscal year 2024 funding: **$4,000,000.**

P-20 Council
  ❖ *Level funding*

The mission of the P-20 Council is to make recommendations to the Governor, Illinois General Assembly, and state agencies for developing a seamless and sustainable statewide system of quality education and support, from birth through adulthood, to maximize students' education attainment, opportunities for success in the workforce, and contributions to their local communities. The Council is composed of members appointed by the Governor representing business leaders, local government, university administrators, school boards, unions, nonprofits, teachers, faculty, independent colleges, and parents. Fiscal year 2024 recommended funding: **$150,000.**

Southwestern Illinois Justice and Workforce Development Campus
  ❖ *Level funding*

The Southwestern Illinois Justice and Workforce Development Campus is located on the former campus of Lindenwood University in Belleville. The campus was purchased by the city of Belleville after the former institution closed the campus. Work is underway to make the location a law enforcement training and workforce development campus. Current organizational commitments to locate operations on the campus include: Police Academy - Southwestern Illinois College (SWIC); Forensic Training Institute - Illinois State Police (ISP); office space and training programs - Southern Illinois Law Enforcement Commission (SILEC); and office space - City of Belleville.

As part of this program, SWIC manages campus operations for the city of Belleville. This grant supports funding for annual expenditures including security; dormitory and dining operations; utilities; custodial and maintenance of buildings and grounds; and insurance and administrative fees. Fiscal year 2024 recommended funding: **$5,900.000.**

College Bridge Programs (federal funds)
  ❖ *Level funding*

College Bridge grants are grants funded through the federal Coronavirus Urgent Remediation Emergency (CURE) fund that will be used to support efforts to enroll and retain underrepresented, first-generation and low-income students that may not otherwise enroll in, or return to, college due to the pandemic or digital equity gaps. The project provides funding for the following: outreach and recruitment, college and career guidance and advisement, assessment and testing, tuition assistance, assistance with prior tuition debt, technology needs and support, case management and mentoring, tutoring and technological aides, safe spaces to study, and job placement into careers with family-sustaining wages. Fiscal year 2024 recommended <u>federal</u> funding: **$10,000,000.**

COMMUNITY COLLEGE BOARD OPERATIONS

Illinois Longitudinal Data System (ILDS)
   ❖ *Increase of $199,700 (35.6%)*

The ICCB requests an additional $199,700 to sustain the agency's research and analytical goals through data collection, reporting, and cross-agency collaboration. Specifically, these funds will support an additional staff member to assist with data collection and reporting tied to new grants, initiatives, and special projects. A considerable uptick in new initiatives requires data, accountability, and reporting assistance including the Workforce Equity Initiative, PATH, Early Childhood Access Consortium for Equity, developmental education reform, community college equity plans, and legislative mandates to collect data on student parents and students experiencing homelessness.

These additional funds will ensure sustainable funding for ILDS. The ILDS infrastructure is moving from the ILDS 1.0 distributed/de-centralized/federated model to the ILDS 2.0 centralized model that requires ILDS participating agencies to provision individual-level data to the Cloud Pak solution within the Department of Innovation and Technology's (DoIT) environment. There is a need for increased funding to support projects such as High School to College to Career (HS2C2C) data project (based on ISBE, ICCB, IBHE and IDES connected data).

ILDS is a student unit record data system that links student records from early learning through the postsecondary level, which may consist of separate student unit record systems integrated through agreement and data transfer mechanisms. Fiscal year 2024 recommended funding: **$760,000.**

Agency Operations
   ❖ *Increase of $433,319 (17.4%)*

The ICCB requests an additional $433,319 to continue its core operations, grant administration, and engagement with the community college system. These increases are spread across the Board's operating lines as follows:
   • Personal Services and Medicare: $1,632,319, an increase of $212, 319
   • Contractual Services: $500,000, an increase of $102,900
   • Electronic Data Processing (IT): $700,000, an increase of $118,100

Fiscal year 2024 recommended funding: **$2,921,919.**

Personal Services. The ICCB continues to receive new grant programs, operationalize legislation expanding responsibilities, and implement new initiatives, all of which require additional headcount. As such, the ICCB requests additional general revenue funding to cover two new staff positions: academic affairs and human resources.

More specifically, the academic affairs and student service area continues to need enhanced support. There are a number of initiative and legislative mandates that will need to be addressed, including mental health, developmental education reforms including wrap-around services and technical assistance, assistance with coordination of training and implementation of campus liaisons, college readiness, educator pipeline support, and curricular alignment. As the need grows, so does the need to support the curriculum approval process, to assist with evaluation and enhancement of transitional instruction, to update faculty credentials, and work to align projects, including outcomes/MOU models for TransferBOOST and early childhood.

Then ICCB's headcount has steadily increased from a maximum of 50 in fiscal year 2022 to a maximum of 59 in the current year. This headcount increase, coupled with high employee turnover during and coming out of the pandemic, necessitates the addition of a full-time human resources professional.

Moreover, additional funding remains essential to closing the gap between ICCB staff salaries and other comparable positions within state government. These funds will allow the agency to attract and retain a qualified, experienced workforce that will provide greater management and oversight of the increased grant activities tasked to the agency in the last few years. The increase will also support a cost of living adjustment, as determined by the Board, to offset the current U.S. inflation rate of 8.2% as of September 2022.

Contractual Services. The agency request scenario includes a $102,900 increase for contractual services to offset increased costs associated with facilities, grants management, accounting, and human resources.

The ICCB has received new federal grant programs that must flow through GATA for subawards, which will increase our agency's contractual cost. GATA billings are distributed to state agencies based on the number of programs administered by each agency and on the number of grantees served by each agency.

Additionally, ICCB implemented SAP, the State of Illinois' Enterprise Resource Planning (ERP) system on July 1, 2022, resulting in a 92 percent increase in cost for statistical services over the prior fiscal year. ICCB is also implementing the HCM module (human resources) of the State ERP system in 2024 to replace a legacy timekeeping system. The additional costs for the new human resource module cannot be estimated at this time. ICCB's total rent cost has increased 5 percent over prior year expenditures. The rent expense accounts for approximately 55 percent of the contractual services appropriation.

Finally, the ICCB will be implementing the Board's DEI Action Plan throughout fiscal year 2024. The agencies contractual service request includes additional funding for staff and board member training per the Board's DEI Committee recommendations. An increase in funding is also requested for establishment of an internship program to recruit diverse talent into the agency in hard to fill areas such as IT.

EDP. An increase of $118,100 is requested for additional staff support, consulting for IT infrastructure enhancement and upgrades, along with a computer refresh for outdated staff computers and technology resources.

With ICCB staff headcount growing, there is a critical need for IT help desk-type support. Additionally, the IT systems disruption halted or slowed many IT initiatives that can be ramped up again with additional staffing and support.

ICCB has procured new servers and continues to move forward in ensuring a successful transition from its old environment and infrastructure. Additionally, ICCB needs to procure redundancy power resources and a power backup solution for its servers and data stores to protect IT infrastructure from future significant power disruptions and power surges. ICCB has enhanced and strengthened its backup and recovery processes since the power failure in July 2021. The increased funding will procure assessment of ICCB's backup hardware and software to ensure the strongest and most resilient processes are integrated with our new and updated server equipment.

High School Equivalency Testing
  ❖ *Level funding*

The funding provides for the administration of High School Equivalency (HSE) statewide, including Cook County. The purpose of HSE is to ensure eligible test-takers without a high school diploma have access to testing throughout the state and to ensure records and registration are available to Illinois test-takers. Fiscal year 2024 recommended funding: **$1,148,000.**

PATH Administration
  ❖ *Level funding*

The funding provides for the administration of the PATH Workforce Program. These funds support ICCB staff tasked with grant management and oversight along with technical assistance and support to the community college system. Fiscal year 2024 recommended funding: **$150,000.**

COMMUNITY COLLEGE CAPITOL PROJECTS

Support for allocating funds to the projects appropriated: The Rebuild Illinois Capital Program, established in fiscal year 2020, is the largest ever program for higher education. It included $479 million for new capital projects and statewide deferred maintenance at community colleges. The appropriated but not released projects include 77 community college projects totaling $521.3 million. Re-appropriations for projects funded in prior years but never released are needed as the State must issue bonds to finance projects and authorize the release of funding before the projects can commence. **Table 3** summarizes the Rebuild Illinois projects and the re-appropriation projects.

Capital Renewal/Deferred Maintenance: The capital renewal program allocates funds to community colleges to address critical remodeling and infrastructure improvements and maintain college facilities. Historically, capital renewal grants were allocated to each community college based on the amount of owned gross square feet of each district; however, CDB and GOMB may choose to fund projects of need submitted by districts that do not correlate with gross square footage. The first project on **Table 4** is the Capital Renewal/Deferred Maintenance request.

College Specific Projects: Colleges request state funding for construction projects in their Resource Allocation and Management Plan (RAMP) which is submitted annually to the ICCB. This year, the ICCB received 95 requests which totaled nearly $1.5 billion. Community colleges are required to match state resources with a 25 percent local match for each project. **Table 4** summarizes the 49 projects prioritized on the ICCB capital list that will be submitted to the Governor's Office of Management and Budget, the Illinois General Assembly, and the Illinois Board of Higher Education. Projects were evaluated and ranked using criteria established in the Administrative Rules of the Illinois Community College Board. Narratives follow to support the 49 specific college project requests. An additional project includes the Capital Renewal/Deferred Maintenance request.

Table 1
Illinois Community College Board
Fiscal Year 2024 Budget Recommendation

Fund	Line Item	P.A. 102-0698 FY 2023 Appropriations	FY 2024 Recommendation	FY 2024 Change $	FY 2024 Change %	FY 2024 Reallocation of Grants	FY 2024 Total Allocation
	State General Funds	$ 314,296,200	$ 331,343,094	$ 33,846,894	10.8%	$ -	$ 348,143,094
	State PPRT Fund	$ 105,570,000	$ 105,570,000	$ -	0.0%	$ -	$ 105,570,000
	Total General Funds	$ 419,866,200	$ 436,913,094	$ 33,846,894	8.1%	$ -	$ 453,713,094
	Unrestricted Grants						
0007	Base Operating Grant	$ 83,367,200	$ 97,537,490	$ 14,170,290		$ 4,900,000	$ 102,437,490
0802	Base Operating Grant	105,570,000	105,570,000	-		-	105,570,000
	Subtotal Base Operating Grants	$ 188,937,200	$ 203,107,490	$ 14,170,290	7.5%	$ 4,900,000	$ 208,007,490
0007	Equalization Grant	$ 74,764,100	$ 80,371,408	$ 5,607,308	7.5%	$ 4,900,000	$ 85,271,408
0001	City Colleges of Chicago	13,928,700	14,973,353	1,044,653	7.5%	2,000,000	16,973,353
0001	Performance Based Funding	359,000	359,000	-	0.0%	-	359,000
0001	Small College Grant	548,400	548,400	-	0.0%	-	548,400
	Subtotal Unrestricted Grants	$ 278,537,400	$ 299,359,650	$ 20,822,250	7.5%	$ 11,800,000	$ 311,159,650
	Statewide Initiatives & Other Grants						
0001	Lincoln's Challenge Program	$ 60,200	$ 60,200	$ -	0.0%	$ -	$ 60,200
0001	P-20 Council	150,000	150,000	-	0.0%	-	150,000
0001	Alternative Schools Network	4,000,000	4,000,000	-	0.0%	-	4,000,000
0001	Illinois Veterans & National Guard	4,264,400	4,264,400	-	0.0%	-	4,264,400
0001	Transitional Math & English	1,000,000	1,000,000	-	0.0%	-	1,000,000
0001	East St. Louis Higher Education Center	1,457,900	1,457,900	-	0.0%	-	1,457,900
0001	BRIDGE and Workforce Equity Grants	23,794,400	23,794,400	-	0.0%	5,000,000	28,794,400
0001	SWIC Lindenwood	5,900,000	5,900,000	-	0.0%	-	5,900,000
0001	PATH Grants	25,000,000	25,000,000	-	0.0%	-	25,000,000
0001	**Dual Credit Grants**	-	3,150,000	3,150,000	100.0%	-	3,150,000
0001	**Noncredit Workforce Grants**	-	5,150,000	5,150,000	100.0%	-	5,150,000
0001	Trade Schools	5,000,000	-	-	0.0%	(5,000,000)	-
0001	College Bridge Program	5,000,000	-	-	0.0%	(5,000,000)	-
0001	Illinois Resource Center	1,000,000	-	-	0.0%	(1,000,000)	-
0001	Grow Your Own Teachers Program	500,000	-	-	0.0%	(500,000)	-
0001	Labor History - Heartland CC	150,000	-	-	0.0%	(150,000)	-
0001	Labor History - SWIC	150,000	-	-	0.0%	(150,000)	-
	Subtotal Statewide Initiatives & Other Grants	$ 77,426,900	$ 73,926,900	$ 8,300,000	10.7%	$ (6,800,000)	$ 78,926,900
	Adult Education						
0001	Adult Education State Basic	$ 23,783,600	$ 25,567,370	$ 1,783,770	7.5%	$ -	$ 25,567,370
0001	Adult Education State Performance	11,798,500	12,683,388	884,888	7.5%	-	12,683,388
	Subtotal Adult Education Grants	$ 35,582,100	$ 38,250,758	$ 2,668,658	7.5%	$ -	$ 38,250,758
	Career and Technical Education						
0001	Career & Technical Education Grants	$ 18,972,900	$ 20,395,868	$ 1,422,968	7.5%	$ -	$ 20,395,868
0001	Career & Technical Education Grants - Chicago	5,000,000	-	-	0.0%	(5,000,000)	-
	Subtotal Career & Technical Education Grants	$ 23,972,900	$ 20,395,868	$ 1,422,968	5.9%	$ (5,000,000)	$ 20,395,868
	Total Grants	$ 415,519,300	$ 431,933,175	$ 33,213,875	8.0%	$ -	$ 448,733,175
	Agency Operations						
0001	IL Longitudinal Data System	$ 560,300	$ 760,000	$ 199,700	35.6%	$ -	$ 760,000
0001	High School Equivalency (GED)	1,148,000	1,148,000	-	0.0%	-	1,148,000
0001	PATH Administration	150,000	150,000	-	0.0%	-	150,000
0001	Agency Operations	2,488,600	2,921,919	433,319	17.4%	-	2,921,919
	Total Operations	$ 4,346,900	$ 4,979,919	$ 633,019	14.6%	$ -	$ 4,979,919
	Total Budget	$ 419,866,200	$ 436,913,094	$ 33,846,894	8.1%	$ -	$ 453,713,094

Table 2
Illinois Community College Board
Fiscal Year 2024 Budget Recommendation

Fund	Line Item	P.A. 102-0698 FY 2023 Appropriations	FY 2024 Base Recommendation	FY 2024 Change ($)	FY 2024 Change (%)	FY 2024 Reallocation of Grants	FY 2024 Total Allocation
	State General Funds	$ 314,296,200	$ 330,458,207	$ 32,962,007	10% $	-	$ 347,258,207
	State Other Funds	$ 203,295,000	$ 203,295,000	$ -	0% $	-	$ 203,295,000
	Federal Funds	$ 50,400,000	$ 50,400,000	$ -	0% $	-	$ 50,400,000
		$ 567,991,200	$ 584,153,207	$ 32,962,007	6% $	-	$ 600,953,207
	Unrestricted Grants						
0007	Base Operating Grant	$ 83,367,200	$ 97,537,490	$ 14,170,290		$ 4,900,000	$ 102,437,490
0802	Base Operating Grant	105,570,000	105,570,000	-		-	105,570,000
	Subtotal Base Operating Grants	$ 188,937,200	$ 203,107,490	$ 14,170,290	7.5% $	4,900,000	$ 208,007,490
0007	Equalization Grant	$ 74,764,100	$ 80,371,408	$ 5,607,308	7.5% $	4,900,000	$ 85,271,408
0001	City Colleges of Chicago	13,928,700	14,973,353	1,044,653	7.5%	2,000,000	16,973,353
0001	Performance Based Funding	359,000	359,000	-	0%	-	359,000
0001	Small College Grant	548,400	548,400	-	0%	-	548,400
	Subtotal Unrestricted Grants	$ 278,537,400	$ 299,359,650	$ 20,822,250	7.5% $	11,800,000	$ 311,159,650
	Statewide Initiatives & Other Grants						
0001	Lincoln's Challenge Program	$ 60,200	$ 60,200	$ -	0% $	-	$ 60,200
0001	P-20 Council	150,000	150,000	-	0%	-	150,000
0001	Alternative Schools Network	4,000,000	4,000,000	-	0%	-	4,000,000
0001	Illinois Veterans & National Guard	4,264,400	4,264,400	-	0%	-	4,264,400
0001	Transitional Math & English	1,000,000	1,000,000	-	0%	-	1,000,000
0001	East St. Louis Higher Education Center	1,457,900	1,457,900	-	0%	-	1,457,900
0001	BRIDGE and Workforce Equity Grants	23,794,400	23,794,400	-	0%	5,000,000	28,794,400
0001	SWIC Lindenwood	5,900,000	5,900,000	-	0%	-	5,900,000
0001	PATH Grants	25,000,000	25,000,000	-	0%	-	25,000,000
0324	College Bridge Program (ARP Act)	10,000,000	10,000,000	-	0%	-	10,000,000
0339	Governor's Emergency Education Relief (CARES)	27,000,000	27,000,000	-	0%	-	27,000,000
0339	Early Childhood Programs	50,000,000	50,000,000	-	0%	-	50,000,000
0001	**Dual Credit Grants**	-	3,150,000	3,150,000	100%	-	3,150,000
0001	**Noncredit Workforce Grants**	-	5,150,000	5,150,000	100%	-	5,150,000
0001	Trade Schools	5,000,000	-	-	0%	(5,000,000)	-
0001	College Bridge Program	5,000,000	-	-	0%	(5,000,000)	-
0001	Illinois Resource Center	1,000,000	-	-	0%	(1,000,000)	-
0001	Grow Your Own Teachers Program	500,000	-	-	0%	(500,000)	-
0001	Labor History - Heartland CC	150,000	-	-	0%	(150,000)	-
0001	Labor History - SWIC	150,000	-	-	0%	(150,000)	-
	Subtotal Statewide Initiatives & Other Grants	$ 164,426,900	$ 160,926,900	$ 8,300,000	5% $	(6,800,000)	$ 165,926,900
	Adult Education						
0001	Adult Education State Basic	$ 23,783,600	$ 25,567,370	$ 1,783,770	7.5% $	-	$ 25,567,370
0001	Adult Education State Performance	11,798,500	11,798,500	-	0%	-	11,798,500
0692	Adult Education Federal Grants	26,800,000	26,800,000	-	0%	-	26,800,000
	Subtotal Adult Education Grants	$ 62,382,100	$ 64,165,870	$ 1,783,770	3% $	-	$ 64,165,870
	Career and Technical Education						
0001	Career & Technical Education Grants	$ 18,972,900	$ 20,395,868	$ 1,422,968	8% $	-	$ 20,395,868
0001	Career & Technical Education Grants - Chicago	5,000,000	-	-	0%	(5,000,000)	-
0772	CTE Federal Grants	22,000,000	22,000,000	-	0%	-	22,000,000
	Subtotal Career & Technical Education Grants	$ 45,972,900	$ 42,395,868	$ 1,422,968	3% $	(5,000,000)	$ 42,395,868
	Total Grants	$ 551,319,300	$ 566,848,288	$ 32,328,988	6% $	-	$ 583,648,288
	Agency Operations						
0001	IL Longitudinal Data System	$ 560,300	$ 760,000	$ 199,700	36% $	-	$ 760,000
0001	High School Equivalency (GED)	1,148,000	1,148,000	-	0%	-	1,148,000
0001	PATH Administration	150,000	150,000	-	0%	-	150,000
0001	Agency Operations	2,488,600	2,921,919	433,319	17%	-	2,921,919
	Subtotal GRF Operations	$ 4,346,900	$ 4,979,919	$ 633,019	15% $	-	$ 4,979,919
0070	ICCB Research &Technology Fund	100,000	100,000	-	0% $	-	$ 100,000
0161	High School Equivalency Testing Fund	100,000	100,000	-	0%	-	100,000
0339	ICCB Contracts & Grants Fund	10,000,000	10,000,000	-	0%	-	10,000,000
0350	ICCB Federal Trust Fund	525,000	525,000	-	0%	-	525,000
0692	ICCB Adult Education Fund	1,600,000	1,600,000	-	0%	-	1,600,000
	Total Operations	$ 16,671,900	$ 17,304,919	$ 633,019	4% $	-	$ 17,304,919
	Total Budget	$ 567,991,200	$ 584,153,207	$ 32,962,007	6% $	-	$ 600,953,207

Table 3
Illinois Community College Board
Fiscal Year 2024 Capital Budget Recommendation for Release of Funds

College	Project	State Funding		Local Match		Project Total	
Black Hawk College	Energy Efficient Upgrades	$	1,000.0	$	333.3	$	1,333.3
Carl Sandburg College	Customer service renovations and other improvements	$	200.0	$	66.7	$	266.7
City Colleges of Chicago	Misc. capital improvements	$	27,613.4	$	9,204.5	$	36,817.9
City Colleges of Chicago Kennedy King College	Culinary Arts Facility	$	12,020.0	$	4,006.7	$	16,026.7
City Colleges of Chicago Olive Harvey College	Funding for New Building	$	533.7	$	177.9	$	711.6
City Colleges of Chicago Olive Harvey College	Additional funding for new building	$	1,943.2	$	647.7	$	2,590.9
City Colleges of Chicago Truman College	Capital improvements	$	5,000.0	$	1,666.7	$	6,666.7
City Colleges of Chicago- Wilbur Wright College	Feasibility study for expansion of the Humboldt Park Vocational C	$	1,000.0	$	333.3	$	1,333.3
City Colleges of Chicago Wright College	Humboldt Park Ed Center Improvements	$	5,255.0	$	1,751.7	$	7,006.7
College of DuPage	Instructional Center Noise Abatement	$	1,560.0	$	520.0	$	2,080.0
College of DuPage	Temporary Facilities Replacement	$	20,000.0	$	6,666.7	$	26,666.7
College of DuPage	Science, Technology, Engineering, Mathematics Center	$	125.0	$	41.7	$	166.7
College of Lake County	Student Services Building	$	35,274.0	$	11,758.0	$	47,031.9
College of Lake County	Construction of a classroom building and other capital improvemer	$	26,713.1	$	8,904.4	$	35,617.5
College of Lake County	Classroom Building at Grayslake Campus	$	6,143.1	$	2,047.7	$	8,190.7
College of Lake County	Building Renovations	$	800.0	$	266.7	$	1,066.7
Elgin Community College	Optician laboratory technology space	$	300.0	$	100.0	$	400.0
Elgin Community College	Capital improvements for mechatronics	$	200.0	$	66.7	$	266.7
Harper College	Engineering and Technology Center Renovations	$	619.7	$	206.6	$	826.3
Harper College	Upgrading parking lots and other improvements	$	1,410.0	$	470.0	$	1,880.0
Heartland Community College	Challenger Learning Center construction costs	$	86.1	$	28.7	$	114.8
IL Eastern Community Colleges Lincoln Trail College	Refrigeration and Sheet Metal Technology Building	$	1,660.0	$	553.3	$	2,213.3
IL Eastern Community Colleges Olney Central College	Collision Repair Technology Center	$	120.0	$	40.0	$	160.0
IL Eastern Community Colleges Wabash Valley College	Student Center	$	4,460.0	$	1,486.7	$	5,946.7
IL Eastern Community Colleges Frontier College	Student education and support center renovation	$	2,642.9	$	881.0	$	3,523.9
Illinois Central College	Classroom renovations and other improvements	$	80.0	$	26.7	$	106.7
Illinois Central College	Renovations, panel replacement, and entryway relocation at	$	5,163.8	$	1,721.3	$	6,885.1
Illinois Valley Community College	Agriculture facility building	$	150.0	$	50.0	$	200.0
Illinois Valley Community College	Community Technology Center	$	210.0	$	70.0	$	280.0
Joliet Junior College	Renovation of Utilities	$	320.0	$	106.7	$	426.7
Joliet Junior College	Infrastructure improvements	$	50.0	$	16.7	$	66.7
Kankakee Community College	Laboratory Classroom Facility	$	47.0	$	15.7	$	62.7
Kankakee Community College	Infrastructure improvements	$	1,494.1	$	498.0	$	1,992.1
Kaskaskia	Vandalia Campus Infrastructure Improvements	$	6,200.0	$	2,066.7	$	8,266.7
Lake Land College	Rural Development Technology Center	$	8,400.0	$	2,800.0	$	11,200.0
Lake Land College	Workforce Relocation Center	$	10,930.0	$	3,643.3	$	14,573.3
Lake Land College	Student Services Building Addition	$	8,950.0	$	2,983.3	$	11,933.3
Lewis & Clark Community College	Daycare and Montessori	$	1,650.0	$	550.0	$	2,200.0
Lewis & Clark Community College	Engineering Annex	$	1,700.0	$	566.7	$	2,266.7
Lewis & Clark Community College	Greenhouse renovations	$	875.0	$	291.7	$	1,166.7
Lewis & Clark Community College	Erickson Hall renovations	$	200.0	$	66.7	$	266.7
Lincoln Land Community College	Sangamon Hall Renovations	$	3,315.0	$	1,105.0	$	4,420.0
Lincoln Land Community College	Exterior repairs and other improvements	$	335.0	$	111.7	$	446.7
McHenry County College	Greenhouse	$	750.0	$	250.0	$	1,000.0
McHenry County College	Pump house	$	120.0	$	40.0	$	160.0
Morton College	Emergency Generator	$	195.0	$	65.0	$	260.0
Morton College	Construction of a new facility	$	660.0	$	220.0	$	880.0
Moraine Valley Community College	Renovation of buidlings A, B, and L and health careers center	$	43,063.4	$	14,354.5	$	57,417.9

Table 3
Illinois Community College Board
Fiscal Year 2024 Capital Budget Recommendation for Release of Funds

College	Project	State Funding	Local Match	Project Total
Oakton Community College	Skokie Campus Improvements	$ 100.0	$ 33.3	$ 133.3
Oakton Community College	Addition and remodeling of Des Plaines Campus	$ 31,866.5	$ 10,622.2	$ 42,488.7
Oakton Community College	Classroom Renovations	$ 125.0	$ 41.7	$ 166.7
Parkland College	Student Services Center Addition	$ 215.0	$ 71.7	$ 286.7
Parkland College	Safety Improvements to Chemistry Lab	$ 100.0	$ 33.3	$ 133.3
Prairie State College	Capital Improvements	$ 2,839.4	$ 946.5	$ 3,785.8
Prairie State College	Roof Replacement	$ 2,100.0	$ 700.0	$ 2,800.0
Richland Community College	Student Success Center Renovation and Addition	$ 330.9	$ 110.3	$ 441.2
Richland Community College	Student Success Center Renovation and Addition additional funds	$ 391.6	$ 130.5	$ 522.1
Rock Valley College	Infrastructure Improvements	$ 100.0	$ 33.3	$ 133.3
Rock Valley College	Arts Instructional Center	$ 8,600.0	$ 2,866.7	$ 11,466.7
Rock Valley College	Classrooms Building II	$ 17,000.0	$ 5,666.7	$ 22,666.7
Rock Valley College	Renovation and Expansions	$ 1,766.1	$ 588.7	$ 2,354.8
Rock Valley College	Science Lab Improvements and campus improvements	$ 100.0	$ 33.3	$ 133.3
Rock Valley College	Reconstruction and Improvements to the Stenstrom Center	$ 200.0	$ 66.7	$ 266.7
Shawnee Community College	Metropolis facility improvements	$ 70.0	$ 23.3	$ 93.3
South Suburban College	Construction of Allied Health Addition in addition to funds previously appropriated	$ 37,522.9	$ 12,507.6	$ 50,030.5
South Suburban College	Allied Health Building	$ 15,747.0	$ 5,249.0	$ 20,996.0
South Suburban College	Gym and Maintenance Facility renovations	$ 1,040.0	$ 346.7	$ 1,386.7
South Suburban College	Infrastructure improvements	$ 100.0	$ 33.3	$ 133.3
South Suburban College	Roofing and exterior repairs	$ 145.0	$ 48.3	$ 193.3
Southeastern Illinois College	Construction of a Vocational Building	$ 1,650.0	$ 550.0	$ 2,200.0
Southwestern Illinois Community College	Site improvements at Central Quad	$ 880.0	$ 293.3	$ 1,173.3
Triton College	Technology Building	$ 330.0	$ 110.0	$ 440.0
Triton College	Infrastructure improvements	$ 400.0	$ 133.3	$ 533.3
Triton College	ADA Compliance	$ 20.5	$ 6.8	$ 27.4
Triton College	Infrastructure improvements	$ 105.0	$ 35.0	$ 140.0
Waubonsee Community College	Replace Building A	$ 2,900.0	$ 966.7	$ 3,866.7
Waubonsee Community College	Construction & Renovation of CTE building	$ 12,669.7	$ 4,223.2	$ 16,892.9
	TOTAL $=Thousands	$ 390,952.0	$ 130,317.3	$ 521,269.3

Table 4
Illinois Community College Board
Fiscal Year 2024 Capital Budget Recommendation for Release of Funds

Rank	District	Project Title	Request for Local Funds	Request for State Funds	Total Project Funding
	Statewide	Capital Renewal Grants/Deferred Maintenance	$47,028,604	$141,085,813	$188,319,758
1	510 South Suburban College	Renovate Labs	$1,069,965	$3,209,895	$4,279,860
2	522 Southwestern Illinois College	Belleville Campus Main Complex Renovation and Repair	$9,892,557	$29,677,669	$39,570,226
3	540 Heartland Community College	New Career and Technical Education Building	$13,570,700	$40,712,200	$54,282,900
4	507 Danville Area Community College	Julius W Hegeler II Hall	$3,594,538	$10,783,618	$14,378,156
5	508 City Colleges of Chicago	STEM Labs	$5,544,000	$16,632,000	$22,176,000
6	515 Prairie State College	Allied Health Building	$5,253,000	$15,759,000	$21,012,000
7	513 Illinois Valley Community College	Library / Student Success Center	$1,628,500	$4,885,800	$6,514,300
8	517 Lake Land College	Rehabilitation of Kluthe Cener	$1,364,648	$4,093,943	$5,458,591
9	504 Triton College	Window Replacements Student Resource Buildings	$621,400	$1,864,200	$2,485,600
10	524 Moraine Valley Community College	Career & Technical Education Lab Expansion	$2,798,800	$8,396,200	$11,195,000
11	540 Heartland Community College	Science Labs Expansion and Upgrades	$1,497,500	$4,492,500	$5,990,000
12	526 Lincoln Land Community College	Menard Hall Renovations	$4,261,989	$12,785,964	$17,047,953
13	504 Triton College	Window Replacements Line Buildings Phase 2	$718,500	$2,155,500	$2,874,000
14	508 City Colleges of Chicago	Student Success Centers	$4,265,663	$12,796,988	$17,062,650
15	525 Joliet Junior College	Eastern Portion of District Campus Construction	$7,039,900	$21,119,900	$28,159,800
16	505 Parkland College	Biological/Chemical and Physical Sciences Training Center	$6,998,567	$20,983,113	$27,981,680
17	529 Illinois Eastern Community Colleges	ADA Improvements to Public Restrooms and Other Capital Improvemer	$1,969,373	$5,908,121	$7,877,494
18	532 College of Lake County	Wellness and Health Sciences Center	$4,664,515	$13,993,545	$18,658,060
19	509 Elgin Community College	Building F Mechanical Upgrade and Renovation	$4,702,300	$15,112,900	$18,817,200
20	528 McHenry County College	First Responder Training Center	$2,901,794	$8,705,382	$11,607,176
21	506 Sauk Valley Community College	CTE Expansion	$3,737,498	$11,212,500	$14,950,000
22	502 College of DuPage	S.T.E.M. Center	$16,902,055	$50,706,166	$67,608,221
23	503 Black Hawk College	New Student Center at the East Campus	$8,761,787	$26,285,220	$35,047,007
24	539 John Wood Community College	Parking Lot Repairs - Main Campus	$116,600	$349,800	$466,400
25	527 Morton College	Building Envelope Upgrades	$1,155,200	$3,465,500	$4,620,700
26	531 Shawnee Community College	Main Campus Parking & Roadway Access	$152,050	$456,150	$608,200
27	521 Rend Lake College	Advanced Technology Center	$7,872,100	$23,617,000	$31,489,100
28	530 John A. Logan College	Student Life Building C and Library Remodel	$507,878	$1,523,635	$2,031,514
29	516 Waubonsee Community College	Collins Hall Remodel	$4,165,200	$12,495,600	$16,660,800
30	522 Southwestern Illinois Colleege	Belleville Campus Allied Health Science Building	$15,737,369	$47,212,107	$62,949,476
31	536 Lewis and Clark Community College	Roadway, Parking Lot & Sidewalk Improvements	$1,668,700	$5,005,900	$6,674,600
32	535 Oakton Community College	Eastern District Expansion – Building Addition	$8,125,600	$24,376,800	$32,502,400
33	514 Illinois Central College	Architectural Panel/Window/Door Replacement Academic Building	$989,381	$2,968,144	$3,957,525
34	521 Rend Lake College	Applied Science Center	$1,722,600	$5,167,500	$6,890,100
35	521 Rend Lake College	Student Center Addition	$3,627,400	$10,882,500	$14,509,900
36	539 John Wood Community College	Learning Center (B Building) Roof Replacement	$104,940	$314,820	$419,760
37	518 Carl Sandburg College	Asphalt Sidewalk Replacement Project	$203,446	$610,339	$813,785
38	539 John Wood Community College	Ag Center Heat Pump Relacement	$26,235	$78,705	$104,940
39	517 Lake Land College	Remodel of Northwest Classroom Building	$3,413,948	$10,241,842	$13,655,790
40	525 Joliet Junior College	Health Professions Expansion	$3,888,400	$11,665,200	$15,553,600
41	528 McHenry County College	Library / Student Success Center Renovations	$2,511,687	$7,535,060	$10,046,747
42	526 Lincoln Land Community College	Sangamon and Menard Hall Renovations	$3,138,789	$9,416,365	$12,555,154
43	522 Southwestern Illinois College	Belleville Campus Manufacturing Training Academy Phase II	$2,653,066	$7,959,199	$10,612,265
44	535 Oakton Community College	Classroom Remodel Skokie Campus	$2,983,865	$8,951,595	$11,935,460
45	503 Black Hawk College	New Career and Technical Education Building at the Quad-Cities Campu	$14,836,469	$44,509,406	$59,345,875
46	513 Illinois Valley Community College	Nursing Program Expansion	$674,800	$2,024,200	$2,699,000
47	528 McHenry County College	Multi-Purpose Addition	$4,094,552	$12,283,655	$16,378,207
48	534 Spoon River College	Drama Auditorium/Theater Addition to Multipurpose Facility	$3,219,000	$9,657,000	$12,876,000
49	531 Shawnee Community College	Renovation of Labs	$723,940	$2,171,810	$2,895,750
		Total FY2024 Capital Project Request	$249,101,368	$748,297,969	$996,606,680

CAPITAL PROJECT DESCRIPTIONS:

Statewide Capital Renewal Grants / Deferred Maintenance: The capital renewal program allocates funds to community colleges to address critical remodeling and infrastructure improvements and maintain college facilities.

Priority #1 South Suburban College Renovate Labs: The general scope of work entails the renovation of two biology labs and two physics labs. The current labs are outdated and have equipment that is over 20 years old. Their current layout and equipment do not meet today's high-tech standards for learning environments. The new learning environment in each lab shall consist of four chair student workstations with center isles for circulation. The new spaces will serve a dual function for lecturing and lab work. New ceilings with new dimmable LED lighting appropriate for the working environment will be installed. Walls will be repaired and painted along with installation of a new chemical resistant epoxy floor system. New electrical power will be provided as required along with new plumbing, air, and gas as needed for new student workstations. An ADA workstation will be a part of the new student workstations. The existing HVAC system and temperature controls will be upgraded as required to provide comfort in the space. New fixed equipment such as base and wall cabinets with glass doors will be installed. A new teacher workstation with the flexibility to lecture and instruct during lab sessions will also be installed. New markerboard(s) and a new smart board will be installed. Existing emergency shower and fume hoods will be upgraded or replaced.

Priority #2 Southwestern Illinois College Belleville Main Complex Renovations and Repairs: The Main Complex suffers from overuse and lack of funding for repairs. The complex houses classrooms, laboratories, lecture halls, administrative and faculty offices, primary athletic facilities, a theatre, campus food service facilities, printing services, and central shipping and receiving. The 275,000 gross square foot building is a three-story structure with a basement that also houses offices, the Print Shop, and athletic support facilities. The building is typically in operation 18 hours daily serving in excess of 7,000 full time equivalent students each day. Interior renovations would include: fire protection systems, classrooms, offices, and lecture halls, upgrade technology services, modify heating and cooling system for zoned dampers to reduce energy costs, heating, ventilating, air conditioning, and refrigeration (HVAR) laboratory, main theatre, accessibility improvements, science labs, flooring, plumbing, mechanical, and electrical. Exterior renovations would include doors, masonry, electrical and roofing. All renovations will employ sustainable design elements utilizing LEED guidelines for existing buildings.

Priority #3 Heartland Community College Career Technical Education Building: In order for Heartland Community College to seize the current and future opportunities in the CTE areas, a new 83,400 GSF building is necessary at the college's main campus in Normal, Illinois. Based on current and projected enrollment trends as well as the findings from a recent gap analysis associated with these programs, the proposed new facility will accommodate the following programs: maintenance, welding, manufacturing, building facilities (BULD), construction (CNST), computer aided design/drafting Program (CAD), flexible learning for industrial technology education (FLITE), business technology and digital media.

Priority #4 Danville Area Community College Julius W Hegeler II Hall: Danville Area Community College plans to move and expand the Healthcare Professions Department to the former Army Reserve Center adjacent to the campus, which has been acquired by the college. The location will serve as classrooms and training labs for nursing students. This new facility will be named Julius W Hegeler II Hall, Danville Area Community College.

Priority #5 City Colleges of Chicago STEM Labs: Scope of work to include the design and construction of districtwide STEM labs. The colleges with the most immediate need are Truman College (Biology Labs), Wright College (Science & Technology Labs), Olive-Harvey (Chemistry), Kennedy King (Launch Pad

Technology Lab), and Dawson Technological Institute (Combination Welding Program Lab). At Truman College the project scope includes the renovation of Microbiology Labs, Anatomy & Physiology, and Prep Areas. The scope of work at Wright College and Olive-Harvey includes the renovation of existing 1,400 sq. ft. labs to bring them up to the modern standards of the current curriculum. The renovated Welding Labs at Kennedy King College's satellite campus Dawson Technical Institute will modernize the existing 5,000 sq. ft. welding laboratory to include 12-16 new welding booths, lecture space, tool crib, and related equipment. At Kennedy King College the Tech Launch Pad lab will convert an existing 1,000 sq. ft. classroom into a 24-student technology lab. Scope of work to include new floor finishes, dropper ceiling & lighting, upgrade mechanicals, computer stations and related power & data, and AV system.

Priority #6 Prairie State Allied Health Building: The Allied Health building will add 27,840 gross square feet of laboratory, classroom, and faculty office space to the college's physical plant. The two remaining temporary bungalows that are in poor condition will be demolished and the new Allied Health Building will be constructed between the Health Training Center and the Wellness Center. Another 10,000 gross square feet (GSF) of space in the main building will be renovated and reassigned to other academic programs after the nursing and nursing assistant programs move to the new building.

Priority #7 Illinois Valley Library / Student Success Center: Jacobs Library is situated in Buildings A and C on the IVCC Oglesby Campus. Currently, the space occupied by the library functions solely as a library. Remodeling the library has the potential to allow IVCC to establish and grow a comprehensive student success center, which would integrate library services with academic support services, specifically the Writing Center, the Peer Tutoring Center, and the Student Technology Help Desk. In order to renovate the existing library and create a new Student Success Center within this space for Illinois Valley Community College, the existing 15,720 square feet library currently located on the middle level of Buildings A and C along with the immediately adjacent corridor space will require complete renovation.

Priority #8 Lake Land Rehabilitation of Kluthe Center: The Kluthe Center was completed in the mid-1990s. The college has made numerous, renovations and improvements in order to accommodate the growth in the number of students it serves, repair/replace inefficient or worn-out equipment, comply with federal and state laws relevant to disabled students, or update classroom space to facilitate a new instructional program. The college has attempted to address the maintenance and improvement projects in our existing buildings through the use of Protection, Health, and Safety funds, ADA funds, Capital Renewal Grants, as well as various college based budgetary funds. These projects have helped to address individual problems but will not be sufficient to deal with many of the more serious structural, design, and mechanical issues the college faces as the buildings continue to age.

Priority #9 Triton Window Replacements Student Resource Buildings: Triton College's Line Buildings are comprised of four buildings. These buildings were constructed in the late 1960's and still have the original windows which are now over 50 years old. The windows leak and offer no thermal rating. New windows would eliminate the leaks as well as greatly improve the energy efficiency of the buildings.

Priority #10 Moraine Valley Career & Technical Education Lab Expansion: This project will consist of a renovation of the existing building. The current programs exist within Building T located at the southwest portion of the academic core of the campus. The expansion requirements for the programs include approximately 11,000 square feet. Instructional spaces will also accommodate hands-on labs, and audiovisual/technical equipment will be designed to allow for various types of teaching and learning configurations to be developed. A major accommodation will include access drives for the Automotive Technology Lab and the Welding Lab to accommodate deliveries and vehicle access. Storm water management strategies will also be implemented to account for the additional impervious area being added to the campus footprint.

This project will be designed in accordance with Leadership in Energy and Environmental Design (LEED) standards and will incorporate energy-efficient mechanical systems. Additionally, renewable energy systems will be considered and may be incorporated into the project to support the programmatic components within the building.

Priority #11 Heartland Community College Science Labs Expansion and Upgrades: In order to accommodate the need for additional science lab space, to consolidate science labs together on campus, and to upgrade the existing science labs to meet current curriculum needs, approximately 22,440 SF of existing space on the first and second floors of the west portion of the Instructional Commons Building (ICB) will be renovated. Additionally, a small addition consisting of approximately 275 SF will be constructed on the south side of the ICB to accommodate a new greenhouse. The renovation of the ICB-West building at Heartland Community College will not only improve efficiency and safety in the science labs, but it will also have long-term, quantifiable impact on student enrollment and success, and contribute to the college's strategic priorities.

Priority #12 Lincoln Land Menard Hall Renovations: Renovation to areas on the 1st floor and lower level of Menard Hall to improve student services and college function. The renovation will include mechanical updates to lighting, heating, and air conditioning, electrical service, data access, plumbing, and asbestos remediation. The renovation will also include remediation of accessibility issues such as hallway widths, door push and pull areas, turning radius, etc.

Priority #13 Triton Window Replacements Line Buildings Phase 2: Replace existing original windows in Triton College's Line Buildings which are comprised of four buildings. In order to install new windows in the Line Buildings, a thorough site analysis needs to be completed. The following lists activities, which will be related to proper installation of new windows: A detailed site analysis of the windows will be required. The site analysis will determine what interior work is required as well as whether or not any of the window caulking needs to be abated; A detailed set of construction documents will then be prepared for bidding; and replacement of windows.

Priority #14 City Colleges of Chicago Student Success Centers: Scope of work to include the design and construction of districtwide Student Success Centers. At Malcolm X College's satellite campus West Side Learning Center, work would include architectural services to complete the design and construction of an addition, limited renovation necessary to add a Student Success & Community Center to the building. This would create a student support space that currently does not exist on campus that would also provide additional public restrooms, storage, and new main entrance to the existing building. The Harold Washington and Truman College Student Success Centers will modernize the existing 21,000 and 25,000 sq. ft. libraries to include support services, student collaboration spaces, a maker's space, and traditional library functions. At Daley College's satellite campus, Arturo Velazquez Institute, the scope of work includes the conversion of a 3,500 sq. ft. portion of an existing conference room space into a Student Success and Welcome Center. Design and construction to include breakout rooms for small group instruction, service desks for student support, new AV/IT systems, computer stations, lounge space, and upgraded finished.

Priority #15 Joliet Eastern Portion Campus Construction: Location and acquisition of an acceptable new site for the eastern portion of the district campus. This would involve identifying an available property within the desired service area of the district. Additionally, the selected location will need to meet the accessibility needs of the college in terms of public and private modes of transportation. Construct a new facility of approximately 40,000 square feet to serve all students in the district. The facility will be designed to provide a full range of credit and non-credit classes, including all of the required courses for an Associate in Arts transfer degree as well as GED, English as second language (ESL), special interest, youth, adult, and life-long learning classes and provide space for proctored testing.

Within the structure will be general education classrooms, labs space for biology and chemistry, computer lab space, conference space, food service, resource center, student lounge space, faculty/staff and administrative support office space, mechanical and custodial operations, and storage space. An appropriately sized utility building will be provided for grounds maintenance equipment and operation.

Priority #16 Parkland Biological/Chemical and Physical Sciences Training Center: The new Science Addition will be a 2-story, approximately 44,000 gross square feet structure located on available land immediately adjacent to the existing L-Wing on the north side of the Parkland College campus. The building will connect to the L-Wing on both floor levels and be designed to meet programmatic needs. It will also be designed to be compatible with the existing campus architecture in terms of form and materials usage.

Priority #17 Illinois Eastern ADA Improvements to Restrooms and Other Capital: The District has an estimated 19,500 square feet of restroom space at its existing locat1ons. However, the District has a limited number of ADA compliant restrooms on its campuses. This remodel project will take our current restroom space located on each campus and ensure accessibility exists in every building. The work necessary to accomplish this would consist of a re-design of the current floor plan(s) of the existing restrooms. This redesign would include the removal and reduction of commode stalls to accommodate individuals in wheelchairs and other physical limitations. Washing sinks would require adjustment to necessary minimum heights to ensure proper access. Some of our existing wash sinks currently have exposed plumbing that require insulation or other protective barriers. Entryways to restrooms would require reconfiguration to allow for minimum width and clearance requirements as well as purchase and installation of automatic door openers to accommodate entrance to the restrooms.

Priority #18 College of Lake County Wellness and Health Sciences Center: Fifty years ago, the average person was under the care of one or two health-care professionals. Now, the average healthy person relies on upwards of five to six professionals for their overall health care. Consequently, integrated patient care is increasingly necessary for the future of health sciences. The College of Lake County (CLC) has over 12 high-demand, health career academic programs delivered across three campuses, including Grayslake, Lakeshore, and Southlake. However, programs on the Grayslake campus are scattered across various buildings and in spaces that lack a dynamic learning environment reflective of the professional settings in healthcare and limit an ability to design learning that models the integrated delivery of healthcare today. The Wellness and Health Sciences Center would bring health and wellness programming into a single state-of-the-art learning environment. The Center will provide students with opportunities to work seamlessly in a setting that better mirrors the way they will be engaging in patient care as professionals at area hospitals and other healthcare facilities. The Center will be designed with a specific focus to train nursing, allied health, and wellness professions. The Wellness and Health Sciences Center will be an integrated training facility where students will learn patient care using the tools and techniques used in top-notch healthcare facilities.

Priority #19 Elgin Community College Building F Remodel and Renovation: Building F is a two story structure that consists of 67,376 gross sq. ft./34,726 net sq. ft., it was built in 1995, and is currently in need of renovation. The building currently contains 28 classrooms/labs, 24 offices, two conference rooms, four restrooms, and a study-lounge/lobby area. This project proposes to replace and upgrade the mechanical/HVAC systems. The building is currently served by two aging variable air volume (VAV) air handling units. Both supply conditioned air to a total of 66 parallel fan powered VAV boxes with hot water reheat; all are in need of replacement.

Priority #20 McHenry First Responder Training Center: A First Responder Training Center at McHenry County College is needed to accommodate and expand existing programs and to be able to develop new ones that will serve the needs of the residents of the larger McHenry County area.

Current space restrictions limit the ability and type of training current programs can offer, in particular Fire Science and Criminal Justice.

Priority #21 Sauk Valley Community College (SVCC) CTE Expansion: The project planning phase will encompass a collegewide assessment to determine critical enhancements necessary to ensure SVCC's Career and Technical Education (CTE) space and equipment is suitable to serve the district's students. Additionally, the college will engage a certified architect/engineer to assist with project planning and construction oversight. The CTE expansion at SVCC will require a 10,000 sqft addition to the west-end of the SVCC main facility. The expansion will make room for SVCC's CTE programs, including but not limited to, Agriculture, Welding, Multi-craft Technology, HVAC, and Electrical Engineering. Site preparations for the expansion footprint will require the demolition of two existing substandard structures and excavation of existing employee parking. The expansion will also require additions to SVCC's main facility's electrical and HVAC infrastructure.

Priority #22 College of DuPage S.T.E.M. Center: This new facility would consist of 105,000 square feet within three stories located on west side of the College of DuPage main campus. The building will create a learning environment designed to meet evolving S.T.E.M. educational needs of today as well as enable the college to creatively address the needs of the future. The S.T.E.M. Center will serve as the foundation for the College of DuPage's efforts to create interactive blended learning in Science, Technology, Engineering and Mathematics (STEM).

Priority #23 Black Hawk College New Student Center at the East Campus: The East campus is lacking a student center that consolidates student service functions and acts as a multi-purpose space to serve students and the community. This proposed new 46,500 SF student center will be designed to accommodate the following programmatic needs: student service functions, campus bookstore, multi-purpose room, pre-function/support space, fitness center, locker rooms, collaborative classrooms, computer labs, and office space. In order to create a new "front door" for the campus and to provide a more welcoming experience for students and the community, the new facility is planned to be connected to the first and second floor levels of existing Building A on campus and will be positioned toward the main entrance drive. By connecting the new facility at both floor levels, overall circulation throughout the campus will also be improved, and access to these critical functions on campus will be greatly enhanced.

Priority #24 John Wood Parking Lot Repairs - Main Campus: Portions of main driving lanes constructed in 2001 are used daily for deliveries by tractor-trailer style trucks in addition to large box trucks, and waste/recycling trucks. Additionally, several areas have developed "alligatoring" due to fluctuations of the subsurface, primarily from ground water beneath with seasonal changes. Finally, we have many "seams" unraveling in the pavement in our oldest asphalt parking lot, circa 1996, that serves our Science and Technology building. All of these areas create potential risks to pedestrians and vehicles.

Priority #25 Morton College Building Envelope Upgrades: The Building Envelope Upgrades project at Morton College is required to address deteriorating roofing systems and masonry walls throughout various portions of the campus. Without these upgrades, the current conditions on campus will continue to allow water infiltration into the buildings, causing ongoing damage to interior finishes as well as potential structural degradation to the buildings. The existing roofing systems on Buildings A, C, D, and F are all well beyond their normal service life of 20 years and need complete removal and replacement. The College is currently spending thousands of dollars annually to repair and patch these existing roofing systems in an effort to protect the facilities. In many cases, as roof leaks appear, classes are disrupted as repairs are made within classrooms and labs caused by roof leaks.

Priority #26 Shawnee Main Campus Parking: The main campus entrance, parking lot, and driveway around campus needs rehabilitation and upgrading due to the lifecycle condition and need of ADA upgrades. Existing pavement needs to be replaced and new pedestrian walkways and features need to be constructed. The project will consist of pavement rehabilitation and resurfacing for facility entrances and facility access ways. It will also include new sidewalk/walking path construction and pavement maintenance for parking areas and adjoining site facility areas at the main campus facility.

Priority #27 Rend Lake College Advanced Technology Center: This project would provide several enhancements to the Advanced Technology Center, the hub for career technical programs, including: 10 classrooms large enough to instruct from 25 to 45 students each with a mix of tables and desks to be used and the teachers desks all to comply with current accessibility standards; 12 laboratories for the use of all the computers, welding, robotics, criminal justice, and electronics labs large enough to seat 25 to 35 students; a new state of the art welding department, occupied by 42 new welding booths, and 12 grinding stations with proper ventilation; a new state of the art robotics lab; two study lounges are to be provided that will seat 15-20 students each; 30 offices for the entire department to be provided for the faculty and staff. Site improvements consist of a new entry plaza and development, accessible walks, site lighting, connection to the campus storm sewer system, water lines, sanitary sewer, gas lines, communication systems, underground electrical, a building emergency generator, and HVAC controls system. The Advanced Technology Center is home to multiple programs including Welding, Industrial Electronics, and Office Systems Technology.

Priority #28 John A. Logan First & Second Floor Student Life Building C and Library Remodel: The spaces in lower and upper "C" building have gone largely unchanged for 40 years, though the delivery of services to students has changed dramatically. The spaces are no longer functional. The proposed renovations provide additional and properly designed office, meeting/conference, and facility space for Student Services and auxiliary services such as the student life areas and food services. The available 47,996 square feet area for the renovation provides offices, testing areas, tutoring areas, waiting area, and administrative staff spaces to support the college.

Priority #29 Waubonsee Collins Hall Remodel: This building has not been significantly remodeled since it was built in 1970. This building contains a large portion of student services i.e., tutoring, supplemental education, and the library. This is a critical resource to the college and needs to be updated. The building suffers from many technological deficiencies as well as accessibility and general safety concerns. The scope of the Collins renovation includes a full interior renovation. Primary areas and offices in Collins that will be impacted by the renovation of the building include the library, tutoring, and other academic support areas which provide direct support to students. Other areas in Collins include training and support for faculty and online instruction, a1V studio, information technology support spaces, and administrative offices.

Priority #30 Southwestern Allied Health Sciences Building: In 2019, the district requested an Environmental Scan and Gap Analysis report be produced as part of its Strategic Planning Process. The group preparing the report analyzed the area's economy and projected job openings between 2018-2028. The report indicated hospitals as a key industry subsector in the district, with a projected 9.7 percent growth in the job market over the next decade. Several programs were identified as areas in which a gap needed to be filled within the area including Nursing Assistant/Aide and Patient Care Assistant/Aide, Emergency Medical Technology, as well as Phlebotomy Technicians. The district assessed the capacity and utilization of the current facilities and compared the results against space needs, concluding that the utilization of the facilities for allied health science programs and educational venues were well beyond capacity. Programs proposed for this facility include Health Information Technology, Medical Assistant, Medical Laboratory, Nursing Education, Nursing Assistant, Emergency Medical Technology, Pharmacy Tech, Physical Therapist Assistant, Radiologic Technology, and Respiratory Care.

Considering the anticipated growth in these allied health science fields and the district population, along with the age of the current facilities, there remains a need to expand the campus facilities.

Priority #31 Lewis and Clark Roadway Parking Lot, Sidewalk Improvement: This project includes pervious pavers to lots such as the Wade faculty/staff parking lot, Ringhausen and Gilman parking areas and the Math and Science building parking lots. Construction of the final phases of bioswales in the Hatheway parking lot will promote further sustainable practices by controlling storm water runoff. The campus sees steady traffic during the spring and fall semesters and through events hosted throughout the year of nearly 200,000 visitors. In addition, delivery trucks are routinely on campus adding wear and tear on the roads over time. This has led to deterioration of the asphalt roadway. Extensive patching of roadways is no longer adequate and requires replacement. Civil engineers have identified the most severely damaged roadways and parking lots that need immediate attention, and this project addresses those concerns.

Priority #32 Oakton Eastern District Expansion – Building Addition: The college is looking to construct and renovate a building approximately 50,000 gross square feet for the Eastern Campus that will serve as the new entrance to the college, coordinate services most needed by students and the community, and better connect with the Des Plaines and Skokie campuses. The final result is a campus that is student and community centered, while enhancing the ability of the faculty to provide the highest quality environment for teaching and learning.

Priority #33 Illinois Central Architecture panel window door replacement: The current air handling units (AHUs) are approximately 45 years old and have reached their serviceable lifespan. The current HVAC system continually has maintenance issues and is frequently under repair. The system is not energy efficient and would be replaced by air handlers and new duct work that would be significantly more reliable and energy efficient. The current air handlers are still on pneumatic controls, we would upgrade these to electronic controls allowing us better control resulting in more efficiency of the system. We would also upgrade the control sequences to improve efficiency. Additionally, if we added cooling to areas that don't currently have it, we would significantly increase comfort to the students and staff. We would maximize comfort and efficiency of the building as it pertains to HVAC.

Priority #34 Rend Lake Applied Sciences Center Addition: Growth centered in the Applied Science Center shop and classroom area is most conspicuous in the Diesel, Agricultural Mechanics, and Heavy Equipment. The new Applied Sciences Center addition will be an extension of the existing facility. Spaces planned for the addition include three new service bays, a combine bay, two classrooms for instruction, a diesel laboratory, a small student lounge, restrooms, and storage spaces. Site improvements to consist of accessible walks, site lighting, aprons and drives, connection to the facility storm sewer system, water lines, sanitary sewer, gas lines, communication systems, underground electrical, and HVAC controls system. A sub-surface investigation will be performed along with soil borings for building suitability.

Priority #35 Rend Lake Student Center Addition: Building an addition to the existing Student Center will enhance Rend Lake College student life and expand institutional opportunities. The addition would expand the Student Center to include a student commons area, bookstore, and conference center. Currently, there is no central location on campus for students to gather, interact, eat, relax, and participate in recreational activities. Over half of the original Student Center space has been converted to house the addition and growth of the Culinary Arts program; thus, the Student Center space has dwindled in size and functionality.

Priority #36 John Wood Community College Learning Center (B Building) Roof Replacement: Remove and replace 23,500 sq ft of extremely durable synthetic roofing membrane (EPDM) roofing which is original from 2001 construction.

Priority #37 Carl Sandburg Asphalt Sidewalk Replacement Project: This project includes a topographic survey of the existing asphalt sidewalks and concrete ramps to determine their compliance with ADA and establish a base map for the replacement of the asphalt walkways. This project will replace approximately 33,000 square feet of existing asphalt sidewalks with new 5" concrete sidewalks. Site work will include regarding the existing surfaces to address areas that are found to be out of compliance with accessibility requirements.

Priority #38 John Wood Community College Ag Center Heat Pumps Replaced: This project would replace 15 existing geothermal heat pumps. The heat pumps have been rated to be in poor condition after an inspection by a mechanical engineer from Klingner and Associates.

Priority #39 Lake Land College Remodel of Northwest Classroom Building: This major remodeling project will include a comprehensive renovation of the Northwest Classroom Building. In addition, the project will remodel numerous spaces throughout the building including the ceilings, floors, doors, and restrooms. The mechanical and electrical systems will also be improved to assure a comfortable learning environment, increase the efficiency of the lighting, and to ensure a viable source of power for each room. Programs involved: Math and Science, Social Science, Humanities, Allied Health, Student Common Areas, Student Study Areas, and Instructional Design.

Priority #40 Joliet Junior College Health Professions Expansion: The Health Professions Expansion will be a new structure that will help the college expand the high-demand nursing, allied health, and emergency services programs to meet projected growth. The structure site will be located in close proximity to the current Health Professions building. The expanded facilities will include laboratory, classroom, office, and instructional space designed to incorporate new and future technologies, especially in simulation centers providing situational skills practice. The project will provide for the following: create expanded space for the health professions curriculum including the addition of six new biology, health sciences, and simulation laboratory rooms, the addition of up to twelve new classrooms or group study, space for up to ten offices, reception, and conference room for faculty and support staff.

Priority #41 McHenry County College Library / Student Success Center Renovations: As one of the major hubs on campus that supports student engagement and overall student success as well as a tremendous resource that serves the community-at-large, the existing library at McHenry County College needs significant renovations, re-organization, and upgrades. Once completed, the new library / Student Success Center will accommodate the following spaces / functions: library, student success center, on-line learning center, teaching and learning center (TLC), open collaborative space for faculty and staff training, TLC staff offices, and conference space. As part of the proposed renovation work, the existing mechanical, electrical and plumbing (MEP) infrastructure that serves the existing spaces will be completely upgraded, and the technology that serves the spaces will be replaced in order to accommodate the significant amount of technology and audio-visual equipment that will be incorporated within the area of renovation.

Priority #42 Lincoln Land Community College Sangamon and Menard Hall Renovations: Scope will include renovation to the 1st floor and lower level of Sangamon Hall South, 2nd floor of Sangamon Hall North, and 2nd floor of Menard Hall to relocate and improve the art program classrooms and labs, police station, faculty offices, and create conference and student lounge/study spaces. The renovation to 2nd floor of Menard Hall will include classrooms, labs, lecture halls, offices, and the creation of conference and student space. The renovation will include mechanical updates to lighting, heating and air conditioning, electrical service, data access, plumbing, and asbestos remediation. The renovation will also include remediation of accessibility issues such as hallway widths, door push and pull areas, turning radii, etc.

This project will establish more efficient utilization of existing space by consolidating the art program classrooms and labs, creating student lounge and study spaces, providing adequate storage, meeting spaces, and offices, and upgrading the lecture halls to provide space for student functions.

Priority #43 Southwestern Illinois College Manufacturing Training Academy Phase II: The project includes 14,313 square feet dedicated to expanding the manufacturing trades. With the recent award from DCEO, Southwestern Illinois College plans on breaking ground on Phase I of the Manufacturing Training Academy (MTA) in the mid-summer of 2022. The demand for skilled employees in trades such as welding, computerized numerical control (CNC) machining, and precision machining has grown. According to the Bureau of Labor, Illinois is 2nd in the nation for states seeking machinists with more than 31,790 employed across the state. Phase II of the MTA will add 14,313 square feet to the state-of-the-art facility by adding four large classrooms, four large computer rooms for programming, two offices, and supporting areas. When this facility is complete, it will have over 45,455 square feet and house multiple large scale, high-end manufacturing equipment such as 3D printers, CNC machines, precision machines, welding, and robotics.

Priority #44 Oakton Community College Classroom Remodel Skokie Campus: Academic Classroom remodel to foster active learning by creating flexible spaces with immersive technology capabilities allowing for teaching and learning to take any form imaginable. The college is looking to remodel approximately 25,000 gross square feet for Academic Classroom remodel to foster active learning by creating flexible spaces with immersive technology capabilities allowing for teaching and learning to take any form imaginable. Classrooms should be equipped with technology to support instruction and learning, including smart board w/stand, projectors, monitors (for computer labs), projection screen, and sound system. The flexibility of this space will be enhanced by multipurpose class/seminar rooms that can be opened into a large meeting room. The rooms will be equipped with the latest in instructional technology, including online and distance-learning capabilities.

Priority #45 Black Hawk College New Career and Technical Education Building at the Quad-Cities Campus: As part of the Strategic Plan, in 2019 Black Hawk College (BHC) contracted EMSI to complete an Economic Overview and Gap Analysis. This report compared current credit degree and certificate offerings as well as non-credit offerings with the job demands within a 90 mile radius of the Quad-Cities campus and compared the education level required for employment and the number of individuals completing the educational requirements within this region. Based on the research and data collection gathered and looking at innovative business "startups" in the region, Black Hawk College is looking to develop a Career and Technical Education (CTE) Center on its Quad-Cites (QC) campus in Moline, Illinois. This new CTE facility will allow existing programming to be modernized and accommodate programming that has not been offered on the QC campus. New programming will be accommodated in this new space as well, including automotive body repair, diagnostic medical sonography, occupational therapist assistant, HVAC/Refrigeration, and microbrewing/craft distillery. Program support spaces including program specific classroom space, shared classroom space, and faculty/staff offices will allow for students to have convenient access to support their success.

Priority #46 Illinois Valley Community College Nursing Program Expansion: In order to provide appropriate space to support the Nursing Program at Illinois Valley Community College, an existing 5,100 sf space located at the west side of the middle level of Building B will require complete renovation. Patient simulation provides a safe environment to build critical thinking skills without risking harm to patients. In addition, recent reductions in the area's health care services have decreased the accessibility to clinical sites and patients for our health professions students. With decreasing access to patients in clinical settings, time spent in a simulated clinical environment is increasingly valuable. A simulation laboratory would offer a comprehensive catalog of patient situations, which will enhance the accomplishment of desired student competencies.

Unlike a clinical setting where patient cases are unknown and instructors rely on didactic techniques for student competency achievement, a simulation laboratory provides a specific scenario designed to meet an educational objective. IVCC faces the challenge of providing high-quality simulation education as a result of the physical state of our current skills laboratory, outdated and limited equipment, limited staff training, and lack of appropriate technology. Our current simulation methods do not provide the realistic experience our students need to increase competency in health care settings. Exposing students to simulations prepares them for clinical practice in an ever-changing health care system. Exposing current health care professionals to changes in health care delivery through simulation enhances the advancement of their clinical skills. Simulation in Nursing Education is not new, but rapidly expanding, and is recommended by healthcare professionals to alter and enhance existing pedagogical methods.

Priority #47 McHenry Multi-Purpose Addition: In order to address the lack of large meeting space on campus to support events such as career fairs, college fairs, and industry-related events, as well as to create space to support the health and wellness of the college community and the community-at-large, a new addition and a series of renovations to the existing facilities will need to be implemented.

Priority #48 Spoon River Drama Auditorium/Theatre Addition Multipurpose Facility: The plans for the Multipurpose Facility originally included a 16,200 square foot drama theater, classrooms for physical education classes, a student-athlete study center and additional storage space, making it truly a "multipurpose" facility, but the theater and classrooms were removed from the revised plans in 2015 due to lack of available funding. This project would construct a Drama Theater connected to the existing Multipurpose Facility so they would share the common entryway, lobby, restrooms, and concession stand. In addition to the theater, the college would construct two 600 square foot classrooms, an 800 square foot athletic study center, two offices for athletic/student services staff, and additional storage space for athletics.

Priority #49 Shawnee Community College Renovation of Labs: This project will consist of the renovation of existing Chemistry, Biology, and all Learning Laboratories. The scope of the project will include an upgraded ventilation system as well as ADA accessibility from the classroom to lab environments. The project will also allow for the storage of chemicals, supplies, and lab projects and include safe handling, secure access, and monitoring. Enrollment in classes utilizing these lab facilities precipitates the need for renovation of the existing space, which will support expanding programs such as Associate Degree Nursing and Practical Nursing.

Illinois Community College Board

OVERVIEW OF THE ILLINOIS LONGITUDINAL DATA SYSTEM

ICCB, a partner in Illinois Longitudinal Data System (ILDS) efforts, is collaborating with other ILDS state agencies to advance data and research initiatives. ILDS progress will be highlighted as well as the recent transition of ILDS 1.0 to ILDS 2.0 with governance and infrastructure. ICCB's role and next steps within the new ILDS 2.0 environment will also be discussed.

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

John A. Logan College
➢ Hospitality Management A.A.S. degree (62 credit hours)

Lincoln Land Community College
➢ Diesel Technologies A.A.S. degree (61 credit hours)

Morton College
➢ EMS-Paramedic Certificate (47 credit hours)

Wilbur Wright College
➢ Cannabis Studies A.A.S. degree (61 credit hours)
➢ Cannabis Processing Technician (30 credit hours)

BACKGROUND

<u>John A. Logan College</u>
Hospitality Management A.A.S. degree (62 credit hours)

Program Purpose: This program will prepare individuals for management-level positions that oversee and supervise hotel, resort, and tourism operations for a variety of hospitality employers.

Catalog Description: The Hospitality Management Associate in Applied Science (A.A.S.) degree develops the leadership skills and management practices that are valued in the hospitality industry. The degree requires a minimum of 62 credits in program requirements, program electives, and general education.

Curricular Information: The curriculum consists of 16 credit hours of required general education coursework and 46 credit hours of career and technical education coursework. Career and technical education coursework includes instruction in introduction to the hospitality industry, meeting and event management, hospitality operations and advanced hospitality operations, sanitation, front office operations, hospitality facilities management, supervision in hospitality, service management in hospitality, restaurant service and sales, hospitality industry accounting, law for the hospitality industry, a required work-based learning experience, and related technical electives that focus in the areas of culinary arts, business, or communications/marketing. Assessment of student learning objectives will be achieved through evaluation of the student's performance in the work-based learning experience by program faculty and the worksite supervisor.

Accrediting Information: John A. Logan College is accredited by the Higher Learning Commission. No additional program accreditation is required to offer the proposed program.

Justification for Credit hours required: The proposed curriculum exceeds 60 credit hours by two (2) credit hours to include an internship course which comes heavily recommended by the Program Advisory Committee and helps to ensure students' employability.

Diversity, Equity & Inclusion Efforts: JALC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Efforts include marketing specifically in district counties with high levels of socio-economic disparity and underrepresented populations; and establishing a partnership with the local workforce organization, MAN-TRA-CON, which help match students with workforce training needs to services, programs, and financial resources. The college also plans to increase informational awareness of student support services such as the TRIO program, JALC Snack Locker, Disability Support Services, and Tutoring Services. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college recently implemented human resource policies that requires diversity goals for qualified candidate pools per position. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and community through working in diverse regions within their five county district-area. The college regularly seeks input from minority-owned businesses and community leaders for participation in program advisory committees.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in hospitality management-related occupations is expected to increase statewide by 37% through 2030. Locally, the college has the support of multiple local employers within the district who are currently in need for additional workers in management. The college was recently approved to offer a Hospitality Management Operations Certificate that articulates into the program degree.

Table 1: Employer Partners

Employer	Location
Walker's Bluff Casino Resort	Carterville, IL
The Oasis	Marion, IL
Marion Stadium, LLC	Marion, IL
Visit SI (Williamson Country Tourism)	Marion, IL
Marion Cultural Civic Center	Marion, IL

Table 2: Projected Enrollments

Hospitality Mgt AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	18	20
Part-Time Enrollments:	5	9	10
Completions:	-	8	8

Financial / Budgetary Information: The program will require one (1) new full-time and two (2) new part-time faculty the first year. Qualified faculty will hold at least a Bachelor's degree in Hospitality or closely related field, have at least five (5) years work experience, and one (1) year teaching experience is preferred. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$64,341	$64,833	$66,325
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$64,341**	**$64,833**	**$66,325**

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	2	0	0	0	0
Existing Faculty	0	0	1	2	1	2

Lincoln Land Community College
Diesel Technologies A.A.S. degree (61 credit hours)

Program Purpose: This program will prepare individuals for entry-level positions diesel service positions in the agriculture, construction, and heavy equipment truck industries.

Catalog Description: The Diesel Technologies program is a two-year Associate Degree Program. Students are prepared for careers in the Agricultural, Construction, and On-highway heavy truck industries. Student instruction consists of a combination of classroom, hands-on lab, and work-based learning opportunities. Students will maintain, diagnose, and service diesel powered equipment in our state-of-the-art facility. Students complete two supervised paid internships during the sophomore year for a total of 630 contact hours. Upon completion of the program, graduates will be prepared to enter the workforce or continue their education if they so choose. Students must maintain a C or higher in all program classes (DET) to progress through the program. Students who fail a general education course will have one semester to make up the course or face dismissal from the program. Admission to the program requires a separate application than admission to the college.

Curricular Information: The curriculum consists of 15 credit hours of required general education coursework and 46 credit hours of career and technical education coursework. Career and technical education coursework includes instruction in diesel engine theory and repair, electrical systems, hydraulic systems, truck brakes and chassis, air conditioning systems, agricultural machinery, diesel fuel and emission systems, electronics, truck power trains, agricultural and construction power trains, shielded metal arc welding, hydraulic system diagnosis and repair, and a required work-based learning experience in diesel technologies. The program will prepare graduates for various industry credentials including Environmental Protection Agency (EPA) 609 certification, which allows technicians to service mobile air conditioning systems; and various manufacturer-specific certifications from Kenworth, Komatsu, Navistar, and Case/New Holland. These diesel equipment manufacturers are well known by local employers and will offer students the benefit of recognized industry credentials in agriculture, construction, and the diesel service areas of employment. Assessment of student learning objectives will be achieved through evaluation of the student's performance in the work-based learning experience by program faculty and the worksite supervisor.

Accrediting Information: Lincoln Land Community College is accredited by the Higher Learning Commission. The college will seek optional program accreditation by the Associated Equipment Dealer (AED) Foundation. AED "Standards for Construction Equipment Technology" guidelines were used in developing the proposed curriculum.

Justification for Credit hours required: The proposed curriculum exceeds 60 credit hours by one (1) credit hours to include an employability skills course which comes heavily recommended by the Program Advisory Committee and helps to ensure students' employability.

Diversity, Equity & Inclusion Efforts: LLCC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates.

Efforts include improving promotion of the TRIO program and Student Support Services to students groups beyond traditional student organizations such as the Black Student Union, Veterans Club, and the Gay-Straight Alliance; hosting educational fairs to diverse audiences, and utilizing Student Success Coaches once students have enrolled in the program. Further, faculty monitor student progress and update Student Coaches regularly. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of diesel technology positions.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in diesel repair and maintenance occupations is expected to increase statewide between 9.5-16.2% through 2030. Locally, the college has the support of multiple local employers within the district who are currently in need for additional workers.

Table 1: Employer Partners

Employer	Location
Jenner Ag	Taylorville, IL
Gateway Dealer Network	Springfield, IL
Sloan Implement	Assumption, IL
Altorfer Cat	Springfield, IL
Centre State Trucks	Jacksonville, IL
United Rentals	Springfield, IL
Martin Equipment	Springfield, IL
Rush Truck Centers	Springfield, IL
Roland Machinery	Springfield, IL
Truck Centers	Springfield, IL

Table 2: Projected Enrollments

Diesel Technologies AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	20	40	40
Part-Time Enrollments:	-	-	-
Completions:	18	36	36

Financial / Budgetary Information: The program will require one (1) new full-time and one (1) new part-time faculty the first year. Qualified faculty will preferably hold at least a Associate's degree in Diesel Technology or closely related field, hold Original Equipment Manufacturer (OEM) Certification, have at least three (3) years work experience, and one (1) year teaching experience is preferred. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$73,734	$147,468	$147,468
Administrator Costs	$107,767	$107,767	$107,767
Other Personnel costs (Lab Tech)	$23,800	$23,800	$23,800

Equipment Costs	$34,778	$100,000	$75,000
Library/LRC Costs	-	-	-
Facility Costs (renovations)	$685,780	-	-
Other	-	-	-
TOTAL NEW COSTS	**$1,237,859**	**$375,035**	**$354,035**

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	1	1	0	0	0
Existing Faculty	0	0	1	1	2	1

Morton College
EMS-Paramedic Certificate (47 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment as Emergency Medical Technician-Paramedics in a variety of healthcare settings.

Catalog Description: The EMS-Paramedic curriculum provides students with the foundational knowledge needed to pass the Paramedic licensing exam in the state of Illinois. Coursework will cover the human body systems, healthcare delivery, handling emergency medical situations, and the Emergency Medicine Services protocols and procedures. The student will also be required to successfully complete the following National Association of Emergency Medical Technicians (NAETM) and American Heart Association credentials through required coursework: Advanced Cardiovascular Life Support (ACLS), Prehospital Trauma Life Support (PHTLS), Advanced Medical Life Support (AMLS) and Pediatric Advanced Life Support (PALS).

Curricular Information: The certificate program requires 37 credit hours of career and technical coursework in paramedicine, and 10 credit hours of clinical practicum and work-based learning.
Career and technical coursework includes instruction in anatomy and physiology, medical terminology, general pharmacology, patient assessment, cardiovascular/respiratory /gastrointestinal/urological/neurological systems. epidemiology, pathophysiology, trauma injuries, management of patients with special conditions, environmental and hematological emergencies, and management of patients with challenged and chronic conditions. Assessment of student learning will be achieved through evaluation of the student's performance during their clinical and work-based learning experiences. The program will prepare graduates for the National Registry of Emergency Medical Technicians (NREMT) Paramedic exam. Passage of the NREMT exam is required for licensure through the Illinois Department of Public Health (IDPH).

Accrediting Information: Morton College is accredited by the Higher Learning Commission. The curriculum was developed according to program standards developed by the Committee on Accreditation of Educational Programs for Emergency Medical Services Professions (CoAEMSP). Morton College has begun the accreditation process and received the CoAEMSP's Letter of Review, the official designation that a paramedic program has entered their review process.

Justification for Credit hours required: This curriculum exceeds 30 credit hours to include the required clinical hours and work-based learning activities required for the national credentialing required for state licensure. This includes completion of the 9-credit hour Emergency Medical Technician (EMT) Basic certification course, which can be taken prior to or as a part of the proposed curriculum.

Diversity, Equity & Inclusion Efforts: Morton College is a committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. As a designated Hispanic Serving Institution (HSI) diversity and equity strategies are an integral part of Morton College's long-term planning and daily operational efforts. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Efforts include a complete reorganization of the institution's internal marketing department resulting in a re-branding that presents a much more diverse population of students (actual students) representative of Morton's study body. The college has also strengthened efforts with local community organizations and leaders to promote courses and programs to underserved groups within the district. The college reorganized its advising department a few years ago implementing Student Success Coaches, which serve as both an information provider of available student services and a point of contact for those services; and a CTE Retention Specialist, who assists CTE faculty in specific programs. Faculty monitor student progress and update these Student Service staff when issues arise. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through the recently establish Morton Diversity Committee, which plans DEI training for hiring committees, marketing staff, and those leaders and staff responsible for revising and developing policy and practice at the college. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of diesel technology positions.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a certificate program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "emergency medical technicians" is expected to increase by 12.7% statewide through 2030.

Table 1: Employer Partners

Employers	Location
Loyola University Health System	Maywood, IL
Advocate Christ Medical Center	Oak Lawn, IL
Mount Sinai Hospital	Chicago, IL

Table 2: Projected Enrollments

Paramedic Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	12	14	17
Part-Time Enrollments:	0	0	0
Completions:	11	13	16

Financial / Budgetary Information: One (1) new full-time and two (2) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least a Bachelor's degree in Paramedicine or closely related medical field, hold a current national credentialing, at least three years of work experience, and three years teaching experience preferred. All facilities are adequately in place.

Costs associated with implementation relate to hiring qualified faculty and equipment required for program accreditation. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	**Second Year**	**Third Year**
Faculty Costs	$65,000	$65,000	$65,000
Administrator Costs	-	-	-
Other Personnel Costs (Adjunct)	$44,000	$53,000	$53,000
Equipment Costs	$74,672	$5,500	$5,500
Library/LRC Costs	$2,000	$1,000	$1,000
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	$185,672	$124,500	$124,500

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	2	0	0	0	0
Existing Faculty	0	0	1	2	1	2

Wilbur Wright College
Cannabis A.A.S. degree (61 credit hours)
Cannabis Processing Technician Certificate (30 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment and advancement opportunities in the cannabis industry.

Catalog Description: Cannabis Studies A.A.S. degree - The completion of this degree pathway prepares individuals to work in the various scientific aspects of the cannabis industry as well as the legal, compliance, cultivation, advocacy and business aspects of the industry. Individuals will have the opportunity to advance directly into the industry or pursue STEM related curriculum at a 4-year institution. There is also a possibility of credit transfer based on individual evaluation of the student's choice of institution.

Catalog Description: Cannabis Processing Technician Advanced Certificate – The purpose of this program is to permit individuals who have completed the Cannabis Studies Basic Certificate to continue in the Cannabis Studies pathway by pursuing the advanced certificate that allows them to gain an understanding of the scientific and processing components of the industry, including the cultivation and the social implications of the cannabis industry from a historical, structural and advocacy lens. Individuals will be prepared to advance in the cannabis industry from an equitable perspective. In addition, processing and extraction techniques are taught in this certificate and can lead towards careers in cultivation facilities or labs.

Curricular Information: Cannabis Studies A.A.S. degree – The curriculum includes 16 credit hours of required general education coursework, 36 credit hours of required career and technical education coursework and nine (9) credit hours of related technical electives.

The career and technical education coursework includes instruction in introduction to cannabis studies, cannabis and the law, entering the cannabis industry, restorative justice in cannabis, cannabis quality and compliance, cannabis processing, hemp horticulture and processing, introduction to medicinal cannabis, cannabis science, and business computer applications. This program includes content developed according to guidelines developed by the Illinois Department of Financial and Professional Regulation (IDFPR) for obtaining the Responsible Vendor Certification.

Curricular Information: Cannabis Processing Technician Advanced Certificate – The certificate curriculum includes a 30ch subset of coursework required in the degree. This includes instruction in introduction to cannabis studies, cannabis and the law, plant propagation, and entering the cannabis industry, restorative justice in cannabis, cannabis quality and compliance, cannabis processing, and business computer applications. This program includes content developed according to guidelines developed by the Illinois Department of Financial and Professional Regulation (IDFPR) for obtaining the Responsible Vendor Certification.

Assessment of student learning in both programs will be achieved through a cumulative coursework portfolio evaluation. The educational portfolio will include artifacts of the students' performance and progression through course objectives and program outcomes. The college also currently offers a 16-credit hour Dispensary Operations Certificate that fully articulates towards the proposed A.A.S. degree and partially towards the proposed Advanced Certificate.

Accrediting Information: Wilbur Wright College is accredited by the Higher Learning Commission. The college is approved to offer cannabis training through the Illinois Department of Financial and Professional Regulation (IDFPR).

Justification for Credit hours required: The A.A.S. degree exceeds 60 credit hours by one (1) credit hour. General education requirements include a botany course at four (4) credit hours. Further, the content included, as supported by the Program Advisory Committee, allows students to earn their Responsible Vendor license and Occupational Health & Safety Administration (OSHA) training. These credentials are necessary for employment in the cannabis industry.

Diversity, Equity & Inclusion Efforts: WWC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. This program was developed in partnership with its sister college Olive-Harvey College, to intentionally address racial disparity in the cannabis industry. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Efforts include the college's *Wright JobHire* and *Caminos al Exito* programs, which provide financial support for those seeking workforce training. These are just two examples of the college's history of collaborating with Community Based Organizations (CBOs) to reach the most underserved populations within the district. The college regularly promotes programs and services such as TRIO, the ACCESS Center for Disabilities, the Wellness Center, Food Pantry and Clothing Closet. Further, faculty monitor student progress through dedicated advising. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, cannabis employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from employers, particularly minority business owners, within the cannabis industry.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to Leafly's job report on the cannabis industry, Illinois ranks tenth among all states with the highest number of jobs in 2019. Further, a study by BDS Analytics found that by 2025, Illinois is expected to see nearly 60,000 jobs statewide in this industry. Wright College in collaboration with its sister college, Olive-Harvey College, developed this program with the support of the City of Chicago's Mayor's Office and the State of Illinois' Governor's Office. As such, the college has requested statewide classification for the proposed curricula, which will allow the college to offer this program to a wider audience as in-district students.

Table 1: Employer Partners

Employer	Location
Cabrini Green Legal Aid	Chicago, IL
Chicago NRML	Chicago, IL
Origo Labs	Chicago, IL
Cresco Labs	Chicago, IL
Gromentum Lab	Chicago, IL
Grow Greater Englewood	Chicago, IL
Minority Cannabis Business Association	Chicago, IL
PharmaCann	Chicago, IL
Super Critical	Chicago, IL
Team Human Cultivation	Deerfield, IL
Illinois Women in Cannabis	Highland Park, IL
GTI	Chicago, IL

Table 2: Projected Enrollments

Cannabis Studies AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	25	45	50
Part-Time Enrollments:	20	40	50
Completions:	-	18	25

Table 2: Projected Enrollments

Cannabis Proc Tech Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	15	15	20
Part-Time Enrollments:	30	35	40
Completions:	7	22	27

Financial / Budgetary Information: The programs will require one (1) new full-time, two (2) new part-time, one (1) existing full-time, and eight (8) existing part-time faculty the first year. Qualified faculty will hold an appropriate educational background for each cannabis-related course. This may include educational background in cannabis, agriculture, biology, and/or business. Faculty will also have at least one (1) year work experience and teaching experience is preferred. The college was awarded an Illinois Workforce Equity Grant for the last three (3) years which has provided funding for the exploration, planning and development of these curricula. The college has also received private donations from local businesses with the specific purpose of supporting these programs. Further, the Mayor's Office of Chicago has provided funding to the college to support curriculum development, faculty costs, and student development. Otherwise, the program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$62,000	$63,860	$65,775
Administrator Costs	-	-	-
Adjunct Faculty Costs	$12,000	$12,000	$24,000
Equipment Costs	$50,000	-	-
Library/LRC Costs	$5,000	$5,000	$5,000
Facility Costs	-	-	-
Other (Accreditation, Prof Dev)	$3,800	$4,350	$4,900
TOTAL NEW COSTS	**$132,800**	**$85,210**	**$99,675**

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	2	0	0	0	2
Existing Faculty	0	0	1	2	1	2

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 2021 – 2025 for Rend Lake College include the following categories: Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/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 2022, Rend Lake College 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 colleges 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:

Rend Lake College, District 521

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 (110 ILCS 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.

RECOGNITION REPORT

REND LAKE COLLEGE

December 2022

Illinois Community College Board
Recognition Report
For Rend Lake College
October 2022

Introduction
During fiscal year 2022, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Rend Lake College, District 521. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of Recognition Continued to Rend Lake 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 Rend Lake College's 2021-2022 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 as defined in the ICCB Administrative Rules Section 1501.302 a)3) A) i).

      No discrepancies between the college catalog and the curriculum master file were identified.

      Compliance Recommendation: None.

   2. **Articulation**

      Rend Lake College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), Associate in Fine Arts (A.F.A.) in Art and Music, and the Associate in Engineering Science (A.E.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 13's or documentation from Transferology indicating a current articulation match.

      According to the requisite Recognition standard, the college has provided documentation of articulation for 13 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 13 of 13 courses submitted had the required current transfer agreements in place.

      Compliance Recommendations: None**.**

   3. **Academic Control**

      The institution reports that it does maintain academic control of its units of instruction. The institution has discontinued partnerships and curricular agreements where its faculty do not provide direct oversight the curriculum. Additionally, faculty are evaluated by students and supervisors on a regular basis.

      Compliance Recommendation: None.

4. Curriculum

4a) A comparison between Rend Lake College's college 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 ICCB Administrative Rules 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 indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to 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 Rend Lake College's 2021 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 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 2020 and 50 from fiscal year 2021. 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 2020 and 2021, including their credentials.

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 Rend Lake College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.
During fiscal years 2020 through 2021, it was reported that 65 instructors taught transfer (1.1) dual credit courses. Of these instructors, two did not hold the appropriate credentials to teach transfer courses. Additionally, on multiple occasions, it was noted that a faculty

member holds a bachelor's degree in a specific area. For example, a faculty member may have a master's degree in Educational Administration and is teaching physical education; it shows that they have 18 hours of graduate hours in the discipline they are teaching but it is also noted that their bachelor's degree is in Kinesiology. It was also reported that 37 instructors taught CTE (1.2) dual credit courses. Of those 37 instructors, seven did not meet (or document) the minimum qualifications to teach a 1.2 level dual credit course.

Students.
After a review of the college self-study report and the additional audit materials requested by the ICCB, there were two students in FY2019 that it was unclear whether they met the required placement scores (Lines[1] 14 and 15) as the placement scores did not match with the information that was provided in the accompanying line item in the College Policies tab. Additionally, there were four students in FY2019 that did not meet the required placement exam scores (Lines 22-24, 27, and 28). For FY2020, all students were found to have met the required placement exam scores to participate in dual credit coursework.

Course Offerings and Requirements.
Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings. 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 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), the college must 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 graduate hours in the discipline being taught. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. For CTE (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.

College Response: The credentials required of dual credit instructors match what is required to teach courses on campus. At the time a new dual credit instructor is approved to teach for RLC, they are required to complete a Rend Lake College application, which includes their educational background and work history, and submit a resume and transcripts. All of this is filed in their RLC personnel file. Of the two instructors who did not meet qualifications to teach a transfer course, one of them has retired and is no longer teaching. The other was teaching an intro to computers course. In reference to the CTE instructors who were marked as not qualified, their work experience was not included on the initial report since they held a degree in the discipline. The report has since been updated to also include their CTE occupational hours.

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[1] This is referencing the "FY21_Dual_Credit_Sample_RLC" Excel spreadsheet submitted to the FTP site.

Compliance Recommendation 2: In the future, the college should ensure that all students who are taking dual credit coursework ensure that the respective student meets all necessary pre-requisite coursework and also meets the minimum requirements for passing any applicable placement exam(s).

College Response: The college ensures that all students who are taking dual credit coursework meet the necessary pre-reqs and minimum placement score. Once a student takes a placement test at RLC, the score is good for three years. When the college transitioned from Accuplacer to NextGen, Accuplacer scores were honored for up to three years. The students who were noted as not having a qualifying score is because they fell within the three-year window and their score was based on the Accuplacer scoring chart, not NextGen.

6. Assessment Plans

The institution has in place a systematic process to assess student learning in each degree and certificate program. The institution reports assessing systematically and comprehensive institutional, program, and course-level student learning assessments on an annual cycle. The institution regularly utilizes data from the assessments of student learning for the improvement of the curriculum, teaching, and student learning. Faculty review assessment data and prepare assessment plans. As a result of their review, the institution reports improvements to institution, general education, program, and course-level outcomes. The Assessment Coordinator and the Institutional Assessment Committee manages the assessment process.

Compliance Recommendation: None.

7. Student Evaluation

Rend Lake College has documented policy for evaluating and recording student performance. Student evaluation is tied to official course learning objectives and goals. Faculty and student handbooks were reviewed against College Policy and Administrative Procedure to ensure the practices comply and in alignment with ICCB Rule 1501.405.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

The institution has qualified personnel with appropriate credentials teaching. Academic deans and human resources staff evaluate faculty credentials to ensure that faculty meet the minimum qualifications. The institution provides adequate faculty development opportunities where faculty can professional development. The institution requires faculty to participate in at least four semester hours of professional development to advance on the salary schedule, and it provides funding to support these activities for colleges.

Compliance Recommendation: ICCB Staff reviewed a sample of faculty transcripts, and one faculty member did not meet the minimum faculty requirement. In accordance with Section 1501.303(f), 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.

To be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Rend Lake College must ensure all faculty have the proper credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies 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 transfer (1.1) courses must meet the master's degree requirement and must have a minimum of 18 graduate hours in the discipline. Regarding areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response: Currently Rend Lake College requires a master's degree with 18 graduate hours in the discipline for 1.1 courses. For 1.2 courses, a bachelor's degree in the field is required and/or a combination of education, training and tested experience. Rend Lake College defines equivalent experience as a minimum of 2,000 hours of experience in the field in which a faculty applicant will teach to combine with academic or occupational credentials when that faculty member does not hold a bachelor's degree in the field. From this point forward, based on the current ICCB policy, any new hires for 1.2 courses at RLC will hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

9. **Cooperative Agreements and Contracts**

As part of the recognition review for standard 9, Cooperative Agreements, the following items were reviewed: the college's self-study, course catalog, website, and accompanying list of cooperative agreements. Rend Lake College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The college catalog, located on the college's website, as well as information on the college's "Admissions- Residency" webpage include an accurate summation of the

CAREER Agreement, which colleges are a part of the agreement, as well as how a student can access it.

Additionally, Rend Lake College participates in several other cooperative agreements with John A. Logan College, Southeastern Illinois College, and Shawnee Community College, for instructor/course sharing, as well as educational agreements. All agreements have been submitted to and approved by ICCB.

Compliance Recommendation: None.

10. Program Review/Results

After reviewing Rend Lake College's program review process and submissions, staff concluded 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. Program reviews submitted are thorough in nature supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Compliance Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part 1A: Advising/Counseling
The advising, counseling, and transfer program at Rend Lake College is comprehensive and organized to address new students' academic planning and transitional needs and the continued success of all students as they progress through their program. All full-time and part-time students pursuing a certificate and/or degree must work with an Academic Advisor. Rend Lake College's ERP system also allows for the creation of academic plans specific to a student's degree/certificate path. The plans follow the appropriate catalog year of the student, providing another visual guide of courses completed, in process and courses needed. Upon the final semester's registration, a graduation application is completed by the student to start the degree audit process.
Hours of operation are conducive to meeting the needs of students. The department also incorporates personal and success coaches to help supplement academic and career counseling.

Compliance Recommendation: None.

1B: Financial Aid

Rend Lake provided a holistic review of its Financial Aid Department. The Financial Aid office adheres to the Department of Education requirements in the Federal Student Aid Handbook and makes updates or changes to practices as directed by FSA communications. The Financial Aid Director actively coordinates with other college departments to ensure consistent information is available to all students. The RLC Financial Aid Department assists students in the application process for grants, tuition waivers, academic awards, student employment, loans, and military benefits. Various outreach events and services are offered throughout the year during and outside business hours. Students can connect with a representative through multiple means. Additionally, students can easily access relevant information on the college's website.

Compliance Recommendation: None.

Advisory Recommendation: The college did not report on their current loan default rate. The ICCB recommends including this data in future reports.

College Response: The College will include our current loan default rate in future reports.

1C: Placement
Rend Lake strives to coordinate and facilitate all employment and career planning-related activities in partnership with staff, students, district residents, and current and future employers. The Center offers career counseling (information, assessments, decision, and planning assistance), career resume building, mock interviews, and job/career identification and research. Many of the CTE programs require clinical experiences or on-the-job trainings which oftentimes will lead students to job placement. Training individuals for employment includes using a Career Coach, portfolio development, resume writing and branding, one-on-one coaching, group training, individual mock interviews, and small groups.

Compliance Recommendation: None.

1D: Support Services
Rend Lake provided a comprehensive and holistic review of its various support services to students. The college offers students multiple support services, including the Disability office, Student Life, TRiO, veterans' services, tutoring services, and a testing center. Student support facilities are easily accessible to students. Services are available to students at hours convenient to them, either in person or virtually. Web and in-person services are available for students with disabilities. Access and Disability Services provides students with legally mandated accommodations and additional programming to promote the inclusion and success of students with disabilities. The office works closely with area high schools and offers prospective students and parents transition information. The college works diligently to form relationships with local stakeholders to increase enrollment and target individuals from underrepresented and marginalized communities.

The college employs a Coordinator of Veterans' Services who serves as the point of contact for Veteran students and/or Veteran dependents. The Coordinator of Veterans' Services advises students on military educational benefit options to allow for training and advancement during active periods and after. The coordinator also assists students in completing applications for additional financial aid such as the Free Application for Federal Student Aid (FAFSA) and various scholarships. In 2021, Rend Lake College established the Veteran Tuition Scholarship. The Veteran Tuition Scholarship is for all Veterans and Service Members who no longer qualify, never qualified, or have already used up their entire federal/state VA education benefits.

Compliance Recommendation: None.

2. **Student Programming, Co-Curricular Activities and Support Services for Students**

Rend Lake provided a holistic review of its co-curricular and student support services. The college offers countless avenues to participate and attain success while enrolled. ~~The college has a Director of Equity and Access to oversee various aspects of recruiting and supporting underrepresented students on campus, including, but not limited to, working with grant initiatives and student disability accommodations.~~ The college offers over 25 clubs and organizations designed to engage students in the college experience outside the classroom. To assist in the assessment of the learning that occurs in cocurricular activities, the college has formed a Co-curricular Assessment Committee.

Compliance Recommendation: None.

3. **Admission of Students and Student Records**

Community colleges in Illinois have an open admissions policy. Rend Lake has clear and comprehensive processes in place for student admission. The procedures for students to enroll at the college are outlined in the college catalog and the website for each program. Students include high school graduates or the equivalent, others 18 years of age and older, non-graduates aged 17 who have severed their connection with the high school system, and students younger than 18 who meet established criteria. RLC veterans, student athletes and student workers can be advised/registered before other student populations on campus. The Records Office and specific departments and divisions incorporate systems of checks and balances to self-audit policies and procedures that affect student admission, persistence, and completion.

Compliance Recommendation: None.

3. **FINANCE/FACILITIES**

1. **Credit Hour Claim Verification.**

The Illinois Community College Board (ICCB) staff conducted an on-site visit at Rend Lake (College) on August 2, 2022. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The College performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB staff reviewed a sample of credit hours reported and certified by the College as semester unrestricted (SU) and semester restricted (SR). The credit hour certifications are used by ICCB annually to determine system funding calculations and college allocations.

ICCB staff reviewed the Instructional Credit Hour Claim Reports to select a sample of individual course sections per funded instructional category, semester, and student residency classification to verify the accuracy of the
 submissions that are used to compile the certified reports (SU/SR claim reports). The sample consisted of 18 course sections and 175 students in Fiscal Year 2021 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. Information reported on the SU/SR claim reports agreed with the certified mid-term class lists.

The College has documented and verifiable processes for proper classification of credit hours reported to ICCB and for determining residency. The College makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a voter's registration card, tax filing, or other supporting documents that the student provides to the College for proof of residence. These processes were evaluated, and no evidence of inaccuracies were found.

Interdepartmental communications were appropriate regarding changes in laws, regulations or internal operations that could impact on the SU/SR claim reports. ICCB has not found any evidence that the College failed to meet the reporting or certification requirements over the period of the review. Overall, the College has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff finds, with a confidence level of 95%, that compliance with the reporting of certified hours is between 95% and 100% accurate. (Note: the statistical margin of error or confidence interval is 5%.)

<u>Compliance Recommendation:</u> None.

<u>Advisory Recommendation:</u> The ICCB recommends that the College clarify its Residency Policy with respect to aspects of the definition of residency not explicitly reflected in the current policy.

College Response: The College will review its current policy and incorporate definitions of residency.

Midterm Certification

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50% or more of the program costs from unrestricted funds.

To determine the College's procedure for determining reimbursement eligibility, a written explanation of the methodology used to classify student credit hours, a listing of faculty which identified the percent of salary applied for selected course sections, and the midterm certification instructions sent to faculty were reviewed. Mid-term class lists and final grade sheets were reviewed and compared to ICCB internal reports.

Based on the review, instructors for SU courses were funded with more than 50% of unrestricted funds and appropriately reported.

Compliance Recommendation: None.

Student Residency

The written procedure for residency verification and a summary of tuition/fee rates charged to students in-district, out-of-district, and out-of-state were reviewed. Student demographics and transcript information were reviewed to support residency status, funded instructional category placement, and final grade postings. To determine if certain categories of students were properly excluded from the reimbursable credit hour claim report, ICCB staff reviewed samples with specific criteria.

All residency classifications were documented and determined to be accurate. Based on the review, the College properly classifies students.

Compliance Recommendation: None.

Course Repeats

The credit hour claims written procedure for excluding students who repeat a course was reviewed. Based on this review, there is a suitable process and procedure in place.

Compliance Recommendation: None.

Dual Credit/Dual Enrollment

The written procedure for dual credit and dual enrollment was reviewed along with intent to enroll instructions and enrollment forms. Based on the review, no issues were found.

Compliance Recommendation: None.

2. **Financial Planning**

The Facilities Master Plan, annual budgets, close-out reports, uniform financial statements, strategic planning reports, certification of publications, instructional cost reports, Tax and Budget Survey reports, Certificates of Tax Levy, and annual external audits were reviewed.

All college departments are included in the financial planning and accountability process. Documentation on the College's website confirms that the Board of Trustees meets and discusses financial conditions and strategies monthly.

Report submissions were made in a timely manner. ICCB staff did not find any evidence indicating issues with financial planning requirements.

Compliance Recommendation: None.

3. **Financial Compliance Annual External Audit:**

For Fiscal Years (FY) 2018 through 2021, ICCB staff reviewed the annual external audits and consolidated year-end financial reporting (CYEFR) reconciliations and evaluated overall outcomes and timeliness of completion.

To ensure that any audit findings indicating the need for actions were addressed, evidence of corrective action plans (CAP) were reviewed by ICCB staff for all findings. There were six findings noted over the four-year period. The CAP for each finding was provided and appears to be adequate.

Compliance Recommendation: None.

4. **A & B Facilities**

A. **Approval of Construction Projects**

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. Due to the pandemic's widespread disruption, the College submitted its 2017 Facilities Master Plan for review. The revised plan will be published in 2023. The College submitted their self-study, which was found to be in good order.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends the College submit the updated Facilities Master Plan electronically to ICCB when complete.

College Response: An updated Facilities Master Plan has been completed and is awaiting board approval at the December 2022 board meeting.

B. Facilities Data Submissions:

Effective January 21, 2021, regulations on reporting requirements at Illinois Administrative Code Title 23, Section 1501.607 were revised. The requirement to submit reports "F3, F6, B3, and R3" for facility inventory records and building layouts was eliminated.

Annual facility data, project updates, estimated deferred maintenance, annual cost/backlog, and local projects (completed and in progress) reports are required to be submitted to ICCB. The College maintained and reported facilities data requests, reports, and other information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB. ICCB did not find any evidence that the College failed to meet the submission requirements for the review period.

Compliance Recommendation: None.

5. Employee Contracts

According to 110 ILCS 805/3-65, an employment contract entered with an employee (president, chancellor, etc.) of a community college must not exceed three years and must not include any automatic rollover clauses. Any severance clause cannot exceed one year. All employee contracts, renewals, amendments, addendums, and extensions must be made during an open board meeting and made available to the public.

Copies of employee contracts, renewals, amendments, and extensions were requested and reviewed for compliance. Board meeting minutes and public notices were also reviewed.

Based on the review, there is only one contractual employee position. This is the President's position. The employment contract met all specifications and notice provisions required by law.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

ACCOUNTABILITY

4a. General Reporting Requirements (Focused finance items are covered in Section 3d Part C.) The latest five years of Illinois Community College Board (ICCB) data submissions by Rend Lake College were reviewed—generally this includes fiscal years (FY) 2017-2021 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 vitally important as these submissions are used extensively by ICCB staff 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 further 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 twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2021 is up to $59,017 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family 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.

Rend Lake College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Rend Lake College officials have met ICCB deadlines for nearly all submissions. Overall, Rend Lake 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 good over the timeframe of the study. Final A1 submissions did not contain any critical errors in three of the five years reviewed; the FY 2021 and FY 2019 submissions each contained one critical error. This data was verified by college officials as valid and accurate. Rend Lake College's A1 submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2018 submission was finalized nine days past the reporting deadline. The submissions took between two and six 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. Coverage of Highest Degree Previously Earned has been excellent in the five years reviewed with less than two percent of unknown records for this variable across the five years reviewed. The proportion of records with Pell Recipient increased from seven percent in fiscal year 2017 to twenty-four percent in fiscal year 2021. There were no Subsidized Stafford Recipients reported

across the four years reviewed. 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 (ID) 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. Rend Lake 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 final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was zero or less than one percent 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 Course (AC)** data submission began in fiscal year 2011. Rend Lake 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 two, and final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

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 ranged from two to four, and there were no critical errors in the final submissions in four of the five years reviewed; the fiscal year 2017 submission contained one critical error. This data was verified by college officials as valid and accurate. Rend Lake College met the reporting deadline for the **Fall Enrollment Survey** in five of the five years reviewed. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission across the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Rend Lake College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than one percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between less than one percent and seven percent across the five years reviewed.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the FY 2021 submission was finalized two days past the reporting deadline. **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 five of the past five fiscal years. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

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 three to seven. The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years. 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 **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Rend Lake College met the submission deadline in three of the past five years reviewed; the FY 2018 submission was finalized eleven days late, and the fiscal year 2017 submission was finalized one week past the reporting deadline. The number of submissions needed to finalize the data ranged from two to five. 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. Rend Lake College met the reporting deadline in each of the five years reviewed for all four surveys. 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 being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None

Advisory Recommendation: Nearly all 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 Rend Lake College.

Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission – **(07/15)** *	07/08/20	07/15/19	07/10/18	07/13/17	06/17/16
# Submissions to Final	3	2	2	3	2
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	2087	2634	2804	2334	2766
Unduplicated Head Count	1552	2073	2189	1791	2012
# Error Codes in Final Submission	1	1	2	1	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.25 percent	0.76 percent	1.06 percent	1.16 percent	1.34 percent
% Unknown Age in Final Submission no value or.	0.00 percent	0.00 percent	0.11 percent	0.00 percent	0.72 percent
% Unknown Age in Final Submission Unknown	0.67 percent	0.30 percent	0.50 percent	0.17 percent	0.11 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	7.19 percent	6.57 percent	0.04 percent	4.71 percent	2.39 percent

*Due 07/16 in FY 19; 07/17 in FY 18
**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission – **(08/01)** *	07/16/20	08/01/19	07/31/18	08/10/17	08/17/16
# Submissions to Final	2	6	5	4	4
Timeliness	on time	on time	on time	9 days late	on time
Head Count (total incl. 0 hrs. enroll.)	3653	4419	4951	5814	11265
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	1	0

# Critical Errors in Final Submission	1	0	1	0	0
% Records with Errors in Final Sub.	0.08 percent	0.02 percent	0.10 percent	0.01 percent	0.00 percent
% 0 Cumulative GPA in Final Sub.	14.89 percent	22.20 percent	26.06 percent	27.49 percent	44.62 percent
% 0 Cumulative Hours in Final Sub.	12.10 percent	19.69 percent	22.56 percent	24.11 percent	1.40 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	0.55 percent	0.63 percent	0.59 percent	0.52 percent	1.53 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	23.76 percent	18.67 percent	16.91 percent	14.36 percent	7.44 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	N/C

* Due 08/03 in FY 21; adjusted to 09/01 due to ICCB internal technology update in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission – **(09/01)** *	07/16/20	08/01/19	07/25/18	08/10/17	08/24/16
# Submissions to Final	1	2	3	1	2
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	1223	1181	1095	1202	2218
Total Number of Completions from A1	1115	1082	1004	1128	2065
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	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	0.16 percent	0.00 percent	0.09 percent	0.00 percent	0.00 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17
**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission (09/01) *	07/16/20	08/05/19	07/25/18	08/10/17	08/19/16
# Submissions to Final	2	3	2	1	1
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	3653	4419	4951	5814	11265
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	1	0	1	0
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Course Data (AC)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission – (09/01) *	07/30/20	07/31/19	07/24/18	08/17/17	08/24/16
# Submissions to Final	2	1	1	2	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	0	1	0	1	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.01 percent	0.00 percent	0.01 percent	0.00 percent
% Dual Credit in Final	15.37 percent	16.54 percent	14.01 percent	15.37 percent	11.06 percent
% Remedial (PCS 14) in Final	1.86 percent	2.41 percent	2.24 percent	2.55 percent	2.31 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2021	2020	2019	2018	2017
Final Submission – **(10/01) ***	09/30/20	09/09/19	09/24/18	09/27/17	10/03/16
# Submissions to Final	3	2	2	4	4
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	1802	2287	2486	2333	2489
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	1	1	2	1	3
# Critical Errors in Final Submission	0	0	0	0	1
% Records with Errors in Final Sub.	0.38 percent	0.17 percent	0.40 percent	0.90 percent	1.40 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	95.56 percent	96.37 percent	96.70 percent	96.36 percent	95.94 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	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2021	2020	2019	2018	2017
Final Submission – **(10/01) ***	09/30/20	09/10/19	09/24/18	09/28/17	09/29/16
Timeliness	on time	on time	on time	on time	on time
Head Count	1802	2287	2486	2333	2489
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	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2021	2020	2019	2018	2017
Final Submission – **(10/15) ***	10/15/20	10/10/19	10/10/18	10/16/17	10/26/16
# Submissions to Final	4	6	3	7	7
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	3	2	2	3

# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	6.35 percent	5.91 percent	8.11 percent	5.92 percent	8.24 percent
% Unknown Employment Class (8)	0.00 percent	0.30 percent	2.32 percent	2.16 percent	1.65 percent

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

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2021	2020	2019	2018	2017
Final Submission – **(10/15) ***	10/15/20	10/11/19	10/15/18	10/12/17	10/24/16
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

*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	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2021	2020	2019	2018	2017
Final Submission **(11/01) ***	11/04/20	10/11/19	09/25/18	10/03/17	09/28/16
Timeliness	2 days late	on time	on time	on time	on time

*Due 11/02 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/08/20	01/08/20	01/29/19	01/31/18	02/22/17
Timeliness	on time	on time	on time	on time	on time

*Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Asian American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/08/20	01/08/20	01/29/19	01/31/18	02/22/17
Timeliness	on time	on time	on time	on time	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/08/20	01/08/20	01/29/19	01/30/18	02/22/17
Timeliness	on time	on time	on time	on time	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Hispanic Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/08/20	01/08/20	01/29/19	01/30/18	02/22/17
Timeliness	on time	on time	on time	on time	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Underrepresented Groups Report

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2020	2019	2018	2017	2016
Final Submission Varies See Note*	01/25/21	02/03/20	01/16/19	02/09/18	01/26/17
Timeliness	on time	on time	on time	on time	on time

*Due 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17

Spring Semester Enrollment Survey*

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2021	2020	2019	2018	2017
Final Submission **(02/15) ****	02/08/21	01/27/20	01/29/19	01/31/18	01/30/17
Timeliness	on time	on time	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18
**Due 02/10 in FY 20; 02/09 in FY 18

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2021	2020	2019	2018	2017

Final Submission – **(6/15) ***	06/11/21	06/15/20	06/17/19	06/26/18	06/22/17
# Submissions to Final	3	3	2	4	5
Timeliness	on time	on time	on time	11 days late	7 days late
# Error Codes in Final Submission	1	1	1	2	1
# Critical Errors in Final Submission	1	1	1	2	1
% Records with Errors in Final Sub.	5.07 percent	5.85 percent	6.63 percent	10.16 percent	9.57 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	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Employment Class (8)	1.27 percent	0.00 percent	0.86 percent	0.62 percent	0.78 percent

*Due 06/17 in FY 19
**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

UNAPPROVED

Agenda
452nd Meeting of the
Illinois Community College Board

John A. Logan College
Building F, Room F104/105
700 Logan College Road
Carterville, IL

September 16, 2022

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the September 16, 2022, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 9:02 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Craig Bradley, Terry Bruce, An-Me Chung, Sylvia Jenkins, Larry Peterson, and Rene Juarez-Cuevas, Student Board member, were present. Teresa Garate and Paige Ponder were on the phone and will be voted into the meeting. Nick Kachiroubas was absent. A quorum was declared.

Item #2 - Announcements and Remarks by Dr. Lazaro Lopez, Board Chair

After roll and declaring a quorum, Chair Lopez stated the first order of business is voting in the two Board members on call, Teresa Garate and Paige Ponder.

****

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.

Terry Bruce made a motion, which was seconded by Craig Bradley, to allow Board member Teresa Garate to participate in today's Board meeting via conference call.

A roll call vote was taken with the following results:

Craig Bradley	Yea		
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Rene Juarez-Cuevas	Yea
Sylvia Jenkins	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: yes.

Teresa Garate stated, for the record, she is in Wisconsin due to travel for work and unable to attend the Board meeting in person.

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Chair Lopez stated that Board member Paige Ponder is unable to attend today's meeting due to a work conflict. According to Section 7 of the Open Meetings Act, Paige Ponder may participate in today's meeting via conference call and the Board needs a motion to allow her attendance.

Sylvia Jenkins made a motion, which was seconded by An-Me Chung, to allow Board member Paige Ponder to participate in today's Board meeting via conference call.

A roll call vote was taken with the following results:

Craig Bradley	Yea		
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Rene Juarez-Cuevas	Yea
Sylvia Jenkins	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: yes.

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

****

Chair Lopez went on to welcome everyone to the September 16th Board meeting and thanked John A. Logan College for hosting. He stated how great it was to network with members of the Southern IL community at Board member Larry Peterson's home the evening of Thursday, September 15th. The examples of partnerships and connections in Southern IL was nice to see and the hospitality was appreciated.

Chair Lopez went on to welcome Dr. Sylvia Jenkins to her first Board meeting. Dr. Jenkins has been at Moraine Valley Community College for 35 years and President for 10 years. The Board welcomes Dr. Jenkins knowledge and experience to the Board and know how pleased the Illinois Council of Community College President's is to have her as a member of the Board. Chair Lopez asked that each of the Board members introduce themselves, say a little bit about their background, and how long they have been serving on the board during Board Member Comments.

Going back to July, the agency conducted a summer professional development day. Chair Lopez stated he had the opportunity to attend this event and was impressed by the collegiality and clear dedication of the staff. Some of what we are going to hear about today was reflected in that work. There will be a presentation about the agency's progress on the implementation of DEI initiatives at the agency and within the state. This same presentation was provided to staff as well. There were also conversations about how to be effective at remote work and addressing mental health challenges in the changing workplace.

September is workforce development month. Dr. Durham put out a short article on this in the newsletter, but it should also be acknowledged publicly how critical the role that community colleges play in workforce development. With over 4000 AAS degrees and certificates in the system, community colleges are leaders in workforce development in Illinois. Not to mention all the work that is being done with Early Childhood, the PATH program, dual credit, etc. John A. Logan College offers over 100 different programs, including everything from accounting to automotive to nursing, and often multiple, stackable credentials across each.

There are two action items that were voted on before the rest of the meeting can take place: vote on and affirm the Board goals and the Vice Chair Nomination.

Item #2.1 – ICCB Board Goals Review and Affirmation

On an annual basis, the ICCB reviews, modifies as appropriate, and affirms the Board's Goals. These Goals provide guidance and direction to the Agency as it carries out its work on behalf of the Illinois Community College System and the students served by that system.

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 minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.

- GOAL 2: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.

- GOAL 3: 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.

The Board has implemented its goals with a focus and commitment to equitable access, opportunities, and outcomes for all students. The Board promotes best practices, enables evidence-based decision-making, and supports system-wide continuous improvement.

Terry Bruce made a motion, which was seconded by An-Me Chung, to adopt the following motion:

> The Illinois Community College Board hereby affirms its three adopted board goals to guide the work of the Agency for Fiscal Year 2023.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Paige Ponder	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Rene Juarez-Cuevas	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea
Sylvia Jenkins	Yea		

The motion was approved. Student advisory vote: yes.

Item #3 - Nomination of the Illinois Community College Board Vice Chair

Craig Bradley nominated Teresa Garate for the position of Vice Chair of the Illinois Community College Board, which was seconded by Terry Bruce. Seeing as there were no other nominations, Chair Lopez closed the floor and asked to take a roll call vote with the following results:

Craig Bradley	Yea	Paige Ponder	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Rene Juarez-Cuevas	Yea
Sylvia Jenkins	Yea	Lazaro Lopez	Yea

The motion to nominate and elect Teresa Garate for the position of Vice Chair of the Illinois Community College Board was approved. Student advisory vote: yes.

With Board member Garate as Vice Chair, Dr. Sylvia Jenkins will assume the role of the IL Board of Higher Education representative on behalf of the ICCB.

Item #4 - Welcoming Remarks from Dr. Kirk Overstreet, President of John A. Logan College
Dr. Kirk Overstreet began by thanking the Board for holding their meeting at John A. Logan College. He went on to praise and thank ICCB staff for all the work they do for the system. The work that comes from the State provides the system education, culture, and brings opportunities to the economies. He went on to give the members a little bit about his background, experiences, and the struggles the rural colleges face. The president's council is very important in working together and collaborating across the state. Dr. Overstreet concluded his remarks by pointing out that Board member Larry Peterson is a former President and vice president from Southern Illinois. It is important for the Board to have representation from all parts of the state.

Item #5 - Board Member Comments
At this time, Chair Lopez asked that each of the Board members introduce themselves, say a little bit about their background, and how long they have been serving on the board.

> ### Item #5.1 – Illinois Board of Higher Education Report
> The Board met via Zoom on August 16th and spent most of the meeting discussing the Early Childhood Consortium work. The ICCB will be discussing this work as well during the December 2nd Board meeting. In addition to some regular business, such as approving programs, the bulk of this meeting was taken up with a presentation on the Early Childhood Consortium work to date. Ginger Ostro, IBHE Executive Director, Christi Chadwick from the ECE project director, Brian and Marcus from our staff presented on the progress of the project. The ECE law was signed in July of last year, so about 14 months ago. The law established the consortium that was focused on upskilling the ECE incumbent workforce, to promote equity, and to smooth pathways to students. In addition, the Consortium was to standardize methods for awarding credit for prior learning. The update really consisted of three areas: standardizing the awarding of credit for the Child Development Credential - the consortium approved a standardized approach that requires colleges and universities to award 6 credit hours of credit for any student who completes the CDA; the progress of implementing the mandate that ECE AAS degrees transfer to the four year colleges - most 4-years launching redesigned or expanded programs this fall to accommodate AAS transfer; update on scholarships - in fall of 2022, 500 scholarships were awarded and just opened in June for this academic year and there have been over 1200 applications. The following are eligible - Incumbent Early Childhood Workforce, work or have worked in early childhood setting (e.g., child care, preschool), and in a position such as a teacher, assistant, director.
> https://www.ibhe.org/board/2022/August/approved/IBHE_Board_8.16.22_V4.pdf
>
> The IBHE Board also approved some programs, including 8 Associate Degree programs from community colleges.

Item #6 – Executive Director Report
Executive Director Brian Durham began thanking President Overstreet and JALC for the hospitality. He also thanked Member Peterson for hosting the Board Thursday evening, which was a great opportunity to meet colleagues from Southern IL. Dr. Durham went on to welcome Dr. Sylvia Jenkins to the Board.

The 2022 Forum for Excellence Conference will be held September 22-24. Dr. Durham as well as Chair Lopez will both be speaking. The Forum has been taking place for over 20 years and is the premiere Adult Education and CTE professional development event in the state for community colleges and adult education providers. It is a place, for example, to pull administrators together, to share best practices, to provide important opportunities for interaction between the field and the agency—even more important now as everyone starts traveling again.

Congratulations to Parkland College, and its partner colleges (including JALC) for receiving the Strengthening Community College Training grant for just under 5million. Whitney Thompson will go into more detail during her presentation.

Allocations and accompanying planning templates are now available for the Pipeline for the Advancement of the Healthcare Workforce (PATH) grant program. Allocations include a base amount of $100,000 and then are based upon completions in a set of priority programs (nursing, CNA, respiratory care, EMT, etc), with the bulk of other healthcare completions also qualifying. Twenty-five million is currently being distributed across the system for this project. ICCB also hired a project manager just this past month to lead the work.

A press conference was held August 18 at Illinois Central College (Peoria) touted the outstanding success of the WEI program. On hand for the event, was Leader Jehan Gordon-Booth, a driving force behind the program's inception, as well as ICCB staff Jennifer Foster.

Since the last Board meeting, and based upon the Board's approval, The East St. Louis Higher Education Campus (ESLHEC) will now be known as the Wyvetter H. Younge Higher Education Campus in honor of the East St. Louis native and longtime state representative who, for years, worked to better the lives of the people of St. Clair County. On April 23, 2021, the Illinois House of Representatives adopted House Resolution 50 (HR 50), sponsored by Representative Greenwood, asking the General Assembly to change the name of the campus, so this emanates from that resolution and was approved at the June Board meeting.

On August 4, 2022, the ICCB released the fiscal year 2022 Illinois Veterans and Illinois National Guard grant allocations. The appropriation for this grant is $4,264,400. The grant allocations are based on reimbursement of tuition waivers for Illinois Veterans and National Guard students. Previous fiscal years appropriated the grants as line-item amounts to the institutions, which often resulted in some colleges being unable to fully utilize their allocation, while others did not receive enough allocation to cover all of their claims. In fiscal year 2022, the appropriation was changed to a lump sum amount given to ICCB to allocate to the colleges. This allowed ICCB to ensure the allocation more closely matched the college's claim. For fiscal year 2022, ICCB was able to fully reimburse all claimed Veterans and National Guard amounts submitted by the colleges for the waived tuition.

ICCB staff recently attended the State Higher Education Executive Officers Association (SHEEO) Meeting in Indianapolis. ICCB staff Marcus Brown presented a session entitled "Building Capacity Across Illinois to Scale Corequisite Supports," alongside representatives of the Partnership for College Completion. Dr. Brown has been working with the Partnership and the system on scaling developmental education reforms building off the great work ICCB has done in Transitional Instruction, placement testing, and the Development Education Reform Act.

Dr. Durham stated ICCB staff, Nathan Wilson, has been leading ICCB's work with the Governor's Office and the Department of Innovation Technology on the continued implementation of the ILDS system. One of the chief conversations that keeps coming up in this context is the need for additional resources to make sure the agency has the staff and the capacity to manage our own, as well as the system's data challenges. There will be more significant discussions on this topic over the next year. Mr. Wilson will give an update on any details on the state of ILDS at the December meeting

Dr. Durham concluded his report by announcing the 2022 ICCCA/ICCFA Conference will be held on November 17 – 18. It will be held in Champaign at the I-Hotel. It is a great opportunity where staff are presenting on several ICCB initiatives.

Item #7 - Advisory Organizations

Item #7.1 – Illinois Council of Community College Presidents
Mr. Terry Wilkerson could not be at the meeting so Dr. Durham will give the report. The Council met on September 9th in Springfield. The members heard a presentation by BibliU along with Updates from IL Community College Board, Legislative – Liz Brown-Reeves, IL Community College Trustees Association - Jim Reed, Maureen Dunne, IL Student Assistance Commission, Chief Academic Officers Group – Susan Campos, Illinois Green Economy Network - Katie Davis, and Illinois Community College System Foundation. The next meeting for the Council will be on November 11th at the DoubleTree Suites by Hilton in Downers Grove. Also, during this meeting, the Council announced their new committee structure, which will be meeting in the mornings of their regularly scheduled meetings. One issue the colleges seem to have is with the corporate community not recognizing certain credentials. Dr. Durham went to announce the ICCCP will be mirroring the ICCTA schedule of upcoming meeting. In March of 2023, the ICCCP will conduct their meeting in conjunction with the ICCCA in Chicago. The Council will also be participating in Lobby Day in April of 2023.

Item #7.2 -Illinois Community College Trustees Association
Jim Reed stated the new trustee officers took over during their last meeting on September 9th in Springfield. There are five priorities: community colleges economic development, elevating perception of the community colleges, diversity inclusion, expanding tech offerings, and focus on the community college consortium. The Association will be focusing on Lobby Day, adopting a diversity inclusion statement, and the upcoming ACCT Leadership Conference. The next ICCTA meeting is scheduled for November 11 – 12, 2022 at the DoubleTree Suites in Downers Grove, IL.

Item #7.3 - Illinois Community College System Foundation
Barry Hancock began by introducing the two foundation Board members present at the meeting. He went on to hand out new pamphlets containing important information about the ICCSF, including the many scholarships supplied by the Foundation. To date, the Foundation supplies healthcare, IL electric cooperative, military, and community college leadership scholarships. Anyone looking to apply for these scholarships are encouraged to speak with their local foundation director. Mr. Hancock concluded by stating the ICCSF is always looking for fundraising opportunities.

Student Advisory Council
Student Board member, Rene Juarez-Cuevas, stated during the first meeting the Council prepared for the roles each member will be working and elected the officials. The students seem more engaged and involved as they return to campus. Rene went on to announce there is a new portal at Parkland College for the students to have an easier time maneuvering through. The next meeting will be held on November 9th at Joliet Junior College.

Item #8 - Committee Reports

Item #8.1 - Finance, Budgeting, Accountability and External Affairs Committee
The committee met on the morning of September 16th at 8:00a with Larry Peterson, Sylvia Jenkins, Terry Bruce, Matt Berry, Jennifer Franklin, and Nathan Wilson. The following items were discussed: Spring 2023 Legislative Agenda, which contains four specific items; FY 24 Budget Recommendations, which the Board will approve during the December meeting and then propose to the general assembly; Marketing & Communications Update, focuses on the newsletter and newly revised website; Academic Year 2021 Illinois Community College Distance Education Report, 90 percent of community college students take these courses; and the Administrative Rules: Pipeline for the for the Advancement of the Healthcare Workforce Program (PATH), 25M grant each year over five years. The emergency rules were put into effect; however, the permanent rules will be voted on by the Board during this meeting.

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At this time, the Board took a break at 10:32 a.m. and returned at 10:44 a.m.

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Item #9 - Fiscal Year 2022 Career and Technical Education Annual Report Presentation

ICCB staff conducted a presentation to the Board on the Fiscal Year 2022 CTE Annual Report. This annual report serves as an important tool to inform the Board, community colleges, stakeholders, and the broader CTE community of ICCB-led CTE initiatives and accomplishments in the previous fiscal year. The presentation and report detailed technical assistance and professional development offered by the ICCB and its partners as well as the impact of ICCB-funded projects on the system and students. Major initiatives and accomplishments in SFY2022 were the rollout of the competency-based education pilot and design community, development of additional Program of Study models in critical industry sectors, scaling of success under the Customized Apprenticeship Programming in Information Technology, and creation of the Teaching Instructional Practices for Postsecondary Success modules (TIPPS).

Item #10 - Diversity, Equity, and Inclusion Plan Update

Two years ago, the Illinois Community College Board (ICCB) submitted a Diversity, Equity, and Inclusion (DEI) Plan to the Governor's Office. The plan outlined four goals: Goal 1: ICCB employees understand, are committed to, and have the infrastructure needed to operationalize diversity, equity, and inclusion in the workplace; Goal 2: ICCB workforce reflects the diversity of the state by focusing on diversity, equity, and inclusion in recruitment and retention; Goal 3: ICCB policies and procedures reflect the Board's commitment to diversity, equity, and inclusion; and Goal 4: Community college system goals are data driven and promote equity and access for all students. Since then, the ICCB has formed an Advisory Committee who have worked to help the agency complete the goals and the tasks outlined in the plan. During the meeting, ICCB staff provided an overview of the plan and the accomplishments to-date as well as discussed, the timeline for the development of a new DEI plan over the next three to five years.

Item #11 - Recognition of the Illinois Community Colleges

Item #11.1 - College of DuPage, Black Hawk College, Triton College

Terry Bruce made a motion, which was seconded by Craig Bradley, to approve the following items:

> The Illinois Community College Board hereby grants a status of "recognition continued" to the following districts:
>
> > Black Hawk College, District 503
> > College of DuPage, District 502
> > Triton College, District 504

A roll call vote was taken with the following results:

Craig Bradley	Yea	Paige Ponder	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Rene Juarez-Cuevas	Yea
Sylvia Jenkins	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #12 - New Units

Item #12.1 - Danville Area Community College, Lewis & Clark Community College, Triton College

Sylvia Jenkins made a motion, which was seconded by Larry Peterson, to approve the following items:

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

PERMANENT PROGRAM APPROVAL
Danville Area Community College
➢ Claims Representative Certificate (30 credit hours)

Lewis & Clark Community College
➢ Fire Service Leadership Associate of Applied Science (A.A.S.) degree (60 credit hours)
➢ Fire Service Leadership Certificate (40 credit hours)

Triton College
➢ Diesel and Transportation Technology A.A.S. degree (61 credit hours)

A roll call vote was taken with the following results:

Craig Bradley	Yea	Paige Ponder	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Rene Juarez-Cuevas	Yea
Sylvia Jenkins	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #13 - Adoption of Minutes

Item #13.1 - Minutes of the June 17, 2022 Board Meeting
Craig Bradley made a motion, which was seconded by Terry Bruce, to approve the following motion:

The Illinois Community College Board hereby approves the Board minutes of the June 17, 2022, meeting as recorded.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Paige Ponder	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Rene Juarez-Cuevas	Abstain
Sylvia Jenkins	Abstain	Lazaro Lopez	Abstain

The motion was approved. Student advisory vote: yes. Sylvia Jenkins, Rene Juarez-Cuevas, and Lazaro Lopez abstained.

Item #14 - Consent Agenda
Larry Peterson made a motion, which was seconded by Terry Bruce, to approve the following items:

Item #14.1 - Certification on Eligibility for Special Tax Levy
The Illinois Community College Board hereby authorizes the Executive Director to issue the annual certificates of eligibility for additional taxing authority to the community college districts meeting the following statutory criteria:

1. Received an equalization grant in fiscal year 2022 and/or received an equalization grant in fiscal year 2023; and

2. Had combined educational and operations and maintenance purposes tax rates less than 28.33 cents per $100 of equalized assessed valuation.

Item #14.2 - Revised IL Community College Board Employee Guidebook

The Illinois Community College Board hereby approves the following revision to the employee guidebook:

Appendix III: Remote Work Policy and Procedures

Eligibility Considerations for Remote Work

Remote work is not an entitlement and can only be approved through a voluntary agreement between supervisor and employee. Supervisors have discretion in deciding whether an employee is a candidate for remote work. Some employees may not be eligible for remote work arrangements due to specific job requirements, impact on a team, or the supervisor's assessment of the employee's ability to be successful in this arrangement. Any remote work arrangement made will be on a trial basis for the first three months.

ICCB has the right to cancel, suspend or alter employee remote work privileges at any time for any reason.

Position Eligibility for Remote Work:
- Has job functions that can be performed at a remote site without diminishing the quality of the work or disrupting productivity.
- Does not require an employee's presence in the office on a daily or routine basis.
- Allows for an employee to be as effectively supervised as they would be if the job functions were performed in the office.
- Does not impact overall operations of the division and the agency and interactions required with colleagues or constituents is minimal.
- Involves measurable or quantifiable work product.
- Has minimal or flexible need for specialized materials or equipment available only in the office.

Emergency Authorized Remote Work

In the event of an emergency, such as building mechanical failure, weather disaster, or pandemic, ICCB may allow or require employees to temporarily work from home to ensure the safety of its employees to maintain the continuity of agency business. These employees will be advised of such requirements by their supervisor.

Temporary Expanded Remote Work

Temporary expansion of remote work beyond the two or three day maximum allowed under this policy may be an option for employees in extraordinary circumstances. In those circumstances, an employee may work up to five days per week remotely within one concurrent 30-day period per fiscal year. A request for temporary expanded remote work shall initially be approved by the employee's direct supervisor. If approved, the employee shall submit the request to the Human Resources Department for final approval.

Temporary expanded remote work does not require completion of a new remote work agreement; however, approval must be documented, which can be done by email. Temporary expanded remote work is not appropriate as a substitute for sick time off and should not be used when the employee's own or a family member's illness or injury interferes with the employee's ability to perform their work as they would in a normal office setting

Availability

Staff are eligible for a maximum of two remote workdays per week. During the summer months

(Memorial Day through Labor Day), staff are eligible for a maximum of three remote workdays per week. These days must occur on a fixed schedule established via an approved Remote Work Agreement. If a scheduled remote workday falls on a State holiday, employees are not entitled to adjustment.

Flexible Remote Workdays

All employees are afforded four flexible remote workdays at the beginning of each fiscal year (July 1) which may be used on a day the employee is scheduled to work in-person. The use of flexible remote workdays is available with or without a Remote Work Agreement on file; but employees must have the ability to work remotely based upon the nature of their position duties.

Flexible remote workdays must be used by the end of the fiscal year (June 30) and may only be used in full-day increments. When appropriate, employees should use benefit time for any time not working on state business during a flexible remote workday (i.e. sick leave used during a doctor appointment in the middle of a flexible remote workday).

All flex requests are subject to approval by the employee's immediate supervisor, either verbally or in writing, prior to the employee using the remote flex day. Approval shall be documented through submission of the Flexible Remote Workday Request Form.

Request Process

Employees requesting to work from home shall submit a Remote Work Application to their supervisor. The employee and supervisor will evaluate the work habits of the employee and job responsibilities to determine suitability for remote work. Employees requesting remote work should provide an overview of technology services, equipment, and software resources that will be necessary to support the proposed remote work arrangement.

The request form must be completed and approved by the supervisor and appropriate Deputy Director. The approved application shall be forwarded to Human Resources and placed in the employee's personnel file. If approval is denied, the employee is not authorized to work remotely and the request form is placed in the personnel file.

A Remote Work Agreement must be reviewed and approved prior to an employee beginning remote work. The approval form and agreement shall be forwarded to Human Resources and placed in the personnel file.

Evaluation

A system of evaluation of the employee's performance during the three-month trial period remote work shall be established. This evaluation may include regular interaction by phone and e-mail between the employee and the supervisor, as well as weekly face-to-face meetings to discuss work progress and problems. At the end of the trial period, the supervisor will determine if a continued agreement is appropriate and if any modifications need to be made. Any modification shall be documented accordingly on the agreement.

Evaluation of employee's performance beyond the trial period will be consistent with that received by employees working at the office in both content and frequency.

Item #14.3 - Saluki Step Ahead Agreements Between Southern Illinois University Carbondale and Illinois Community Colleges

Item #14.3a - Black Hawk College, City Colleges of Chicago, College of Lake County, Illinois Central College, Kankakee Community College, Kaskaskia College, Rend Lake College, Rock Valley College, Southeastern Illinois College, Waubonsee Community College

The Illinois Community College Board hereby approves the individual Saluki Step Ahead agreements between Southern Illinois University Carbondale and Black Hawk College, City Colleges of Chicago, College of Lake County, Illinois Central College, Kankakee Community College, Kaskaskia College, Rend Lake College, Rock Valley College, Southeastern Illinois College, and Waubonsee Community College.

Item #14.3b - Moraine Valley Community College
This item was removed and voted on separately after the Consent Agenda items.

Item #14.4 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #14.4a - Pipeline for the Advancement of the Healthcare Workforce (PATH) Program
The Illinois Community College Board hereby approves the following amendments to the Administrative Rules of the Illinois Community College Board and authorizes its Executive Director to process the amendments in accordance with the Illinois Administrative Procedures Act.

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

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section
1501.101   Definition of Terms and Incorporations by Reference
1501.102   Advisory Groups
1501.103   Rule Adoption (Recodified)
1501.104   Manuals
1501.105   Advisory Opinions
1501.106   Executive Director
1501.107   Information Request (Recodified)
1501.108   Organization of ICCB (Repealed)
1501.109   Appearance at ICCB Meetings (Repealed)
1501.110   Appeal Procedure
1501.111   Reporting Requirements (Repealed)
1501.112   Certification of Organization (Repealed)
1501.113   Administration of Detachments and Subsequent Annexations
1501.114   Recognition
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1501.116   Use, Security and Confidentiality of Data
1501.117   Shared Data Agreements
1501.118   Processing Fees

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section
1501.201   Reporting Requirements
1501.202   Certification of Organization
1501.203   Delineation of Responsibilities
1501.204   Maintenance of Documents or Information

SUBPART F: CAPITAL PROJECTS

SUBPART G: STATE COMMUNITY COLLEGE

SUBPART H: PERSONNEL

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762,

effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019; amended at 44 Ill. Reg. 18680, effective November 13, 2020; amended at 45 Ill. Reg. 1616, effective January 21, 2021; amended at 45 Ill. Reg. 12514, effective September 21, 2021; emergency amendment at 46 Ill. Reg. _____, effective _____, for a maximum of 150 days.

SUBPART E: FINANCE

Section 1501.501 Definition of Terms

"Annual Financial Statement" means an annual financial report and an annual program report that are required to be published by a district. An annual financial report includes a statement of revenues and expenditures, along with other basic financial data. An annual program report includes a narrative description of programs offered, goals of the district, and student and staff data.

"Attendance at Midterm" means a student is "in attendance at midterm" in a course if the student is currently enrolled in and actively pursuing completion of the course.

"Auditor" means a person who enrolls in a class without intent to obtain academic credit and whose status as an auditor is declared by the student, approved by college officials, and identified on college records before the end-of-registration date of the college for that particular term.

"Deferred Maintenance Grants" means State grants allocated proportionally to a community college district based on the latest on-campus nonresidential gross square feet of facilities as reported to ICCB. These grants are to be used for capital improvements such as rehabilitation and repair; architect/engineer services; supplies, fixed equipment and materials; and all other expenses required to complete the work.

"Healthcare Pathway" means credentials, certificates, and degree programs that allow students to enter into or advance their careers in the healthcare industry.

"Lincoln's Challenge Scholarship Grants" means scholarships provided to a community college for graduates of the Lincoln's Challenge Program is administered by the Illinois Department of Military Affairs.

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

"Midterm Certification Signature" means midterm class lists obtained and maintained by the college that are manually signed and dated by faculty or electronic signature of the faculty.

> If the college chooses to accept an electronic signature of faculty, then the college must include in the midterm class list certification process a written summary explaining what steps are in place that ensure:

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

>> Appropriate controls are in place to only allow an electronic signature at the midpoint of the class during a specified period (that is, one or two weeks before and one or two weeks after the midpoint of the class);

>> A faculty member's identity is authenticated and attributed to the midterm certification signature;

>> The integrity of the electronically signed midterm class list of a course section has been secured and verified; and

>> The college has the capability of generating signed printed midterm class lists that support the ICCB credit hour claim submission.

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

"Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grants" means State grants allocated to community college districts *to create, support, and expand opportunities of individuals enrolled at a public community college in a healthcare pathway.* [110 ILCS 802/2-12.2]

"Residency − Applicability Proof" means the college's processes, in accordance with Section 2-16.02 of the Act, for verifying to ICCB the residency status of its students as part of the proof that its credit hours are eligible to receive ICCB grants. The process shall include the methods for verifying residency as defined in the general provisions, special State provisions, and district provisions of this Section. A district shall file descriptions of any revisions to its process with ICCB before their implementation.

"Residency − General Provisions". The following provisions apply both to State and district residency definitions:

> To be classified as a resident of the State of Illinois or of the community college district, a student shall have occupied a dwelling within the State or district for at least 30 days immediately before the date established by the district for classes to begin.

The district shall maintain documentation verifying State or district residency of students.

Students occupying a dwelling in the State or district who fail to meet the 30-day residency requirement may not become residents simply by attending classes at a community college for 30 days or more.

Students who move from outside the State or district and who obtain residence in the State or district for reasons other than attending the community college shall be exempt from the 30-day requirement if they demonstrate through documentation a verifiable interest in establishing permanent residency.

Students who are currently under the legal guardianship of the Illinois Department of Children and Family Services or have been recently emancipated from the Department and had a placement change into a new community college district shall be exempt from the 30-day requirement if they demonstrate proof of current in-district residency. Documentation of current residency may be submitted to the district from the student, a caseworker or other personnel of the Department, or the student's attorney or guardian ad litem.

"District Provisions". Students shall not be classified as residents of the district where attending even though they may have met the general 30-day residency provision if they are:

federal job corps workers stationed in the district;

inmates of State or federal correctional/rehabilitation institutions located in the district;

full-time students attending a postsecondary educational institution in the district who have not demonstrated through documentation a verifiable interest in establishing permanent residency; or

students attending under a chargeback or contractual agreement with another community college.

"Special State Provisions". Students shall be classified as residents of the State without meeting the general 30-day residency provision if they are:

federal job corps workers stationed in Illinois;

members of the armed services stationed in Illinois;

inmates of State correctional/rehabilitation institutions located in Illinois; or

employed full time in Illinois.

"Senior Citizen" means a person 65 years or older whose annual household income is less than the threshold amount provided in Section 4 of the Senior Citizens and Persons with Disabilities Property Tax Relief Act [320 ILCS 25].

"Special Initiatives Grants" means funds for conducting special initiatives activities. Special initiatives activities are based upon criteria specified in a Grant Agreement between the college or vendor and ICCB.

(Source: 46 Ill. Reg. _____, effective _____)

Section 1501.512   Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grants

a)   PATH grant funds shall be determined annually by allocating the appropriation for this program among each community college district in accordance with the funding formula approved by the ICCB. The formula shall include:

   1)   Base Funding. A base allocation of $100,000 per district. The base allocation may be prorated if the amount of funds appropriated for this program are insufficient.

   2)   Student Completion. Funding. Each district shall receive an additional amount based upon the number of completions in eligible healthcare programs in the most recent academic year for which the board has collected data.

   3)   Prioritized Programs. Student completions shall be weighted based upon industry workforce demand. Non-prioritized programs will be funded at 67 percent of the amount allocated per completion for prioritized programs. This weighting my be adjusted if the amount of funds appropriated are insufficient.

b)   The ICCB will post on its website (www.iccb.org) the list of eligible healthcare programs by Classification of Instructional Program codes and identify those programs that are prioritized for purposes of the funding formula.

c)   The target population for each community college district receiving grant funds shall include, but not be limited to, incumbent workers who are already in the workforce looking to continue their education and advance their careers in a healthcare pathway and new students entering in a healthcare pathway with an identified need for support.

d)   When sufficient funding is available, the ICCB shall publish on its website the planned PATH grant allocation to each district, implementation plan template, budget template, and grant application.

e)   Each district shall submit an application, implementation plan, and budget using forms prescribed by the ICCB in subsection (d). These documents may be submitted no later than the date specified by ICCB. The deadline will provide districts at least 30 calendar days in which to submit their documents.

f)   The ICCB shall execute an intergovernmental grant agreement with each district for the distribution of PATH grant funds. Grant funds shall be vouchered to each community college district according to the terms of the agreement.

g)   The plan (see subsection (e)) shall represent the programmatic elements that are necessary for each institution to execute the PATH program. The plan shall track closely, where appropriate, with the budget submitted. The plan elements themselves will be tied directly to the grant agreement executed for each college in order to access funding.

h)   The expenditure of PATH grant funds is limited to those credit and non-credit programs identified as eligible programs for the purposes of the funding formula in subsection (a)(2), unless specifically approved in writing by the ICCB. All programs developed or supported through this grant must be part of a healthcare pathway.

i)   Allowable expenditures of funds, as submitted in the implementation plan, will be specified in an intergovernmental grant agreement executed with each community college district.

Colleges shall consider capacity-building activities as well as broad, wrap around services and supports for students as a key part of program development.

j)   PATH grant funds shall be accounted for in a restricted purpose fund.

k)   PATH grant funds shall be expended by the date specified in the intergovernmental grant agreement. If the grant agreement allows, goods and services for which funds have been obligated by the contract end date shall be received and paid for not later than 60 days after the grant agreement end date. Unexpended funds shall be returned to ICCB pursuant to the provisions of the Illinois Grant Funds Recovery Act [30 ILCS 705].

l)   PATH grant funds not used in accordance with the terms specified in the intergovernmental grant agreement, regardless of the amount, shall be returned to ICCB within six months after receipt of the external audit report by ICCB or other identification of improper expenditures subsequently verified by ICCB.

m)   Each community college district receiving grant funds shall file a programmatic and financial report with the ICCB in a format prescribed by the ICCB, and in accordance with the terms of the intergovernmental grant agreement, detailing how the funds were utilized. The frequency and due dates of the reports shall be specified in the grant agreement.

(Source: 46 Ill. Reg. _____, effective _____)

Item #14.4b - Required Reports & Due Dates

The Illinois Community College Board hereby approves the following amendments to the Administrative Rules of the Illinois Community College Board and authorizes its Executive Director to process the amendments in accordance with the Illinois Administrative Procedures Act.

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

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section
1501.101   Definition of Terms and Incorporations by Reference
1501.102   Advisory Groups
1501.103   Rule Adoption (Recodified)
1501.104   Manuals
1501.105   Advisory Opinions
1501.106   Executive Director
1501.107   Information Request (Recodified)
1501.108   Organization of ICCB (Repealed)
1501.109   Appearance at ICCB Meetings (Repealed)
1501.110   Appeal Procedure
1501.111   Reporting Requirements (Repealed)
1501.112   Certification of Organization (Repealed)
1501.113   Administration of Detachments and Subsequent Annexations
1501.114   Recognition
1501.115   Data Repository
1501.116   Use, Security and Confidentiality of Data

SUBPART F: CAPITAL PROJECTS

SUBPART G: STATE COMMUNITY COLLEGE

SUBPART H: PERSONNEL

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective

August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019; amended at 44 Ill. Reg. 18680, effective November 13, 2020; amended at 45 Ill. Reg. 1616, effective January 21, 202; mended at 45 Ill. Reg. 12514, effective September 21, 2021; amended at 46 Ill. Reg._____, effective _____

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section 1501.201 Reporting Requirements

Complete and accurate reports shall be submitted by the district/college to ICCB in accordance with ICCB requirements and on forms provided by ICCB, where applicable. Listed in this Section is the schedule of due dates indicating when items from the community colleges are due at the Illinois Community College Board Office:

January 15   •   annual financial statements and notice of publication (see Section 1501.506)

January 31   •   certificate of tax levy (see Section 1501.510(f))

February 1   •   annual African American Employment Plan Survey (see Section 1501.308(b))
               •   annual Asian Employment Plan Survey (see Section 1501.308(b))
               •   annual Bilingual Needs and Bilingual Pay Survey (see Section 1501.308(b))
               •   annual Hispanic/Latino Employment Plan Survey (see Section 1501.308(b))
               •   ~~annual Asian Employment Plan Survey (see Section 1501.308(b))~~
               •   annual Native American Employment Plan Survey (see Section 501.308(b))
               •   ~~annual Bilingual Needs and Bilingual Pay Survey (see Section 1501.308(b))~~

February 15   •   spring semester (2nd term) enrollment survey (see Section 1501.406(b))

March 1   •   annual Underrepresented Groups Report (see Section 1501.406(c))

March 31   •   policies for the award of academic credit for prior learning (see Section

1501.311(a))

June 15 •   annual faculty, and staff salary and benefits data (see Section 1501.308(a))

~~July 1~~   •   ~~Resource Allocation and Management Plan (RAMP/CC) (see Section 1501.510(a))~~
                     •   ~~construction in progress and acreage (facility information) (see Section 1501.510(b)~~

July 15   •   report of out-of-state extensions (see Section 1501.312(d)(4))~~1501.307(h)(4)~~
                     •   annual noncredit course enrollment (N1) (see Section 1501.406(d))

August 1   •   annual student enrollment and completion data (see Section 1501.406(a))
                     •   Resource Allocation and Management Plan (RAMP/CC) (see Section 1501.510(a))
                     •   annual tuition and fees survey (see Section 510 (e))
                     •   Facilities data (see Section 1501.607)

September 1   •   budget and tax survey (see Section 1501.510(d))
                     •   program review report (see Section 1501.303(d)(7~~6~~))
                     •   program review listing (see Section 1501.303(d)(7~~6~~))
                     •   ~~facilities data (see Sections 1501.510(e) and 1501.607(a))~~
                     •   annual Student Identification data submission (see Section 1501.406(f))
                     •   annual report of student course information submission (see Section 1501.406(g))

October 1   •   fall semester enrollment data (see Section 1501.406(a))
                     •   fall semester enrollment survey (see Section 1501.406(b))

October 15   •   ~~faculty, staff, and salary data (see Section 1501.308(a))~~
                     •   fiscal year budget (see Section 1501.504)

November 1   •   summer graduate reporting (for the Integrated Postsecondary Education Data System Graduation Rate Survey) (see Section 1501.406(e))

November 15   •   faculty, staff, and salary data (see Section 1501.308 (a))

December 30   •   external audit (see Section 1501.503(a))
                     •   annual instructional cost report (see Section 1501.510(c))
                     •   unexpended special initiative grant funds return report (see Section 1501.519(d))

30 days •   credit hour claims (see ~~Section 1501.406(b) and~~ Section 1501.507(a))
after the end
of each term

(Source: Amended at 46 Ill. Reg. _____, effective _____)

SUBPART C: PROGRAMS

Section 1501.308 Reporting Requirements

A college shall submit the following specified items in a format prescribed by ICCB and according to the schedules indicated:

     a)   Annual salary data and basic characteristics, including but not limited to sex, date of birth,

ethnic classification, highest degree earned, tenure status, and employment or teaching areas, of the faculty and staff employed by the college as of November~~October~~ 1 shall be submitted on or before November 15~~October 15~~ of each year. Fiscal year data shall be submitted on or before June 15.

b) An annual African American Employment Plan Survey, Asian Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, Hispanic/Latino Employment Plan Survey, ~~Asian Employment Plan Survey,~~ and Native American Employment Plan Survey ~~and Bilingual Needs and Bilingual Pay Survey~~ submitted on or before February 1. (See 5 ILCS 410.)

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1501.311 Credit for Prior Learning

a) Policy and Procedures

    1) Each college shall electronically submit to ICCB for review its policies for the award of academic credit for prior learning. This submission shall be made by March 31 of each calendar year for policies effective in the subsequent Fall semester,

        A) These policies shall include a listing of the types of documentation acceptable to the college and the dates of inclusion for which credit for prior learning is acceptable.

        B) At a minimum, each college shall publish the procedures for students to earn credit for prior learning in its catalog and on its official website.

        C) Colleges shall regularly monitor, evaluate and, if necessary, revise credit for prior learning activities.

    2) As a part of these policies, each college shall adopt a specific policy for the awarding of academic credit for military training that is considered applicable to the requirements of the student's certificate or degree program.

        A) The policy shall apply to any student who is enrolled at the college and who has successfully completed a military training course or program as part of his or her military service that is:

            i) recommended for credit by a national higher education association that provides credit recommendations for military training courses and programs;

            ii) included in the student's military transcript issued by any branch of the armed services; or

            iii) otherwise documented as military training or experience.

        B) These policies may be incorporated into the college's broader credit for prior learning policies.

    3) This Section is not applicable to secondary/postsecondary articulation agreements or dual enrollment.

b) Awarding Credit for Prior Learning

    1) Credit for prior learning can be awarded only after the assessment of prior learning experiences and only for documented learning that demonstrates achievement of all terminal objectives for a specific course or courses.

    2) Colleges awarding credit for prior learning must validate credit on a course-by-course basis. The following publications and methods are acceptable for validating prior learning for awarding credit:

        A) Standardized tests:

            i) College-Level Examination Program (CLEP);

            ii) Excelsior College/Formerly American College Testing Proficiency Examination Program (ACT-PEP/RCE EXCELSIOR);

            iii) Defense Activity for Nontraditional Educational Support (DANTES);

            iv) Advanced Placement (AP);

            v) International Baccalaureate (IB);

        B) College examinations:

            i) Examination (written, oral, demonstration or a combination of all three) that is equivalent to the comprehensive final exam;

            ii) Evaluation by an area dean or designated subject expert;

        C) Published guides:

            i) American Council on Education (ACE) for military training and experiences;

            ii) ACE (non-collegiate) for industrial and corporate training programs;

            iii) Other published guides developed by nationally recognized organizations;

        D) National Certifications:

        E) Child Development Associate (CDA).

        FD) Portfolios:

            i) Credit through the development of a portfolio;

            ii) Evaluation by subject matter experts.

    3) Credit may not be awarded twice for the same learning.

c) Standard for Awarding Credit for Prior Learning

1) The student must enroll at the college and meet all admission requirements for the program in which course credit for prior learning is being sought. A college may seek an exception to this provision by making a request and receiving subsequent approval from ICCB.

2) Students must be able to meet residency requirements for certificates and/or degrees without the use of prior learning credit in the determination.

32) Assessment of prior learning credit may happen at any point during the application and admission process. To award a degree or certificate, the college must ensure that residency requirements are met. Typically, fifteen credit hours is required towards a degree or at least twenty-five percent of the required credit for a certificate. Fifteen credit hours toward a degree must be completed at the college prior to awarding credit for prior learning to degree seeking students.

3) Twenty-five percent of the required credits for a certificate must be completed at the college, prior to awarding credit for prior learning to certificate seeking students.

4) College validation procedures should be objective to the extent that external evaluators would reach the same conclusion given the material reviewed.

d) If pursuing a transfer degree (Associate of Arts (AA), Associate of Science (AS) or Associate in General Studies (AGS)), credit for prior learning will only be granted for the purpose of satisfying graduation requirements. These credits might not transfer to other colleges.

e) All work assessed for prior learning must meet or exceed a grade level of "C". Minimum cut-off scores on standardized tests are set at a "C" grade level.

f) In the process of determining if credit can be awarded for prior learning, colleges shall charge students only for the cost of the prior learning assessment services and not for the amount of credit awarded.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1501.312 Extension of Curricula/Credit Courses

a) A community college may extend previously approved credit courses into another community college district with approval of the other community college district.

b) A community college may extend previously approved curricula into another community college district upon approval of ICCB. Criteria for approval shall be:

1) a request from the community college district in which the proposed extension is to be offered;

2) labor market need;

3) cost-effectiveness in providing instructional programs;

4) adequacy of facilities and support services;

5) impact on regional and statewide programs; and

6)   impact on programs at neighboring community college districts.

c)   If a district in which military installations, correctional institutions, or other State or federal institutions are located elects not to provide previously approved units of instruction to these institutions, any other college may be selected by the apply to ICCB to do so. If more than one college applies, ICCB will select a college using the following criteria:

1)   proximity of the college to the institution;

2)   availability at the college of the instructional units needed by the institution;

3)   cost of providing the instructional units for the institution; and

4)   college's past experience in offering similar units of instruction.

d)   Curricula and credit courses offered at out-of-state locations (except for field trips and travel that are in conjunction with a course offered within the district) must have prior annual approval by ICCB. A community college shall be granted approval to offer previously approved curricula and credit courses out of State provided that it meets the following criteria:

1)   A request for approval including information about the curricula and courses, location of the proposed extension, projected enrollments, and projected funding is submitted on forms provided by ICCB.

2)   The college shall identify how the extension will be used by students to complete degree or certificate programs.

3)   If the extension is offered for out-of-state students, the college shall submit a copy of a written request from the group desiring the service and assurance that no State or local tax monies will be used to provide the extension.

4)   The college shall submit annual reports of its out-of-state extensions for the past fiscal year, on forms provided by ICCB, by July 15 of each year.

5)   The college shall request approval of its out-of-state extensions, on forms provided by ICCB, prior to May 15 for the fiscal year beginning on the next July 1.

6)   Deletion, modification or addition of courses and curricula offered at out-of-state extensions previously approved by ICCB are reasonable and moderate extensions and must be reported to ICCB.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1501.510 Reporting Requirements

A college shall submit the items listed in this Section in a format prescribed by ICCB and according to the schedules indicated.

a)   Resource Allocation and Management Plan (RAMP) data by AugustJuly 1 of each year.

b)   Construction in progress, and acreage by July 1 of each fiscal year.

b e)   Annual Instruction Cost Report in a format prescribed by ICCB for the previous fiscal year by December 31 following the end of that fiscal year.

c d)   A survey of local budget and tax extensions and collections by September 1 of each year.

e)   ~~Facilities data submission to report existing space in use for educational purposes at the end of the fiscal year (June 30) by September 1 following the end of the fiscal year.~~

d f)   Certificate of Tax Levy by January 31 of each year.

e)   Annual tuition and fees survey by August 1 of each year.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1501.519 Special Initiatives Grants

a)   Allowable expenditures for special initiatives grants will be specified in the grant agreement between the college or vendor and ICCB.

b)   Special initiatives grant funds shall be accounted for in a restricted account.

c)   The community college district or other vendor shall file a report with ICCB in a format used by ICCB or in accordance with the grant agreement, detailing how the funds were used.

d)   Special initiatives grant funds shall be expended by the date specified in the grant agreement. If the grant agreement allows, goods and services for which funds have been obligated by the contract end date shall be received and paid for not later than 60 days after the grant agreement end date. Unexpended funds shall be returned to ICCB on or before December 30 31.

e)   Special initiatives grant funds not used in accordance with the terms specified in the grant agreement regardless of the amount shall be returned to ICCB within six months after receipt of the external audit report by ICCB or other identification of improper expenditures subsequently verified by ICCB.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1501.607 Reporting Requirements

A college shall submit the items listed in this Section in a format prescribed by ICCB by August July 1 of each year:

a)   Annual facility data including: ~~and project updates that shall include NASF of owned space by classroom, lab, office, study, support and special use categories.~~

1)   acreage;

2)   NASF of owned and leased space by classroom, lab, office, study, support and special use categories;

3)   existing space in use for educational purposes at the end of the fiscal year (June 30);

4)   project updates.

  b) Estimated deferred maintenance annual cost and current backlog.

  c) All completed and in-progress projects using State funds.

  d) All completed and in-progress local projects with a cost of $250,000 or more.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

A roll call vote was taken with the following results:

Craig Bradley	Yea	Paige Ponder	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Rene Juarez-Cuevas	Yea
Sylvia Jenkins	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #14.3 - Saluki Step Ahead Agreements Between Southern Illinois University Carbondale and Illinois Community Colleges

Item #14.3b - Moraine Valley Community College
The Illinois Community College Board hereby approves the individual Saluki Step Ahead agreement between Southern Illinois University Carbondale and Moraine Valley Community College.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Paige Ponder	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Rene Juarez-Cuevas	Yea
Sylvia Jenkins	Abstain	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes. Sylvia Jenkins abstained.

Item #15 - Information Items
There was no discussion.

Item #15.1 - Fiscal Year 2022 and Fiscal Year 2023 Financial Statements

Item #15.2 - Basic Certificate Program Approval Approved on Behalf of the Board by the Executive Director

Item #16 - Other Business
There was no other business.

Item #17 - Public Comment
There was no public comment.

Item #18 - Executive Session
The Board did not enter into Executive Session.

Item #19 - Executive Session Recommendations
There were no recommendations.

Item #20 - Approval of Confidentiality of Executive Session Minutes

Larry Peterson made a motion, which was seconded by Terry Bruce, to approve the following motion:

> 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; November 30, 2018; March 15, 2019; June 7, 2019; June 12, 2020; September 11, 2020; December 4, 2020; June 4, 2021; August 19, 2021; December 3, 2021; March 25, 2022 are to remain confidential. All other Executive Session Minutes are available for public inspection.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Paige Ponder	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Rene Juarez-Cuevas	Yea
Sylvia Jenkins	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #21 - Adjournment

Craig Bradley made a motion, which was seconded by Terry Bruce, to adjourn the Board meeting at 11:28 a.m.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Paige Ponder	Yea
Terry Bruce	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Rene Juarez-Cuevas	Yea
Sylvia Jenkins	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD
JANUARY 2023 REGULATORY AGENDA

The Joint Committee on Administrative Rules (JCAR) is a bipartisan legislative oversight committee that has been delegated the responsibility to ensure that the laws enacted by the General Assembly are appropriately implemented through administrative law. Each year, JCAR requires the Board and all state agencies to publish in the *Illinois Register* a regulatory agenda detailing the scope of upcoming rulemaking activity that the Board is considering but has not filed a formal notice of proposed rulemaking activity.

The January 2023 Regulatory Agenda is being submitted to the Board for approval and then will be published in the *Illinois Register* pursuant to the Illinois Administrative Procedure Act (5 ILCS 100).

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the January 2023 Regulatory Agenda listed below:

ILLINOIS COMMUNITY COLLEGE BOARD
JANUARY 2023 REGULATORY AGENDA

a) Part (Heading and Code Citations): Administration of the Illinois Public Community College Act, 23 Ill. Adm. Code 1501

   1) Rulemaking:

      A) Description: The Board proposes the adoption of new administrative rules that codify the Board's processes and procedures for administration of the postsecondary career and technical education program.

      B) Statutory Authority: Public Community College Act [110 ILCS 805]

      C) Scheduled meeting/hearing dates: None have been scheduled.

      D) Date agency anticipates First Notice: July 2023

      E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.

      F) Agency contact person for information:
         Matt Berry
         Chief of Staff
         Illinois Community College Board
         401 East Capitol Avenue Springfield, IL 62701

Telephone: 217/785-7411
Fax: 217/524-4981

G)   Related rulemakings and other pertinent information: None

2)   Rulemaking:

A)   Description: The Board has recently reviewed its administrative rules on approval of college, branch, campus, and extension centers and found these rules to be insufficient for identifying when board approval is required. The Board plans revision to these rules during the upcoming calendar year.

B)   Statutory Authority: Public Community College Act [110 ILCS 805]

C)   Scheduled meeting/hearing dates: None have been scheduled.

D)   Date agency anticipates First Notice: March 2023

E)   Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.

F)   Agency contact person for information:

Matt Berry
Chief of Staff
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701

Telephone: 217/785-7411
Fax: 217/524-4981

G)   Related rulemakings and other pertinent information: None

3)   Rulemaking:

A)   Description: The Board anticipates review and possible amendments to its rules governing dual credit. The dual credit landscape continues to evolve and necessitate changes to the Board's rules.

B)   Statutory Authority: Public Community College Act [110 ILCS 805]

C)   Scheduled meeting/hearing dates: None have been scheduled.

D)   Date agency anticipates First Notice: October 2023

E)   Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.

F)   Agency contact person for information:

Matt Berry
Chief of Staff
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701

Telephone: 217/785-7411
Fax: 217/524-4981

G) Related rulemakings and other pertinent information: None

b) Part (Heading and Code Citations): Adult Education (23 Ill. Adm. Code 1505)

1) Rulemaking:

A) Description: The Board proposes the adoption of new administrative rules that codify the Board's processes and procedures for administration of the adult education program.

B) Statutory Authority: Public Community College Act [110 ILCS 805]

C) Scheduled meeting/hearing dates: None have been scheduled.

D) Date agency anticipates First Notice: October 2023

E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.

F) Agency contact person for information:

Matt Berry
Chief of Staff
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701

Telephone: 217/785-7411
Fax: 217/524-4981

G) Related rulemakings and other pertinent information: None

c) Part (Heading and Code Citations): Administration of High School Equivalency Testing Program (23 Ill. Adm. Code 1507)

1) Rulemaking:

A) Description: The Board proposes the adoption of new administrative rules that codify the Board's processes and procedures for administration of the high school equivalency testing and certification program.

B) Statutory Authority: Public Community College Act [110 ILCS 805]

C)   Scheduled meeting/hearing dates: None have been scheduled.

D)   Date agency anticipates First Notice: May 2023

E)   Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small business, small municipalities, and not for profit corporations.

F)   Agency contact person for information:

Matt Berry
Chief of Staff
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701

Telephone: 217/785-7411
Fax: 217/524-4981

G)   Related rulemakings and other pertinent information: None

BACKGROUND

The Board and all state agencies have the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The regulatory agenda gives the public notice and allows them to comment on rules that the Board is considering in the upcoming year. Adoption of the regulatory agenda does not preclude the Board from adopting a rule that has not been summarized in a regulatory agenda or from adopting a different rule from the one summarized in a regulatory agenda. The Board is also not required to adopt any rule summarized in a regulatory agenda.

Illinois Community College Board

ESTABLISHMENT OF ILLINOIS COMMUNITY COLLEGE BOARD
MIS/RESEARCH AND ILLINOIS LONGITUDINAL DATA SYSTEM ADVISORY
COMMITTEE APPOINTMENTS

The Executive Director, as authorized by the Illinois Community College Board (ICCB), appoints representatives to the ICCB advisory committees. The Management Information System (MIS)/Research and Illinois Longitudinal Data System Committee is currently utilized by staff for insight and review of data and research activities. Appointments are for three-year terms with consecutive terms allowable.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby establishes the MIS/Research and Illinois Longitudinal Data System Advisory Committee and authorizes the Executive Director to make the below appointments to Committee.

BACKGROUND

The MIS/Research and Illinois Longitudinal Data System Advisory Committee performs a critical service to the Illinois Community College Board. The committee, working with the Deputy Director for Research and Information Technology and Associate Deputy Director for Research and Analytics, reviews issues pertaining to research activities and data collection, and approves data protection agreements as necessary.

MIS/Research and Longitudinal Data Advisory Committee

1. Christian Collins, Associate Vice Chancellor, Institutional Effectiveness, City Colleges of Chicago (2025)
2. David Cook, Executive Director of Institutional Research and Planning, Illinois Central College (2025)
3. Ryan Hawkins, Chief Financial Officer, Illinois Eastern Community Colleges (2025)
4. Sadya Khan, Executive Director, Institutional Research, Planning and Effectiveness, Moraine Valley Community College (2025)
5. Aaron Roe, Director of Research and Planning, Sauk Valley Community College (2025)
6. Kurian Tharakunnel, Executive Director of Research and Institutional Effectiveness, Triton College (2025)
7. Sandra Villanueva, Director, Institutional Effectiveness, Planning and Research, College of Lake County (2025)
8. Sarah Warfield, Institutional Research Data Reporting Analyst, Highland Community College (2025)
9. Teena Zindel-McWilliams, Director, Institutional and Academic Planning, Richland Community College (2025)

Illinois Community College Board

**ESTABLISHMENT OF THE ILLINOIS COMMUNITY COLLEGE BOARD MIS/RESEARCH
AND ILLINOIS LONGITUDINAL DATA SYSTEM ADVISORY COMMITTEE
APPOINTMENTS**

This item establishes the Finance Advisory Committee and authorizes the Executive Director to appoint representatives. Appointments are for three-year terms with consecutive terms allowable.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby establishes the - Finance Advisory Committee and authorizes the Executive Director to make the below appointments to Committee.

BACKGROUND

The Finance Advisory Committee performs a critical service to the Illinois Community College Board. The committee, working with the Deputy Director for Finance and the Senior Director for Financial Compliance, will review issues pertaining to financial reporting and Governmental Accounting Standards Board (GASB) Statements, and make recommendations for updates to the Illinois Community College Board Fiscal Management Manual and Audit Guide to reflect current standards

Finance Advisory Committee

1. Maribel Rodriguez, Vice Chancellor Finance/Chief Financial Officer, City Colleges of Chicago (2025)
2. Leticia Trepac, Vice President Finance & Administration, Heartland Community College (2025)
3. Josh Welker, Dean of Business Services, John Wood Community College (2025)
4. Ryan Hawkins, Chief Financial Officer/Treasurer, Illinois Eastern Community Colleges (2025)
5. Kent Sorenson, Vice President of Business Services, Sauk Valley Community College (2025)
6. Tammy Betancourt, Vice President Finance/Chief Financial Officer, Danville Area Community College (2025)
7. Jill Janssen, Vice President/Chief Financial Officer, Highland Community College (2025)
8. Beth Nunley, Vice President for Business Affairs & Board Treasurer, Kankakee Community College (2025)
9. Scott Brady, Chief Financial Officer & Treasurer, College of DuPage (2025)

Illinois Community College Board
FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT
July 1, 2021 - October 31, 2022

		FY 2023 Appropriation	Year-to-Date Expenditures	% Expended
STATE GENERAL FUNDS*				
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 75,123,300	$ 20,805,903	27.7%
ADULT EDUCATION		33,887,700	12,474,322	36.8%
GED TESTING PROGRAM		1,148,000	304,362	26.5%
CAREER & TECH EDUCATION		18,069,400	9,616,771	53.2%
OFFICE ADMINISTRATION		2,408,900	842,101	35.0%
	TOTAL	**$ 130,637,300**	**$ 44,043,459**	**33.7%**
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 158,131,300	$ 45,763,167	28.9%
	TOTAL	**$ 158,131,300**	**$ 45,763,167**	**28.9%**
SPECIAL STATE FUNDS *				
CONTRACTS AND GRANTS FUND		$ 62,000,000	$ 354,687	0.6%
GED TESTING FUND		100,000	3,438	3.4%
ICCB RESEARCH & TECHNOLOGY FUND		100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000	52,785,000	50.0%
	TOTAL	**$ 167,770,000**	**$ 53,143,125**	**31.7%**
FEDERAL FUNDS*				
FEDERAL ADULT EDUCATION FUND		$ 31,324,221	$ 1,176,181	3.8%
FEDERAL CAREER & TECH ED FUND		21,812,800	798,921	3.7%
FEDERAL CURES FUND		10,000,000	1,923	0.0%
ICCB FEDERAL TRUST FUND		525,000	85,813	16.3%
	TOTAL	**$ 63,662,021**	**$ 2,062,838**	**3.2%**
GRAND TOTAL, ALL FUNDS		**$ 520,200,621**	**$ 145,012,589**	**27.9%**

* See detail on following pages.

	FY 2023 Appropriation	Year-to-Date Expenditures	% Expended
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	$ 13,928,700	$ 6,964,350	50.0%
PATH Grants	25,000,000	11,596,086	46.4%
P-20 Council Support	150,000		0.0%
East St. Louis Educational Center	1,457,900	39,649	2.7%
Illinois Veterans Grant	4,264,400		0.0%
ILDS	560,300	148,571	26.5%
Lincoln's Challenge Program	60,200		0.0%
Performance Grants	359,000		0.0%
Small College	548,400	548,400	100.0%
Alternative Schools Student Re-enrollment	4,000,000	1,400,000	35.0%
Transitional Math and English Development (TIME and DEI)	1,000,000	3,847	0.4%
Bridge and Transition	4,344,400		0.0%
Workforce Equity Initiative	19,450,000	105,000	0.5%
TOTAL	**$ 75,123,300**	**$ 20,805,903**	**27.7%**
OFFICE ADMINISTRATION	$ 2,408,900	$ 842,101	35.0%
TOTAL	**$ 2,408,900**	**$ 842,101**	**35.0%**
ADULT EDUCATION			
Adult Education Basic Grants	$ 22,651,000	$ 4,080,803	18.0%
Adult Education Performance Grants	11,236,700	8,393,519	74.7%
TOTAL	**$ 33,887,700**	**$ 12,474,322**	**36.81%**
GED TESTING PROGRAM	$ 1,148,000	$ 304,362	26.5%
TOTAL	**$ 1,148,000**	**$ 304,362**	**26.5%**
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	500,000	250,000	50.0%
CTE Administration	375,000	177,796	47.4%
CTE Formula	15,600,000	8,226,750	52.7%
CTE Early School Leavers Grants	615,000	515,000	83.7%
CTE Early School Leavers Administration	84,950		0.0%
CTE Corrections	894,450	447,225	50.0%
TOTAL	**$ 18,069,400**	**$ 9,616,771**	**53.2%**
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS			
Base Operating	$ 83,367,200	$ 20,841,800	25.0%
Equalization	74,764,100	24,921,367	33.3%
TOTAL	**$ 158,131,300**	**$ 45,763,167**	**28.9%**
GRAND TOTAL	**$ 288,768,600**	**$ 89,806,626**	**31.1%**

Illinois Community College Board
FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2021 - October 31, 2022

<u>**SPECIAL STATE FUNDS***</u>

	FY 2023 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
Apprenticeship Grant		$ 28,488	
ILCCO			
CHSA Grant			
Lumina Grant			
Tutoring Initiative			
ADMINISTRATION			
Apprenticeship		5,283	
Tutoring Initiative		19,413	
ILCCO			
Advance CTE			
	$ 10,000,000	$ 53,184	0.1%
STRATEGIC INITIATIVES			
Governor's Emergency Education Relief - (GEER I/II)	$ 27,000,000	$ 178,506	0.7%
Early Childhood	25,000,000	122,997	0.5%
	$ 52,000,000	$ 301,503	0.6%
TOTAL	**$ 62,000,000**	**$ 354,687**	**0.6%**
GED TESTING FUND*	**$ 100,000**	**$ 3,438**	**3.4%**
ICCB RESEARCH & TECHNOLOGY FUND*	**$ 100,000**	**$ -**	**0.0%**
PERSONAL PROPERTY REPLACEMENT TAX FUND	**$ 105,570,000**	**$ 52,785,000**	**50.0%**
GRAND TOTAL, SPECIAL FUNDS	**$ 167,770,000**	**$ 53,143,125**	**31.7%**

Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT
Federal Funds
July 1, 2021 - October 31, 2022

FEDERAL FUNDS*

	FY 2023 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	$ 16,880,491	$ 6,472,452	$ 574,326	2.5%
Federal Basic Leadership	2,000,000		230,000	11.5%
EL Civics Grants	2,886,575	1,352,068	169,151	4.0%
	$ 21,767,066	$ 7,824,520	$ 973,477	3.3%
ADMINISTRATION				
Federal Basic	$ 1,023,060	$ -	$ 163,788	16.0%
EL Civics	151,925	-	11,321	7.5%
Leadership	557,650	-	27,595	4.9%
	$ 1,732,635	$ -	$ 202,704	11.7%
TOTAL	$ 23,499,701	$ 7,824,520	$ 1,176,181	3.8%
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	$ 16,547,354	$ 733,790	$ 628,709	3.6%
Perkins Leadership	1,557,398	674,607	109,517	4.9%
Perkins Corrections	389,350	-	-	0.0%
Reserve	-	936,928	-	0.0%
	$ 18,494,102	$2,345,325.00	$ 738,226	3.5%
ADMINISTRATION				
CTE Federal	$ 973,373		$ 60,695	6.2%
TOTAL	$ 19,467,475	$ 2,345,325	$ 798,921	3.7%
ILLINOIS CURES FUND				
College Bridge Program	$ 10,000,000	$ -	$ 1,923	0.0%
TOTAL	$ 10,000,000	$ -	$ 1,923	0.0%
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	$ 525,000	$ -	$ 85,813	16.3%
TOTAL	$ 525,000	$ -	$ 85,813	16.3%
GRAND TOTAL, FEDERAL FUNDS	$ 53,492,176	$ 10,169,845	$ 2,062,838	3.2%

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board

GED® TESTING SERVICE - GED® TEST INCREASE

The Illinois Community College Board proposes to enter into a MOU agreement with GED® Testing Service for certification of high school equivalency. The MOU also contains language on a proposed price increase beginning July 1, 2023. Since transitioning to computer-based testing in 2014, the GED® exam has remained at $120 per test with no increases to individual test-takers. The increase in cost is due to an increase technology and development costs.

Beginning July 1, 2023, the cost of the GED® exam will increase to $144.00 per battery. Currently the cost to take the in-person test is $120 for the full battery of testing which is $30 per module including a $10.00 test center fee. This is an overall increase of $24.00.

The following is a break-down of costs:

- With the increase, the new cost to take the GED® exam is $144.00 for the full battery of testing which is $36 per test module and includes a $10 test center fee. Test-takers who do not pass any of the modules are eligible for one retake at no cost.
- Corrections testing is $144.00 for the full battery of testing with one retake at no cost.
- The online proctored testing which was introduced during the pandemic was already set to $144.00 for the full battery of testing.

At the January 2023 board meeting, staff will bring forth a recommendation regarding the test increase.

BACKGROUND

The ICCB has agreements with both GED® and PSI Services High School Equivalency Test™ (HiSet) to administer tests in Illinois. Any individual without a high school diploma may take an exam at any of the more than 160 ICCB approved testing centers location throughout the state. Test takers register online for the test and may take only one of the exams to certify completion of the requirements. An Individual must register online to take one of the exams, pass one of the exams, and review the Illinois Constitution online module in order to be issued an Illinois High School Equivalency Certification (name change beginning January 1, 2023 to the "State of Illinois High School Diploma").

Upon successful completion, individuals may obtain their certificate/diploma through their local Regional Office of Education (ROE) or the ICCB Cook County Records office. These offices certify that individuals have met the state requirements. The cost of the certificate/diploma is $10.00.

Currently, there is a promotion, ILSAVE20, to reduce the cost of the test by up to $80.00.

Illinois Community College Board

**BASIC CERTIFICATE PROGRAM APPROVAL APPROVED ON BEHALF
OF THE EXECUTIVE DIRECTOR**

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 Executive Director since the last Board meeting:

Permanent Program Approval

John A. Logan College
➢ Hospitality Management Operations Certificate (28 credit hours)

Morton College
➢ EMT-Emergency Medical Technician Certificate (9 credit hours)

Wilbur Wright College
➢ Cannabis Applied Studies Certificate (15 credit hours)

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES
(*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.

Public Act 102-1077 (effective June 10, 2022) amends the Dual Credit Quality Act to allow high school students who may not otherwise meet the community college district's academic eligibility requirements to enroll in a dual credit course taught at the high school for high school credit only.
The Act also extends the ability for high school instructors to submit a professional development plan to ISBE to January 1, 2025. However, qualification requirements for professional development plans are modified to allow CTE instructors to submit a plan and also prohibit such plans from instructors without a master's degree. The ICCB is required to amend its administrative rules to implement these statutory changes.

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 back 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 1501 ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT
SECTION 1501.313 DUAL CREDIT

Section 1501.313 Dual Credit

a) Dual credit courses offered by the college for high school students during the regular school day shall be college-level and shall meet the following requirements:

1) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the Higher Learning Commission, and local college policies that apply to courses, instructional procedures, and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures, and academic standards apply to students, faculty and staff associated with these courses.

2) Instructors. The instructors for these courses shall be selected, employed and reviewed by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level.

A) For instructors teaching transfer courses (1.1 PCS (in the ICCB Program Classification System)), these qualifications shall include a minimum of a master's degree within the discipline or any master's degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which the instructors will be teaching.

B) High school instructors teaching dual credit transfer courses who do not meet the faculty credential standards of this subsection (a)(2) *to determine minimally qualified faculty may teach dual credit courses if the instructor has a professional development plan, approved by the college and shared with the State Board of Education.*

B)C) *For a high school instructor entering into a professional development plan,* by December 31, 2022, *to raise his or her credentials to be in line with these credentials, the following requirements are in effect.*

i) *The college shall have 30 days to review the plan and approve an instructor professional development plan that is in line with the credentials appropriate to the discipline being taught.*

ii) *These approvals shall be good for as long as satisfactory*

progress toward the completion of the credential is demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval.

iii)   *The instructor shall qualify for a professional development plan if the instructor has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or*

•   *Has a bachelor's degree with a minimum of 18 graduate hours in a discipline that he or she is currently teaching or expects to teach; and*

•   *Agrees to demonstrate his or her progress toward completion to the supervising college, as outlined in the professional development plan.* [110 ILCS 27/20(1)(B)]

iv)   The provisions of this subsection (a)(2)(B) and (C) shall not apply after December 31, 2022.

D)   *For a high school instructor entering into a professional development plan on or after January 1, 2023, to raise his or her credentials to be in line with these credentials, the following requirements are in effect.*

i)   *The college shall have 30 days to review the plan and approve an instructor professional development plan that is in line with the credentials appropriate to the discipline being taught.*

ii)   *These approvals shall be good for as long as satisfactory progress toward the completion of the credential is demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval.*

iii)   *The instructor shall qualify for a professional development plan if the instructor has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or is a fully licensed instructor in career and technical education who is halfway toward meeting the institution's requirements for faculty in the discipline to be taught and agrees to demonstrate his or her progress toward completion as outline in the professional development plan.*

E)   For instructors teaching career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials and

demonstrated teaching competencies appropriate to the field of instruction.

C)A)   For instructors teaching career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials and demonstrated teaching competencies appropriate to the field of instruction.

3)   Qualification of Students. Students accepted for enrollment in college- level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.

4)   Placement Testing and Prerequisites. High school students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable, to assure that they are qualified and prepared.

5)   Course Offerings. Courses shall be selected from transfer courses that are direct equivalents of those of baccalaureate institutions in Illinois (i.e., have been articulated) (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs.

6)   Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.

7)   Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and the practices of the district.

b)   *A community college district shall, upon the request of a school district within the jurisdiction of the community college district, enter into a partnership agreement with the school district to offer dual credit coursework.*

1)   *A school district may offer any course identified in the Illinois Articulation Initiative General Education Core Curriculum package under the Illinois Articulation Initiative Act* [110 ILCS 152] *as a dual credit course on the campus of a high school of the school district and may use a high school*

instructor who has met the academic credential requirements under this subsection (b) *to teach the dual credit course.* [110 ILCS 27]

2) The partnership agreement shall include ~~all of~~all the following:

    A) definition of roles and responsibilities for both the college and the high school;

    B) the dual credit courses that the high school district will offer its students and location of courses;

    C) criteria for eligibility for high school students to enroll in dual credit coursework;

    D) limitations that the college or school district may have on course offerings;

    E) requirements for academic credentials for dual credit instructors, consistent with ICCB rules and Higher Learning Commission standards;

    F) criteria by which the school district shall identify, and the college review and approve, high school instructors of dual credit on the high school campus;

    ~~F)~~G) the collaborative process and criteria by which the community college district and the school district will work to ensure students with disabilities have access to dual credit;

    ~~G)~~H) criteria as to how the college will take appropriate steps to ensure that dual credit courses are equivalent to those offered at the community college; and

    ~~H)~~I) identification of costs associated with the dual credit course.

3) The college shall establish a mechanism for evaluating and documenting on a regular basis the performance of students who complete dual credit courses consistent with students in traditional credit-bearing college courses.

4) A partnership agreement entered into, amended, renewed, or extended after the December 31, 2022, *shall allow a high school student who does not otherwise meet the community college's academic eligibility requirements to enroll in a dual credit course taught at the high school, but only for high school credit. Instructors, in coordination with their higher learning partner, may differentiate instruction by credit section.* However, this shall not be construed to allow the award of dual credit to a student who does not meet the requirements of the partnership agreement.

    A) High schools shall establish procedures, prior to the first day of class, to notify all individual high school students enrolled in a

mixed enrollment dual credit course that includes students who have and have not met the criteria for dual credit coursework of whether or not they are eligible to earn college credit for the course.

    I)B)   The expectations for maintaining the rigor of dual credit courses that are taught at the high school and including students not deemed ready for college-level coursework are set according to the standards of the community college.

    3)5)   *If, within 180 calendar days after the school district's initial request to enter into a partnership agreement with the community college district, the school district and the community college district do not reach agreement on the partnership agreement, then the school district and community college district shall jointly implement the provisions of the Model Partnership Agreement,* published on the ICCB website. [110 ILCS 27/16]

    6)   A college may combine its negotiations with multiple high schools to establish one multi-district partnership agreement or may negotiate individual partnership agreements at its discretion.

c)   *Within 15 days after entering into or renewing a partnership agreement, the institution shall notify its faculty of the agreement, including access to copies of the agreement if requested.*

e)d)   The ICCB shall provide a report annually on its website that reports on aspects of professional development plans as specified in P. A. 102-1077.

(Source: Added at 44 Ill. Reg. 18680, effective November 13, 2020)

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/Appointments 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.