Agenda
457th Meeting of the
Illinois Community College Board

Richland Community College
National Sequestration Education Center Exhibit Hall
One College Park
Decatur, Illinois 62521

September 15, 2023

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Illinois Community College Board

AFFIRMING THE BOARD GOALS FOR FY2024

Every year the Board reviews its stated goals and considers what, if any changes are necessary. This typically occurs as a part of the Board Retreat and is voted on in the next regular Board Session. For this meeting, the Goals were considered this morning, during the working retreat session and are here on the agenda to be voted upon, with any changes, from the working retreat session. As a reminder, the ICCB goal statement is:

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

If there are no amendments: The Illinois Community College Board hereby approves and affirms the continuation of the existing Board Goals for FY2024.

If there are amendments: The Illinois Community College Board hereby approves and affirms the Board Goals, with agreed upon amendments, for FY2024. Further, the Board authorizes the Executive Director to make technical changes to these amendments and to finalize these goals with the Board Chair.

Illinois Community College Board

PROGRAM APPROVAL MODIFICATION FOR ILLINOIS EASTERN COMMUNITY COLLEGE DISTRICT #529

Illinois Eastern Community College District #529 (IECC) is in the process of merging its four separate curriculum files established for each campus into a single file. This merger will allow students at all four locations to have access to faculty/programs across the district. IECC's goal is to make programs of study (like Agriculture, Early Childhood Education, Truck Driving, etc.) available at any location where student demand justifies delivery. The curriculum merger comes as the district has merged all its campuses under a single Postsecondary Education Identifier (OPEID) in response to a United State Department of Education directive related to student financial aid. IECC has undertaken other centralization efforts including, for example, the assignment of campus presidents to district-level responsibilities as well. It should be noted that District #529 is regionally accredited as a district and is Recognized by the ICCB at the District level. It should also be noted that IECC was originally approved as a Class 1 community college district, with branch campuses, thus making this change consistent with its original approval status.

The following motion is necessary to amend previously adopted approvals of new units of instruction, research, and public service issued by the Board to Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College.

RECOMMENDED ACTION

It is recommended that the following motion be made and adopted:

"All previously adopted approvals of new units of instruction, research, and public service issued by the Board to Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College, as separate colleges within a multi-college district be amended to state that the approval then given was given to Illinois Eastern Community College District #529, a single college district."

Item #6
September 15, 2023

Illinois Community College Board

**APPROVAL OF HIGH SCHOOL DIPLOMA FOR ADULT LEARNERS PROGRAM
APPLICATION FROM GOODWILL NORTHERN ILLINOIS**

The High School Diploma for Adult Learners Program is approved to operate under the School Code, 105 ILCS 5/3-15.12a, which provides a program of alternative study to adult learners leading to the issuance of a high school diploma. The program is designed to serve individuals who are ineligible for reenrollment in a secondary school under 105 ILCS 5/26-2(b).

Educational providers must submit applications in accordance with ICCB rules and meet the criteria to become a provider. Applicants must provide documentation demonstrating that the applicant is supported by the Regional Office of Education but unable to establish an agreement with a secondary unit school district in which the eligible applicant is located. Applicants must provide a program through which students who successfully complete that program can receive a high school diploma from their district of residence.

Goodwill Industries of Northern Illinois and Wisconsin Stateline Area, Inc. (Goodwill) is a locally operating nonprofit based in Rockford, Illinois. Goodwill is applying to offer its "The Excel Center" school model to persons in Rockford Public School District 205 and Regional Office of Education #4. The targeted population is primarily those who are beyond compulsory school age attendance. Goodwill will align their high school curriculum with ICCB requirements and the Illinois State Board of Education learning standards. Support services will be provided to students at no cost. Funding for The Excel Center is through a federal appropriation and charitable donations.

Having met the guidelines established by the ICCB, the Board is requested to approve Goodwill as a High School Diploma for Adult Learners Program provider.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following High School Diploma for Adult Learners Program provider:

Goodwill Industries of Northern Illinois and Wisconsin Stateline Area, Inc.

PROPOSAL FOR ILLINOIS COMMUNITY COLLEGE BOARD
HIGH SCHOOL DIPLOMA FOR ADULT LEARNERS PROGRAM

PROPOSING ORGANIZATION: Goodwill Industries of Northern Illinois and Wisconsin Stateline Area, Inc.

FEIN: 36-2167846

ADDRESS: 850 N. Church Street, Rockford, IL 61103

TELEPHONE CONTACT: (815) 965-3795

WEBSITE ADDRESS: www.goodwillni.org

CHIEF EXECUTIVE OFFICER: Benjamin Bernsten, President
TELEPHONE: (815) 987-6215
EMAIL ADDRESS: Ben@goodwillni.org

CHIEF FINANCIAL OFFICER: Jennifer Chapel, Finance Director
TELEPHONE: (815) 987-6222
EMAIL ADDRESS: Jenniferc@goodwillni.org

PROGRAM DIRECTOR: Courtney Geiger, Mission Services Director
TELEPHONE: (815) 987-6226
EMAIL ADDRESS: Cgeiger@goodwillni.org

Goodwill
Northern Illinois

850 N Church Street
Rockford, Illinois 61103
Phone: (815) 965-3795
Fax: (815) 965-7087

www.goodwillni.org

April 24, 2023

To whom it may concern:

Goodwill Industries of Northern Illinois and Wisconsin Stateline Area, Inc. has worked since 2016 to bring The Excel Center to the state of Illinois. Since the beginning of this project, we have communicated and partnered with the School District (Rockford Public Schools District 205) and the Regional Office of Education (Boone-Winnebago Regional Office of Education #4) to ensure community support, partnership, and collaboration in this endeavor.

Through the discussions dating back to 2016, Goodwill leadership and RPS 205 Superintendent Dr. Ehren Jarrett discussed the Excel Center development including the structure of the school, funding, and the legislative language that resulted in the bill creating the High School Diploma for Adult Learners Program. Most Excel Centers across the country are structured as charter schools. Through discussions with the school district, we worked together to create this alternate pathway and legislation for the state of Illinois.

Goodwill has also worked with the Boone-Winnebago Regional Office of Education #4 dating back to 2016, first with Dr. Lori Fanello, Regional Superintendent, and in recent years with Scott Bloomquist, the current Regional Superintendent, to structure the legislative language to ensure that the bill that passed would create the opportunity for an Excel Center. We have had continued communication over the years, with recent discussions centered on the application and school oversight.

Our local School District and Regional Office of Education are both partners in this endeavor, however, the school will not fall under either entity due to the structure, needs, set-up and funding.

Sincerely,

Benjamin Bernsten
President
Goodwill Industries of Northern Illinois

<u>One-Page Summary of The Excel Center Proposal From Goodwill Industries of Northern Illinois and Wisconsin Stateline Area, Inc</u>

Goodwill Industries of Northern Illinois and Wisconsin Stateline Area, Inc (*Goodwill*)

Goodwill is a locally operating nonprofit based in Rockford, Illinois that provides innovative, community-based education and workforce programming. Goodwill supports individuals who face barriers to traditional means of education and employment, including low-income individuals, those with justice system involvement, individuals who lack a high school diploma or equivalency certificate, and those who simply need help achieving their education and career goals. Goodwill has a history of providing Adult Basic Education and High School Equivalency (HSE) preparation in Winnebago, Boone, LaSalle, and McHenry counties.

The Excel Center

Goodwill is applying to the High School Diploma for Adult Learners opportunity in order to bring the Excel Center school model to Rockford, Illinois. The Excel Center is a an adult high school model that will provide adults the opportunity and support to earn a high school diploma and begin post-secondary education while developing career paths that offer better-than-average employment and growth opportunities. The purpose of the school is to improve the learning of adult students who have not yet graduated from high school and support the goals of the adult education landscape in the state of Illinois.

The Excel Center will meet students where they are in their education by providing a flexible structure and supportive relationships to help them manage work, life, and family concerns as they achieve their educational goals. Adults also likely face non-academic challenges so The Excel Center will provide childcare, transportation assistance and life coaching all at no cost to the students. Funding for the Excel Center has been secured through generous donations by MacKenzie Scott, a federal appropriation from Representative Cheri Bustos and other donations secured by Goodwill.

A. Statement of Need

i. Service Area - Rockford, Illinois (Winnebago County)

This proposal seeks to serve Rockford, Illinois, located in Winnebago County in the northern area of the state. Approximately 28,000 adults over the age of 18 do not have a high school diploma or equivalency in Winnebago County and 7,665 of these individuals did not finish 9th grade.[1]

According to this data, 12.8% of residents in Winnebago County do not have a high school diploma or high school equivalency (HSE) (0.6% below the national average) and only 14.6% of residents possess a bachelor's degree (5.7% below the national average). On average, upwards of 600 students drop out of the region's high schools prior to graduation each year and the effects of the Covid-19 pandemic have exacerbated this number.

According to the 2022 Rockford School District Report card, the graduation rate for all students is 65.6% for 4 years, 68.5% for 5 years, and 71.7% for 6 years. The table below shows the 6-year graduation rates by demographics.[2] Several groups of students fall below the overall graduation rate, including students who are black, students who are two or more races, male students, students who live in low-income households, students with IEPs, students with disabilities, students experiencing homelessness, and more.

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[1] American Community Survey. US Census Bureau. 2020: ACS 5-Year Estimates.
[2] https://www.illinoisreportcard.com/district.aspx?source=trends&source2=graduationrate&Districtid=04101205025

Graduation Rate 6 Years (Students who entered 9th grade in SY2016-17)

Chart 1 data labels:
- All: 71.7, 90.1
- White: 74.8, 92.7
- Black: 63.3, 83.7
- Hispanic: 75.7, 88.3
- Asian: 90.9, 96.2
- Am. Indian: 84.9
- Pacific Islander: 92.7
- Two or More: 66.4, 87.6
- Male: 66.6, 87.9
- Female: 76.9, 92.4

Chart 2 data labels:
- Non Binary:
- Low Income: 66.9, 84.8
- English Learners: 75.3, 81.8
- With IEPs: 52.5, 77.6
- With Disabilities: 55.7, 82.2
- Youth In Care: 30, 59.3
- Migrant: 65.5
- Military: 73.7, 93.4
- Homeless: 54.6, 72.8
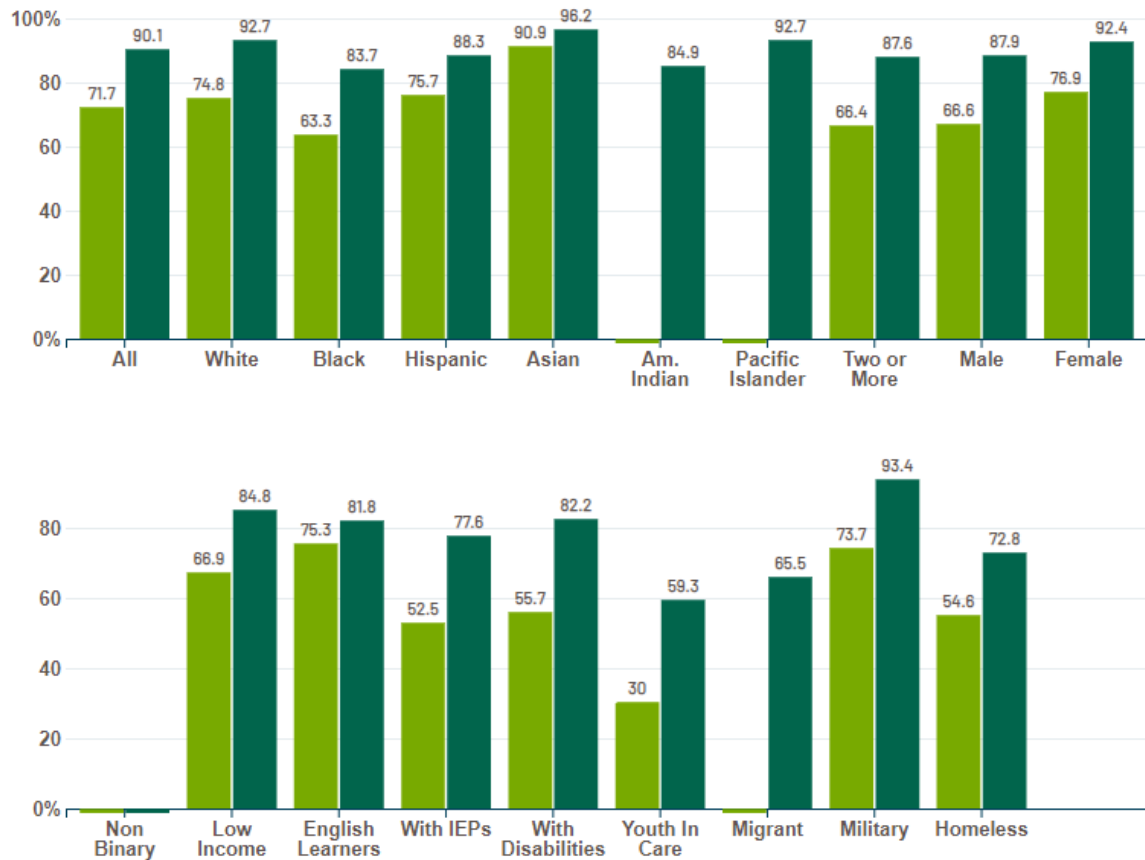
Goodwill Industries of Northern Illinois and Wisconsin Stateline Area, Inc. (Goodwill) is proposing an adult high school option for students who did not graduate that will allow them to complete their high school diplomas. The school will partner with the Rockford Public Schools and other local school districts to serve the students who drop out from their regular high school, as well as serve the parents/caregivers of current students to help bolster the academic support students receive at home and contribute to increasing graduation rates within the community.

In Winnebago County, 20.7% of children are living in poverty and the median household income is $57,113.[3] In addition, 32.2% of Winnebago County households with children receive Supplemental Nutrition Assistance Program (SNAP) benefits.[4] The Local Workforce Area that

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[3] U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE) program, SAIPE State and County Estimates, available here.

[4] U.S. Census Bureau's American Community Survey, Food Stamps/Supplemental Nutrition Assistance Program (SNAP), 5-Year Estimates, Table S2201.

includes Winnebago County has the highest unemployment rate in the state at 5.7 percent and the average annual job openings are expected to increase to 21,190 over the next decade.[5] According to the Illinois Department of Employment Security, Illinois residents without a high school diploma or HSE have the highest average unemployment rate among all educational attainment levels.

The region's key industries for employment are manufacturing and healthcare, both industries which require not only a high school diploma or equivalency but additional education and credentials beyond basic education. In addition, emerging sectors such as green jobs, welding, and transportation and logistics are increasingly requiring more education. According to the National Reporting System for Adult Education, only 2.17% of Illinois GED participants attained a postsecondary credential while enrolled or within one year of exit.[6]

The overall goal of the Excel Center is to help adults obtain their high school diploma and postsecondary certifications or credits so they can land good jobs, ones that offer living wages, benefits, and opportunities for advancement. The Rockford community has a high number of adults without a high school diploma or HSE and high unemployment rates.

B. Mission and Structure

i. Goodwill Industries of Northern Illinois and Wisconsin Stateline Area, Inc. Mission & History

Goodwill is a locally operated nonprofit organization that provides innovative, community-based education and workforce programming based in Rockford, Illinois. Goodwill delivers results for individuals who face barriers to traditional means of education and employment, including low-income individuals, those with justice system involvement, individuals who lack a high school diploma or equivalency certificate, and those who simply need help achieving their education and career goals. Goodwill, operating locally since 1936, is a unique social enterprise that

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[5] Illinois Department of Employment Security, Economic Information & Analysis Division
https://ides.illinois.gov/content/dam/soi/en/web/ides/labor_market_information/local_area_unemploymentstatisticsla us/wiamap.pdf
[6] National Reporting System for Adult Education. Illinois Table 5: Core Follow-Up Outcome Achievement. Program Year July 1, 2020 - June 30, 2021). https://nrs.ed.gov/rt/il/2020/table-5

generates funds for community programs through the operation of thrift stores, warehouse operations, and logistics. Goodwill routinely draws upon its national network of 155 affiliate agencies that share best practices, including the growing number of Goodwill agencies across the country who operate Excel Centers to meet the needs of their communities.

Goodwill serves individuals in Northern Illinois and the Wisconsin state line area and operates in an 18-county territory. Goodwill served over 22,000 people in 2022 through a number of different programs and initiatives that connect to the mission of creating opportunities to enhance the lives of individuals with barriers. Goodwill provides community-based, person-centered and trauma-informed programming, including career exploration and readiness programs.

Goodwill has a strong history of providing services to meet the unique needs of each community it serves. Goodwill's services include the GoodGRADS program, which provides Adult Basic Education and HSE preparation in Winnebago, Boone, LaSalle, and McHenry counties. This program, developed in 2011 with local partners and providers, ensures adults have the educational programming they need with wrap-around supports including transportation, childcare assistance and referral, and case management.

In addition to educational services, Goodwill provides a number of workforce development programs including operating the Workforce Innovation and Opportunity Act (WIOA) services through The Workforce Connection. Goodwill provides career centers, high-quality career exploration, navigation, career counseling, training, work-based learning, and credential attainment. Through these programs, Goodwill serves over 10,000 people annually through basic career services and over 1,000 people with attentive career counseling, training, and credential attainment in high demand, living wage jobs in Boone, Winnebago, and Stephenson counties. Since starting these programs, Goodwill has met every performance measure annually including credential attainment, measurable skills gains, enrollments, and employment.

Goodwill also provides programming for individuals with justice system involvement, including the LifeLaunch, Accelerate, and Resource Connection programs. Through these programs, Goodwill serves adults and provides a path for safe and effective re-entry. Goodwill serves individuals both during incarceration in the Winnebago County Jail, as well as post-release to ensure individuals have the employment, training, and support to live healthy and safe lives.

Goodwill's re-entry programs serve over 350 people annually, with over 63% earning credentials and a recidivism rate of 2.76% (compared to Illinois' average of over 20%).

ii. Administrative Structure of the Organization

The Excel Center will be operated by Goodwill Industries of Northern Illinois and Wisconsin Stateline Area, Inc. (Goodwill). The Goodwill board will have governing authority over the Excel Center and Goodwill may create a separate entity as needed for the Excel Center. Goodwill will provide back-office support to the school through funding, HR, marketing, strategic planning, facilities, and any other support necessary to operate the Excel Center model effectively. A chart on the next page shows the organizational chart of the school and how the school leader will report to Goodwill's executive staff.
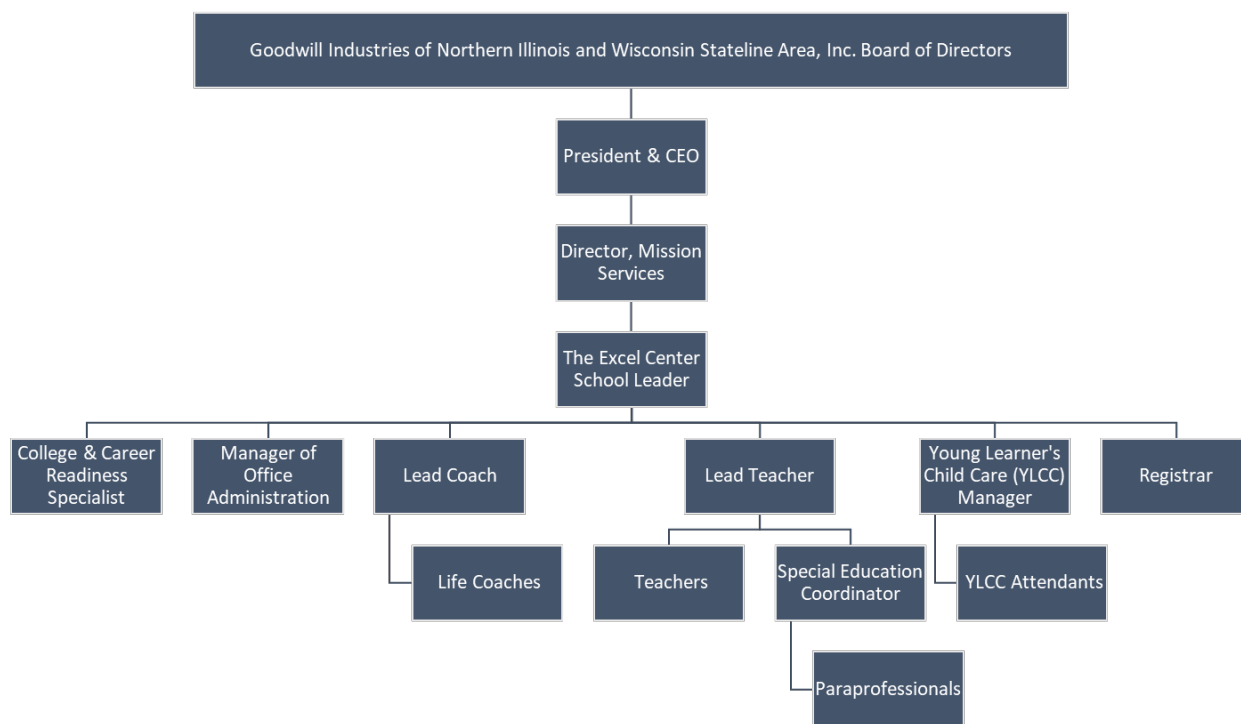
iii. Financial Commitments

Goodwill is committed to the Excel Center model long-term and does not start any projects that cannot be sustained long-term. A number of financial commitments have been secured and continue to be sought in order to ensure long-term sustainability for the program and the future students that will benefit.

Goodwill has secured funding for start-up costs from the United States federal budget through an appropriation from Representative Cheri Bustos. This $1,000,000 will assist with start-up costs including building occupancy and build-out of the school. Additionally, Goodwill has secured funding from the Northern Illinois Gas Foundation for all technology needs including the computer lab. The organization has obtained additional commitments from local elected officials and municipal governments and has additional private funding in process. This has been and will continue to be an emphasis for Goodwill.

As a social enterprise, Goodwill operates retail stores to help support its mission. Goodwill will be allocating funding from retail for this program annually. Goodwill also received a donation from MacKenzie Scott in 2020 of $5,000,000, some of which will be utilized for this program.

Section C: Instructional Program Design & Activities
i. Describe the instructional activities, program sequence and multidisciplinary courses. Include any online or technology-based curriculum that will be used.

Instructional Activities
Students will enroll in the Excel Center at various skill levels and will balance their education with many life responsibilities, including work and family obligations. Therefore, students at the Excel Center will establish their educational goals and move at their own pace. The school's guiding educational philosophy is rooted in supporting each student's ability to be successful in post-secondary environments and to develop the skills required to meet the demands of the modern workforce. The Excel Center's education plan has three main pillars: (1) an academic philosophy that meets the goals and needs of adult students, (2) a concentrated focus on college and career readiness, and (3) a coaching system designed to address the barriers which impede a student's continued educational success.

The Excel Center will develop an environment that meets the needs of adult learners by encouraging them to see the real-life applications and importance of their education in a mature setting for learning and discussion. The Excel Center's rigorous courses are designed for adult learners who benefit from strong relationships with peers, coaches, and teachers that provide support and motivation. The school will emphasize open discussion, self-directed learning, and personal accountability. The Excel Center's course offerings will be taught via direct instruction utilizing the instructional approaches outlined below.

Teachers will structure the classrooms using the gradual release of responsibility instructional approach in which teachers deliver and students interact with new content in a sequence of whole group, teacher-facilitated small group, student-driven small group, and finally independent student practice.[7] The goal of every course is independent student mastery of the content, skills, and standards to which the course is aligned. Teachers at the Excel Center know that all students, particularly adult high school students, require teacher and peer support as they practice toward independent mastery. The gradual release of responsibility instructional approach begins with the teacher modeling the new task, "I do;" followed by "We do it together," in which the teacher facilitates as groups of students work through the task, often taking turns coming to the whiteboard to model their thought processes. The teacher's role is reduced more during a student-driven, small group phase of the learning, "You do it together," when students facilitate one another's learning with the teacher present as a consultant, posing inquiry questions to students rather than giving answers. Finally, student-independent practice leading to independent mastery occurs doing the "You do it alone" phase of the lesson.

To align with the curriculum, the instructional design centers around a metacognitive framework that focuses on four dimensions: knowledge-building and cognitive, personal, and social skill building which ensures that students acquire the schema necessary to build the critical thinking skills needed to comprehend and interact with new content.[8] In all courses, teachers will utilize

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[7] Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

[8] Vygotsky, L.S. (1978). *Mind in society: The development of higher mental processes*. M. Cole, V. John-Steiner,

modeling and speaking metacognitively about the academic tasks. Adult students who have not experienced success in high school often require instruction on how to approach math problems, how to make sense of a complex text, and how to more deeply engage with the learning process.

Program Sequence

All students who enroll at the Excel Center will apply to the school by filling out online forms, submitting their previous transcripts (if available), and attending a required orientation. During orientation, students will complete diagnostics testing that indicates their skill levels in math and reading. Coaches will then review students' transcripts and testing results to ensure they are placed in the appropriate classes. Students will begin classes once the term starts and move from remedial to high school-level classes based on their mastery of the material and performance on assessments. As students near graduation, they will be able to engage in industry certification courses and/or dual credit courses in partnership with Rock Valley College. Once students have earned all of their required units of credit and completed all state graduation requirements, they will graduate from the Excel Center with their high school diploma.

Technology

Technology will feature prominently in the design and delivery of academic content in the Excel Center. Coursework will be presented in multimedia formats, reaching different learning styles, personalities, and groups. The majority of classes will be direct instruction from a teacher. In certain circumstances, such as needed partial credit or credit recovery, students will be able to participate in research-based, teacher-facilitated individualized online learning, such as Oddyseyware, Edmentum, or Edgenuity. When appropriate and beneficial for students, they may use Essential Education, IXL, Read Theory, Burlington English or Nearpod to supplement their classroom learning. The Excel Center students will also get the opportunity to enhance their digital literacy through practice using Microsoft Office products, Google Suite, and other digital tools commonly used in the workplace.

Multi-Disciplinary Courses

S. Scribner, & E. Souberman (Eds.). Boston, MA: Harvard University Press.

The Excel Center will employ many best practices in serving adult learners, including accelerating the pace at which students are able to earn credits and ultimately graduate. The Excel Center's curriculum will integrate material across disciplines so that one course combines academic standards across multiple subjects, allowing students to earn credit in multiple areas while attending one class. The Excel Center will use competency-based classes so students will earn credit hours by successfully demonstrating mastery over the standards established in each course.

ii. <u>Describe the Program, including the specific curriculum and its connection with the Illinois Learning Standards and Illinois Adult Education Content Standards.</u>

A student-centered, teacher-led classroom provides the quality instructional support and differentiation students need. Most classrooms will utilize a student-to-teacher ratio of 20:1 (depending on course demand in any given term). Courses will be structured into extended blocks, allowing for compacted content and intensive work. Course blocks will be 90-minutes or 180-minutes in length and will meet daily Monday - Thursday for the duration of each 8-week term. The Excel Center will operate fixed-time classroom instruction Monday-Thursday and flexible time on Fridays for extra support for students and for teacher and staff development, lesson planning, and data meetings.

The Excel Center will utilize a customized curriculum with built-in social-emotional learning and college and career readiness standards specifically adapted to be relevant to adult learners and focused on future success. The curricular foundation of the Excel Center is based on significant evidence that its model meets the educational needs of adults by embedding real-world relevance into every course. The curriculum has two overall goals: 1) teach the necessary content to graduate from the Excel Center with an Illinois high school diploma and 2) develop proficiency in the technical and employability skills required to be successful in modern careers. The objective of the curriculum is to ensure that specific skills are taught and mastered promptly and in ways consistent with state standards.

The curriculum team, made up of school leaders, will use the principles of Understanding by Design (UbD) to align each course with the Illinois Learning Standards and Illinois Adult

Education Content Standards, as well as meet the unique needs of adult learners. The UbD framework allows the Excel Center to create a rigorous, high-quality curriculum using a backward planning model. The first stage is to identify the desired results. This includes analyzing the state standards, establishing learning priorities, and identifying the essential questions and understandings. The second stage is to determine the evidence of learning. This includes designing assessments that will measure students' mastery of the standards, and also establishing the bar for rigor for what mastery looks like. Final assessments throughout the curriculum are vertically aligned to the standards across all grade levels. The third stage is to plan the learning activities and experiences. In this stage, teachers and curriculum team members create the materials for the day-to-day lessons, ensuring they will support students in reaching mastery of the standards. This process is iterative and includes time for regular reflection and adjustment. Teachers at the Excel Center will utilize Excel Center lesson exemplars and will be provided the flexibility to build off of these in order to create their own weekly lesson plans that include daily objectives, agendas, and formative assessments aligned with Illinois standards and progressions. These lesson plans will be reviewed by the School Director and Lead Teacher. The Excel Center's curricular format, instructional methods, and class structure will provide teachers ample opportunity for building off of what works while also adapting to the unique needs of the students.

iii. Describe the intensity, duration and frequency of the educational activities, including but not limited to the times and location of services.

The Excel Center will operate a balanced school calendar with minimal breaks. The school calendar is designed to reinforce educational success by accelerating the pace at which students can earn credits. The school's class schedule operates on 8-week terms. This structure gives students the ability to earn credits at a faster pace than in a traditional 15-week semester. After an 8-week term is completed, students are then assigned to a new schedule with new coursework.

A typical school week will include four days of fixed-time classroom instruction (Monday through Thursday) and one day of self-directed student learning (Friday). Fridays are available for teachers and staff to review student data and work, prepare for classes, hold case conferences and staff meetings, and conduct one-on-one tutoring sessions and meetings with students. Since

Excel Center students are adults with competing responsibilities, students are also encouraged to use Fridays to schedule or take care of other personal obligations such as doctor appointments.

Goodwill has identified a building at 808 W Riverside, Rockford, IL 61103 and is currently in the process of negotiations and buildout. This location is in Rockford in a disproportionately impacted area as certified by the Department of Commerce and Economic Opportunity (DCEO) and is on a main public transit line with neighboring amenities including fast food and grocery. The building will be approximately 20,000 square feet and will have equitable access for all students.

iv. Describe plans to deliver a system of career pathways that includes career and technical education courses that lead to industry-recognized certifications in high growth and in-demand industry sectors identified through labor market analysis and/or dual credit courses from a regionally accredited postsecondary educational institution consistent with the Dual Credit Quality Act [110 ILCS 27]. The Program may partner with a community college district in the area of services to provide career and technical education courses that lead to industry-recognized certifications.

The Excel Center will prepare students for and introduce them to postsecondary education through opportunities that are relevant to their educational and career goals. Students will meet the requirements to receive a high school diploma in addition to enrollment in postsecondary education, whether an industry certification program or dual credit.

The Excel Center will also prepare students to learn the skills necessary to become successful in the 21st-century workplace. The Partnership for 21st Century Skills has developed a framework that identifies many of the critical competencies and skills essential to students preparing to enter the workforce today. These skills are grouped into four general categories: (1) a strong mastery of core subjects and knowledge of 21st-century issues; (2) life and career skills; (3) learning and innovation skills; and (4) information, media, and technology skills. The Excel Center will emphasize these skills so that graduates are better prepared for both college and the modern workforce. Students will build on themes and case studies applied in workplace contexts, encouraging them to develop and demonstrate skills that are valuable in workplace

environments. Opportunities for students to demonstrate these skills will be woven into core content.

In addition to learning employability skills during core content classes, students at the Excel Center will be exposed to multiple career pathways. Goodwill has a close partnership with Rock Valley College to offer industry-certification courses in high-growth and in-demand industries such as truck driving, CNC Machine operation, welding, certified nursing assistant, certified medical assistant, pharmacy technician, medical billing and coding, and more. Goodwill intends to leverage this existing partnership to deliver career and technical education (CTE) courses, industry certification courses and dual credit options to students at the Excel Center. In partnership with Rock Valley College, the Excel Center will align industry certification courses' curriculum with CTE Learning Standards, allowing students to earn elective credit while also completing work toward their certification.

For dual credit courses, Rock Valley College and Goodwill will develop a partnership agreement that outlines:

1. Each entity's respective roles and responsibilities
2. Which classes will be offered to the Excel Center students and the location of these classes
3. Eligibility criteria to enroll in dual credit courses
4. Limitations on courses that may be offered
5. The academic credentials required to teach dual credit courses
6. The process by which Rock Valley College shall approve high school instructors as qualified to teach dual credit courses.
7. The bar for rigor for classes taught at the Excel Center campus to ensure they match courses offered at Rock Valley College.
8. Fees and costs for dual credit courses and accessibility by students with disabilities
9. Process for evaluating student mastery and performance in a dual credit course

D: Partnerships and Collaboration

<u>i. Describe the established educational partnerships and collaborations, including those with Regional Offices of Education, school districts and community college districts in the area in which the Program is delivered.</u>

Goodwill has strong partnerships in the region with both educational entities and workforce development programs. These relationships will continue and expand with the Excel Center. Goodwill has worked with the Boone Winnebago Regional Office of Education as well as the Rockford Public Schools District #205 since the early stages of this project in 2016, including working together to craft and pass the legislation to enable the Excel Center to come to fruition in the state of Illinois. This partnership has continued and both entities support the Excel Center and this opportunity for the adults in the region to access the educational and workforce skills and credentials needed. The Boone Winnebago Regional Office of Education will authorize the curriculum and diplomas for this project.

Goodwill has a strong partnership and several collaborations with Rock Valley College, including support on this project. Goodwill and Rock Valley College work together on a number of projects, including the American Job Center/WIOA workforce services offered in the region. Goodwill and Rock Valley College also have a close relationship with our adult basic education programs, including Goodwill providing financial support for Rock Valley College students to take GED tests without financial barriers. Rock Valley College has supported this project since the early stages, including support for the legislation and continued discussions on dual credits and workforce credentials that will be offered at the Excel Center.

Through our educational and workforce development programs, Goodwill partners with many other educational entities in the community and has strong roots in collaboration. Partnerships in addition to those above include the YWCA/The Literacy Council, Roosevelt Adult Education Center, YouthBuild Rockford, as well as post-secondary entities including Highland Community College, Rasmussen University, Illinois Institute of Nursing, First Institute, and other training and employer partners.

ii. Describe connections to the community that will enhance the ability to deliver services to adult learners, including business and industry, local workforce boards, social service agencies, state agencies, and other stakeholders.

Goodwill has built strong community support and connections that will enhance the ability to deliver services to adult learners. As the provider of American Job Center/WIOA services, Goodwill currently coordinates and oversees all aspects of the centers, including all the required partners through the Memorandum of Understanding. This includes Title I, II, III, and IV providers, as well as DHS, HUD, Community Action, Perkins, and many other human service and social service agencies in the region. Goodwill regularly convenes partners to ensure quality connections and services and these partnerships will continue with the Excel Center.

In addition, Goodwill's business services teams and business advisory councils provide strong connections to local employers to understand their needs and provide the training and services adult learners need to be successful in the workplace. In 2022, Goodwill provided 235 work-based learning opportunities with local employers, directly connecting them to talent. Some of the large employers that Goodwill regularly works with will be key workforce partners with the Excel Center including UWHealth/SwedishAmerican Health System, OSF Health Care, Woodward Inc, AAR/The Chicago-Rockford Airport, and many others that have a continued need for a skilled workforce.

Goodwill's partnerships also include strong connections to the judicial system through reentry programming. Goodwill provides services within the Winnebago County Jail, connecting with individuals pre-release so they can follow up post-release. The organization has strong connections to the States Attorney's office, the 17th Judicial Circuit court, the Winnebago County Sheriff's Office, Illinois Department of Corrections, and local probation and parole staff.

E. Recruitment, Enrollment, and Retention Strategies

i. Describe the recruitment and enrollment process of the program

Recruitment

The Excel Center staff will be able to rely on the expertise of Goodwill for support with recruitment strategies. Goodwill has a long-standing tradition of providing excellent services

throughout its 18-county area. Last year, Goodwill served more than 23,000 people through its programs, including GoodGRADS, its traditional adult education program. Goodwill will use the expertise of its marketing team to recruit students to the Excel Center using the following strategies:

- Outreach to current and prospective partner organizations. Goodwill will host meetings with its community partners and key audiences to fully explain the goals of the school, and its target student population and to hear community feedback. Goodwill will seek alignment with partners in education and workforce development and the public and social services sectors. Once approved, Goodwill will develop referral networks with organizations throughout Rockford that work with adults who lack a high school diploma and are unemployed or underemployed.

- News media engagement. Information announcing the Excel Center and inviting the community to enrollment events and activities will be released via local media and on Goodwill's website. Stories and interviews to inform the community will be placed in print and television media.

- Public information meetings. To supplement other tactics, a number of neighborhood-based informational meetings will be announced and held. This will facilitate direct interaction with prospective students and allow them to meet staff, ask questions and pick up enrollment application materials. Target locations for public information meetings will include public libraries, community centers, and neighborhood and key partner events.

- New website and social media development. Upon approval, Goodwill will create a new Goodwill Northern Illinois Excel Center website, including academic program descriptions, enrollment information, application forms and frequently asked questions. Facebook, Instagram, and Twitter channels will be utilized to recruit and engage prospective students, to drive interaction and conversation about Goodwill Northern Illinois Excel Center, and to disseminate information about upcoming events.

In addition to the marketing tactics led by Goodwill's marketing team listed above, the Excel Center staff will also be responsible for recruiting students. Led by the School Director, staff will organize and host community fairs, block parties, open houses, cookouts, enrollment drives, and other events to build momentum and explain to prospective students how the Excel Center might

be a good fit for them or their family members. Staff will also arrange booths/stands at fairs and block parties scheduled by partner community leaders/organizations. Staff will be organized into groups and spend time knocking on doors in the neighborhood and apartment complexes most accessible to the school location. The goal of this door-to-door canvassing will be to get to know prospective students, explain the purpose of the school, and invite students to enroll. Each of these events will intentionally engage a diverse range of students to ensure the Excel Center is accessible to every eligible student.

Enrollment

The Excel Center plans to have as simple an enrollment process as possible in order to adhere to best practices in serving adult learners. To be eligible to enroll at the Excel Center, an individual must be at least 18 years of age, have already dropped out of their traditional high school, and be unable to re-enroll. In addition, students must not have already earned their high school diploma or HSE and must not be listed on the Sex Offender Registry (due to the onsite childcare at the Excel Center).

Prospective students interested in enrolling at the Excel Center will be able to complete an enrollment application online that will include basic information such as name and contact information; demographic information; home language survey; whether the student plans to use the drop-in center for the care of children; information regarding previous IEP/special education services; and a transcript from the student's last school of attendance. In cases where a student is having difficulty obtaining transcripts, the Excel Center staff will provide assistance to request that information. Once enrollment forms are complete, the Excel Center staff will contact interested students in the order they fill out the forms to complete the following steps:

Step 1: Participate in iExcel

iExcel is a required, one-day orientation program before classes begin. During iExcel, students learn about the culture of the school and the expectations of all students. Students also participate in diagnostic math and reading assessments to help determine their skill level as well as initial course placements.

Step 2: Attend Class

In order to be enrolled, a student must attend at least one class during the first two weeks of a term following iExcel completion and must be scheduled in the school's Student Information System.

Any applicant who partially completes the enrollment process for a given term will be asked to complete the enrollment process and begin classes the following term. If more students apply to the school than spots available, students will be admitted in the order they applied and placed on the waiting list in the order they applied. During the Excel Center's academic year, some students will leave the school (either by graduating or by withdrawing from the school). When this happens, the student's vacated space in the school will be backfilled by students on the waiting list.

ii. Describe the retention strategies of the program

Retention of adult learners in education programs is a challenge many institutions experience and the Excel Center also expects to experience these challenges. Therefore the school plans to employ the following strategies to keep students enrolled and engaged in their studies.

- Free, onsite childcare: All students will be eligible to use the Excel Center's drop-in childcare facility while they are on campus. Students may be in class, meeting with their coach or teacher, or studying in the student lounge with full use of the childcare. Students will not be able to leave campus without taking their children with them.

- Transportation Assistance: The Excel Center will provide transportation assistance in the form of bus passes, gas cards, rideshare program assistance, and encourage students to carpool.

- Life Coaching. Every student at the Excel Center will have a life coach who provides academic counseling, similar to a guidance counselor, as well as non-academic support. The relationship that coaches create with each student will be a critical factor in student success, as that relationship will provide security, confidence, and encouragement for students to continue when the work becomes challenging and life barriers become difficult to manage. Coaches will work with students to identify potential barriers to

students' continued education, whether short-term barriers (such as housing or food security) or long-term challenges (including student self-efficacy and self-confidence).

iii. Describe the target populations to be served in the Program

Academically disengaged and under-achieving students, students with disabilities, and other at-risk youth all have higher rates of not completing school than others.[9] With an emphasis on equity and a laser focus on adult students who have not graduated from high school or earned an HSE, the Excel Center's target population will include underrepresented and marginalized groups in the Rockford area. Teachers will use the instructional strategies described above and have the flexibility to differentiate lessons to meet the needs of the target population, which includes, but is not limited to, the following populations: Long-term unemployed and underemployed, and those not in the labor force who demonstrate a deficiency in basic skills; Low-income adults; Individuals with disabilities; Individuals receiving public assistance; Out-of-school youth; Veterans; Migrant and seasonal farmworkers; Incarcerated and other institutionalized individuals; Re-entry individuals (ex-offenders); English Language Learners; Older individuals; Homeless individuals; Single parents, Temporary Assistance to Needy Families (TANF) recipients, and displaced homemakers; Youth in the foster system or who have aged out; and Low literacy adults, without a high school diploma.

F. Program Completion

i. Describe the requirements for program completion, including the use of any standardized testing or assessments.

Students at the Excel Center will complete the units of study outlined in the chart below and pass the IL/US Constitution examination. In addition, students will file their FAFSA and complete the Illinois Mandated Units of Study required for high school graduation. Students will also complete the required SAT test and Illinois Science test if required, as well as any graduation requirements as specified by the Illinois State Board of Education requirements.

Subject	Number of Units

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[9] National Center on Secondary Education and Training (2014). *Dropout and graduation frequently asked questions*. Retrieved from http://www.ncset.org/topics/dropout/faqs.asp?topic=36

Language Arts	4
Writing Intensive	2
Mathematics	3
Computer Literacy	1
Science	2
Social Science	2
Electives	3

ii. <u>Describe plans in which adult learners will complete the U.S. and Illinois State Constitution Test, as well as the Flag Test, as required by the School Code (see 105 ILCS 5/27-3).</u>

Students at the Excel Center will learn the required material to pass the US and Illinois State Constitution and Flag Test either through direct instruction by a teacher or through available online modules. Once students have learned the material, they will take the test and must pass in order to earn their high school diploma.

G. Support Services

i. <u>Describe the supportive services that will be provided by the applicant or in coordination with partners.</u>

The Excel Center plans to provide supportive services to students to help them navigate the non-academic barriers they face when pursuing their high school diplomas. The Excel Center will offer free, onsite drop-in care for students and their children either through a partnership with a local childcare provider or through direct services provided by the school. The school will also offer transportation assistance:

- Public Transportation: Goodwill intends to locate the Excel Center on the Rockford Mass Transit District bus line so the location will be easily accessible and students will be provided a monthly bus pass, free of charge.
- Private Vehicles. As adults, many students will either own cars or have access to a vehicle and will be able to transport themselves to and from school. In situations where students own vehicles but traveling to school creates a financial burden, gas cards will be provided to students to ensure they have the ability to travel to and from school.

- Carpooling. The close-knit student community also lends itself to carpool arrangements.

The structure of the Excel Center's academic plan is to provide the appropriate instructional methods to meet each student's unique needs, and teachers differentiate instruction for all students in all classrooms. This structure allows students from special populations, such as those with a disability or those who are English Language Learners, to receive the support needed to earn a high school diploma. Coaches at the Excel Center will provide supportive services to students by helping them navigate the non-academic challenges they face. This may include connecting students with resources in the community or developing partnerships to bring resources onsite at the school. Coaches will work with students to ensure they have access to the resources they need to be successful.

ii. Describe any assessments that will be used to determine eligibility for services.
There are no prerequisites to attending the Excel Center. Students do not need to test at a certain level or have already earned any high school credits. Intake assessments will be used solely to ensure accurate course placement for incoming students. Course placement will be determined based on diagnostic assessments in reading and math, and an evaluation of previous high school transcripts. Each student's education plan will detail any basic skills development that should take place for students to perform at or above a high school level.

Students will complete the home language survey to identify if they have needs related to learning English and staff will examine previous IEPs or Section 504 plans to ensure students with disabilities have access to the accommodations they need to be successful in the classroom.

iii. Describe the academic, behavioral, and emotional support services to be offered to adult learners enrolled in the program.
The relationships built between staff and students will be a critical factor in student success and will be the foundation of all academic, behavioral, and emotional support students receive. Adults respond better in a learning environment that respects the perspectives, experiences, and views they bring to the classroom.

In addition to the instructional strategies designed to support students' academics described earlier in this application, all students will be able to schedule one-on-one meetings and tutoring sessions with teachers or coaches as needed throughout the school year.

The Excel Center will also use a curriculum designed specifically for adult learners that includes social-emotional learning standards. Indicators for social-emotional standards are embedded in every course and teachers will use strategies that map to each indicator in their lesson plans. Every student will have a life coach who will serve as an academic guidance counselor and be responsible for helping students address life barriers and issues that may prevent them from being successful in school. Coaches will work with students to identify potential obstacles to their education, whether short-term (such as housing and food security) or long-term (including student self-efficacy and self-confidence). Coaches will connect students to community resources they need to address their challenges.

Special student populations will receive services specific to their needs. The WIDA English Language Development (ELD) Standards will be incorporated into all of the Excel Center's curricula to ensure that students who are not fluent in English will be able to learn English, as well as the academic content. Students with special education services, both through IEPs and Section 504 plans, will receive specialized support. Students with disabilities will spend the majority of their instructional day in their least restrictive environment (LRE), participating in fixed-length classes alongside the general student population. Students may utilize supplementary services and/or accommodations as indicated in their IEP or Section 504 plan; examples of these services may include additional small group or individual tutoring, the use of speech-to-text conversion devices such as Read and Write Gold, the use of vertical text sets, use of calculators, and/or additional time on assessments. In some instances, a paraprofessional will be in the class to assist students, and all students have access to tutoring sessions on Fridays and before and after school.

All Excel Center students will take Senior Seminar, an elective course that incorporates career exploration, as well as a foundation of skills important to workplace success. This course will be

taught by the College & Career Readiness Specialist, a staff member who will provide coaching and guidance to students regarding their path after graduating from the Excel Center.

H. Program Accountability

i. Describe specific outcomes, goals, and metrics of the Program, including enrollment projections and completions as well as the projected number of diplomas to be awarded.

The Excel Center Rockford plans to be able to serve 150 students at one time during year one, 200 during year two, and reach 300 students at one time during year three. While 150 students will be able to enroll, given the nature of serving adults, it is likely the school will be able to serve more than 150 students throughout the school year. The school will operate five 8-week terms per year. If a student enrolls during term one and completes their graduation requirements by term three, a new student will be enrolled during term 4. Students will not have to wait until the beginning of a school year to enroll in the school. If there is space available and eligible students want to enroll, they will be accepted into the program. The main goal of the Excel Center Rockford is for graduates to land good jobs, ones that offer living wages, benefits, and opportunities for growth. The outcomes and metrics that will lead to reaching this goal are listed in the table below. After year 3, the Excel Center expects the outcome metrics to remain the same for future years.

Outcome/Metric	Year 1	Year 2	Year 3
Average Student Enrollment	150	200	300
Graduation Ratio	10% of Average Student Enrollment	18% of Average Student Enrollment	20% of Average Student Enrollment
College & Career Readiness Rate: The percentage of graduates who earn either an industry certification or dual college credit.	50%	65%	75%
Percentage of graduates who complete employment readiness training (digital literacy, mock interviewing, resume writing, etc)	50%	60%	70%
Projected number of diplomas to be awarded	15	36	75

ii. Describe the use of any Board approved adult education assessments in determining reading and math levels.

Many students will arrive at the Excel Center with skill levels far below high school-level work and in need of significant remediation. By definition, almost all of the students may be below grade level, because dropping out of school left students far behind their graduation cohort, and time away from school has left students out of practice with academic material. The Excel Center staff will identify the learning needs of students using diagnostic assessments taken at intake that measure students' math and reading abilities. Goodwill currently uses the CASAS test to assess math and reading grade levels and readiness. The Excel Center plans to use iReady for reading and Lexile level and IXL or Edmentum for math. Based on data collected from these diagnostics at other existing Excel Center locations, it is expected that 70% of students will test below a sixth-grade skill level in math, and 45% will score below a sixth-grade level in reading.

iii. Describe the use of Program data to evaluate the success of the program and the outcomes of adult learners.

The collection, analysis, and sharing of data will be critical to the success of the Excel Center and its students. Teachers, staff, and leaders will use a student information system such as Synergy to collect student data and perform mandatory reporting for the school. Data entry will be the responsibility of teachers, coaches, and staff. The School Director will be responsible for analyzing student data. The Director will generate reports necessary for leaders to perform ongoing assessments of school performance, highlighting performance across key areas at both school-wide and per-class groupings in the following areas:

- Attendance trends, both between terms and within the term.
- Student achievement data on assessments and student work (i.e. what students are able to know and show relative to key state standards)
- Credit attainments, both in aggregate and on a per-student basis.
- Identifying students who are at risk of dropping out of school.
- Reports of coaching performance, which identify the academic success of the students who fall within a particular life coach's caseload. These indicators include the total credits earned within the caseload, the average class attendance, the number of students

on Academic Concerns (as identified as being either "At Risk" or "Off Track" within a given course), and the number of students who have moved off of Academic Concerns.

Furthermore, multiple times throughout the school year, the Excel Center will review student outcome data and work. Weekly and following each eight-week term, the School Director and leadership team will participate in data reviews. These data reviews will create meaningful opportunities to measure the effectiveness of techniques and interventions across the school and inform teaching practice and professional development needs. With an accelerated school model, the Excel Center will not be able to wait long periods of time before adapting and making changes in order to serve students effectively. School leadership teams will leave these data reviews with concrete action steps to help improve student outcomes and teaching effectiveness.

iv. Describe the process by which the institution will award a high school diploma, including the signatories, assurances that the institution will maintain and secure all official documentation including transcripts, diplomas and other pertinent information, and provide a description of how the institution will meet all the minimum requirements under this code for receipt of a high school diploma.

Prior to school opening, The Regional Office of the Superintendent will approve the curriculum to be used at the Excel Center and the overall processes for ensuring official documentation and student data is protected in accordance with FERPA. As students near graduation, the school will conduct a graduation audit where leadership team members of the Excel Center will review students' transcripts, credits, and certification or dual credit courses to ensure students are on track for graduation. At the end of a student's final term, the leadership team will conduct a final graduation audit to ensure students have met all requirements to earn a high school diploma in the state of Illinois.

Transcripts will be provided to the Regional Office of Education certifying all Illinois High School graduation requirements are met prior to a student earning their high school diploma. The Regional of Education will monitor the Excel Center to ensure all official documentation on file and all students are meeting the standards as required by the State Board of Education.

I. Professional Development

i. Describe all staff and their responsibilities related to the program

The school's reporting structure is designed to optimize school performance and establish clear delineations in roles and responsibilities for each member of the school team.

a. Program Administrator: The Excel Center will hire a *School Director* who will have direct oversight and management responsibility for the school. This role is responsible for meeting desired outcomes in the areas of operations, curriculum, and personnel management and development. The School Director will oversee a leadership team that includes a Lead Teacher, Lead Coach, College & Career Readiness Specialist, Office Manager, and Registrar. Other responsibilities include

- Assists instructors in setting priorities, facilitating meetings, and developing their leadership skills.
- Provides leadership in the development of new partnerships and/or methodologies in response to changing needs concerning students, test results, and/or state academic standards.
- Represents the school, as appropriate, in community planning and policy-making activities.

b. Coordinators: Reporting to the School Director is the administrative team of the school. The *Lead Teacher* will be responsible for maintaining a highly effective course of instruction and overseeing the planning and delivery of all curriculum, instruction, and assessments. The Lead Teacher will also provide instructional leadership and coaching to teachers, coaches, and administrative staff. The *Lead Life Coach* will be responsible for promoting student engagement and success by supervising the team of Life Coaches working to help students overcome barriers to educational progress and success. The *College & Career Readiness Specialist* will be responsible for building relationships, systems, and programs to ensure that each student graduates with a realistic career plan connected to postsecondary education and/or employment. The *Office Manager* is responsible for the organization and coordination of office operations, procedures, and resources supporting the effectiveness of the school. The *Registrar* will be responsible for all student academic recordkeeping for the school. This includes compiling, maintaining, and tracking student academic information and records for internal and

external analysis and/or use in compliance with all federal and state requirements such as FERPA.

c. Counselors: The ***Life Coaches*** are responsible for promoting student engagement and helping to remove barriers to educational progress and success. The Excel Center coaches will be responsible for academic counseling and for keeping students engaged and motivated. The relationship that coaches create with each student is a critical factor in student success, as that relationship will provide security, confidence, and encouragement for students to continue when the work becomes challenging and life barriers become difficult to manage. Coaches will also be responsible for assisting students with creating their individualized plan for graduating and for ensuring students are enrolled in the courses that fit their graduation needs.

d. Instructional Staff: The Excel Center will hire ***Teachers*** who will be responsible for the implementation and delivery of the curriculum while using a student-centered approach tailoring instructional strategies to student needs. The Excel Center will follow state laws and regulations related to the required licensure of teaching staff.

e. Other staff: The **Special Education Coordinator** will be responsible for planning and providing appropriate learning experiences for students with disabilities according to their IEP and/or Section 504 plans. This position will also coordinate the efforts of any necessary referrals/outside resources. If needed, the Excel Center may decide to hire a paraprofessional but this decision will be made later in the year and on an as-needed basis. The Excel Center will be supported in the areas of HR, marketing, finance, fundraising, strategic planning, etc. by Goodwill.

ii. Describe the specific certifications of staff, including educator licenses valid for the high school grades or other adult education-specific certification approved by the Board. All instructional teaching staff must hold an educator license valid for the high school grades issued under Article 21B of the School Code.

The School Director requirements align with those required by the Illinois State Board of Education for a Professional Educator License Administrative Endorsement to be a principal. The School Director must have a master's degree or higher from a regionally accredited institution of higher education and a valid, out-of-state license or complete the requirements for

ISBE 80-02 or complete an Illinois Educator Preparation Program. All instructors teaching departmentalized subjects in grades 9-12 at the Excel Center will hold a professional educator license and either:

1. Hold an endorsement valid for the grades and subject to be taught, or
2. Hold a short-term approval valid for the grades and subject to be taught.

<u>iii. Describe the professional development requirements for all staff, including completion of the required new teacher orientation.</u>

All school staff will meet professional development requirements as specified by ICCB. All teachers will be required to complete the ICCB New Teacher Orientation within six months of hire. During the months prior to school opening, school leadership will participate in professional development opportunities in what has been identified by the Excel Center National Network as the most vital aspects of a successful school start-up. Areas of focus include but are not limited to the following:

● Enrollment processes and procedures,
● Development of recruitment strategies and best practices
● Review of standard operating procedures for all staff positions
● Curriculum, assessment, and data analysis training
● Best practices for lesson planning and delivering instruction to special student populations
● Best practices to implement the Excel Center life coaching model

The Excel Center will incorporate job-embedded and student-focused professional growth opportunities into all components of professional development to attain continuous instructional improvement focused on student achievement. For example, during year one of school operation, internal professional development will focus on the implementation of the core instructional strategies essential for meeting the needs of adult high school students. In subsequent years, teacher evaluation results combined with student achievement data will drive the professional

development scope and sequence, leading to a professional development plan that includes opportunities for school-wide and individualized professional learning.

Teachers will receive initial onboarding to the curriculum through the Excel Center National Network in partnership with the school director and lead teacher. This onboarding includes an introduction to the typical structure of an Excel Center classroom by way of best instructional practices, common behavior management strategies for adult learners, and an in-depth look into the approved curriculum and curriculum resources for their content area. Teachers will be given curriculum maps, pacing guides, and assessments to be used in their courses. The lead teacher will support and scaffold additional needs of teachers, including technology integration, formative assessment tools, and instructional resources. Teachers will work collaboratively amongst their teams to gather feedback, review data, and strategies for improvement. Additionally, teachers will be systematically evaluated using a standardized rubric on four domains: student-centered classroom, student growth, school culture, and professionalism. The lead teacher will offer feedback and professional development based on the needs of individual teachers and the team as a whole.

The Excel Center academic calendar includes a week of professional development built in between each term. There is also time dedicated each year on the Excel Center calendar for an employee conference, where designees from all schools within the Excel Center network share information regarding topics, practices, and techniques in which they are considered to be exemplars.

3. Additional Documentation: Please see the attached additional documentation
   A. evidence and documentation that the nonprofit entity has the ability and capacity to fulfill all the requirements of this Part and Section 3-15.12a (b) of the School Code.
   B. A description of the coordination and oversight the partner entity will provide in the administration of the Program by the nonprofit entity.
   C. Evidence that the nonprofit entity has a history of providing services to adult learners whose educational and training opportunities have been limited by educational disadvantages, disabilities and challenges.

Additional Documentation
Goodwill Industries of Northern Illinois and Wisconsin Stateline Area, Inc.

A. Assurance of Goodwill's ability and capacity to operate the Adult Learners Program
   1. Goodwill's 2022 Annual Report

B. Description of Coordination and Oversight
   1. Coordination and oversight document

C. Evidence of Capacity & Ability
   1. History of services and capacity

In 2022, Goodwill Industries of Northern Illinois served 22,663 people in many different ways, but with the same end goal – helping people create opportunities to enhance their lives.

Goodwill Industries of Northern Illinois established the following goals–

- Increase opportunity and efficiency in all our retail stores and mission service programs
- Live our value of constant learning for all – our participants, our employees, and our community
- Serve all of our communities with mission service programming, and
- Position Goodwill Industries of Northern Illinois as a leader among thrift retail, mission services, and employers

Workforce Programs

Supported Employment Program

- We helped 1,084 individuals obtain employment in our communities.
- 100% of participants surveyed were satisfied with our program.

One Stop Operator/Adult/Dislocated Worker Programs

- Goodwill is a proud partner of The Workforce Connection, where we serve individuals in training, education, and employment in Boone, Stephenson, and Winnebago counties.
- Career Center Visitors – Served 9,828 individuals throughout all Career Centers with 28,913 visits.
- 942 adults and dislocated workers enrolled in the training and employment program.
- 155 individuals participated in paid work-based learning, exploring careers, and learning essential skills on the job
- The Workforce Connection supported impacted workers that were laid off from the auto industry layoffs in Boone County, providing 21 onsite events and serving 1,449 people in rapid response services.
- Satisfaction rate of 96% for secret shoppers at sites.

Elevate Youth

- Serves youth ages 16-24 through the Elevate Youth Program.
- We served 467 youth with career services, training, credentials, case management, and support.
- 62 participants attended vocational training, including CNA, CDL, welding, and IT training.
- 80 participants were able to earn and learn with work-based learning at area employers.
- 136 credentials were received by our participants during this year.

Supported Work Programs

- Program in 9 locations including Freeport, Rockford, Sterling, Ottawa, Huntley, Machesney Park, McHenry, Crystal Lake, and Beloit. We serve participants with disabilities and provide a supportive work environment, job coach, and continued training.
- 125 participants provided earn and learn through the Supported Work program at Goodwill locations and community employers.
- 80% of participants working in the community maintained their job for more than 120 days
- 100% of our participants reported that they were satisfied with the Supported Employment program at Goodwill

Re-entry Programs

LifeLaunch

- The LifeLaunch Program serves individuals ages 18-24 with legal system involvement and provides intensive case management services, work experience, employment readiness development, and support services.
- In 2022, Goodwill served 110 individuals and of those enrolled, 63% received an Industry recognized certification.
- Program participants' recidivism rate is 1.15% (compared to the state average of 43%).

Community Navigation

- Goodwill worked with 245 individuals in Winnebago County Jail and provided re-entry planning and resources during and after incarceration.
- Goodwill began a Community Navigation program in Stephenson County in partnership with the county and probation and parole. Goodwill served over 300 individuals with justice involvement and provided services including assistance with housing, birth certificates and ID assistance, expungement referrals, employment services, and more.

Education Programs

GoodGRADS Program

- GoodGRADS provides adult basic education, GED classes, and wrap-around supports including scholarship funding for GED testing.
- In 2022, GoodGRADS expanded programming and now serves Winnebago County, Boone County, LaSalle County, and McHenry County.
- 285 students were served in 2022 with 83.9% retention for students. 94.6% of students were satisfied with the program and 40% of students increased their math and/or reading scores each session.
- We provided 932 GED scholarships for individuals to take the GED test in all communities and 170 individuals obtained their GEDs.

Round Up Community College Scholarships

- Goodwill provided scholarships to individuals with disabilities and barriers to attend community college programs at Rock Valley College, Highland Community College, McHenry Community College, Kishwaukee College, Illinois Valley Community College, Blackhawk Technical College, and Sauk Valley College.

Support Programs

Community Partnerships and Vouchers

- Provided vouchers for clothing, home goods, and coats for over 940 individuals in need – for employment clothing, clothing for kids, and household goods for individuals coming out of incarceration.

Goodwill
Northern Illinois

goodwill

Goodwill Industries of Northern Illinois
850 N. Church Street • Rockford, IL 61103
815.965.3795 • www.goodwillni.org

- Worked with the Illinois Department of Corrections and NiReach to ensure individuals returning to the community have a place to live and household goods to begin their life anew.
- Partnered with Freeport and Lena area schools to provide over 30 backpacks to elementary students.
- Assisted with set up and stocking of various career closets including at Rock Valley Community Partners (Beloit, WI), Nashold School (Rockford, IL) and many others.
- Through the Food Pantry program, Goodwill collaborated with Northern Illinois Food Bank and provided groceries and food for 3,496 families at the pantry at Machesney Park Goodwill Store.

Corporate Citizenship

- In 2022, Goodwill diverted over 19 million pounds from our local landfills by recycling cardboard, shoes, clothing, and metals, and computers.

Retail Customers

- In 2022, Goodwill retail locations had over 1 million customers at our 12 store locations. Goodwill has 12 retail stores and one attended donation center.

Goodwill
Northern Illinois
goodwill

Goodwill Industries of Northern Illinois
850 N. Church Street • Rockford, IL 61103
815.965.3795 • www.goodwillni.org

Financial Information

Statement of Financial Activities (000's) [1]

Updated 4/25/2023

REVENUE & SUPPORT	2022	2021	2020	2019	2018
Participant Programs & Services	$3,629	$2,815	$2,064	$1,400	$775
Retail Services	$24,627	$32,943	$24,166	$25,366	$25,190
Contributions & Donations	$12,995	$2,391	$5,309	$379	$317
Investment Income	($1,418)	$728	$134	$251	($5)
TOTAL REVENUE & SUPPORT	$39,833	$38,877	$31,673	$27,396	$26,277

EXPENSES	2022	2021	2020	2019	2018
Programs & Services	$36,539	$30,498	$25,765	$24,605	$23,539
Management & General	$2,601	$2,120	$1,864	$2,015	$1,933
Fundraising	$102	$101	$87	$92	$185
TOTAL EXPENSES	$39,242	$32,719	$27,716	$26,712	$25,657

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Financial Information

Statement of Financial Position (000's) [1]

ASSETS	2022	2021	2020	2019	2018
Cash and Cash Equivalents	$6,230	$6,058	$8,879	$2,659	$2,740
Accounts Receivable - Net	$567	$528	$431	$511	$249
Inventories	$1,039	$849	$793	$827	$881
Prepaid and Other Assets	$325	$636	$571	$532	$421
Long-Term Investments	$8,928	$10,211	$3,341	$3,236	$3,028
Right of Use Assets - Net	$7,269				
Property, Plant, & Equipment	$8,359	$6,722	$4,868	$5,280	$4,973
TOTAL ASSETS	**$32,717**	**$25,004**	**$18,883**	**$13,045**	**$12,292**

LIABILITIES	2022	2021	2020	2019	2018
Accounts Payable	$421	$249	$176	$217	$172
Accrued Expenses	$1,199	$1,168	$856	$744	$674
Bonds & Debt Payable	$2,904	$3,127	$3,527	$1,720	$1,751
Right of Use Liability	$7,462				
Defered & Other Liabilities	$141	$455	$477	$487	$500
TOTAL LIABILITIES	**$12,127**	**$4,999**	**$5,036**	**$3,168**	**$3,097**
NET ASSETS	**$20,590**	**$20,005**	**$13,847**	**$9,877**	**$9,195**
TOTAL LIABILITIES & NET ASSETS	**$32,717**	**$25,004**	**$18,883**	**$13,045**	**$12,292**

[1] *2022 data taken from the audited financial statements which include the implementation of ASC Topic 842.*

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Northern Illinois
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Goodwill Industries of Northern Illinois
850 N. Church Street • Rockford, IL 61103
815.965.3795 • www.goodwillni.org

Financial Information

Sources of Revenue and Support

- Participant Programs & Services
- Retail Services
- Contributions
- Interest & Other Income

Allocation of Expense

- Programs & Services
- Management & General
- Fundraising

Sources of Revenue and Support

Year	
2018	
2019	
2020	
2021	
2022	

$0 $5,000 $10,000 $15,000 $20,000 $25,000 $30,000 $35,000 $40,000

3B.

Coordination and Oversight for the Excel Center

Goodwill has worked extensively with the Boone-Winnebago Regional Office of Education #4 (ROE) in all facets of the planning of this project, including in crafting legislation and designing the structure of the Adult High School.

Per the approved legislation to create the High School Diploma for Adult Learners Program, Goodwill will provide the curriculum to the Regional Superintendent for review and approval. The ROE will review and monitor to ensure that the curriculum meets all Illinois graduation requirements according to 105 ILCS, and the school protects student data in accordance with FERPA.

The Regional Superintendent's office will work with Goodwill to issue high school diplomas from their district of residence. As students near graduation, the school will conduct a graduation audit where leadership team members of The Excel Center will review students' transcripts, credits, and certification or dual credit courses to ensure students are on track for graduation. At the end of a student's final term, the leadership team will conduct a final graduation audit to ensure students have met all requirements to earn a high school diploma in the state of Illinois. The ROE will review select records, transcripts, and materials to ensure students put forth for graduation meet all requirements including the SAT, Illinois Science Assessment, FAFSA, and all credit requirements. Goodwill will prepare transcripts and supporting documentation for the ROE for review of pertinent materials.

Transcripts will be provided to the Regional Office of Education certifying all Illinois High School graduation requirements are met prior to a student earning their high school diploma. The Regional of Education will monitor The Excel Center to ensure all official documentation is on file and all students are meeting the standards as required by the State Board of Education.

Goodwill will employ certified teachers in the Excel Center and will provide all credential and ongoing professional development training certifications to ROE for required annual training and professional development requirements for licensure.

If the Excel Center is approved by the Illinois Community College Board, a formal Memorandum of Agreement will be put in place with the Regional Office of Education outlining specific roles and responsibilities of each party.

3C.

Evidence of providing services to Adult Learners

Goodwill Industries of Northern Illinois has provided services to individuals with barriers to employment since its inception in 1936. Goodwill is a locally based non-profit organization headquartered in Rockford, IL. Goodwill's mission is to create opportunities for individuals with barriers to enhance their lives.

Goodwill has a long history of working within the community to assess needs, collaborate with other agencies, and provide services that meet local needs. Goodwill funds these services in various ways, including through our retail operations, contracts, grants, and private donations. Goodwill's key focus areas are education, training, and employment services for individuals with barriers.

Goodwill has the capacity, ability, and staff expertise to take on high-impact projects that provide strong outcomes and customer-centered services, leading to educational outcomes, credentials, and good paying jobs in the region. Goodwill's current programs include:

Program	Services	Funding
GoodGRADS Adult Basic Education Program	Adult Basic Education, High School Equivalency, Support services, case management, and GED testing scholarships for individuals without their HSE/GED in Winnebago, Boone, LaSalle, and McHenry Counties.	Self-funded through Goodwill's retail operations
WIOA One Stop, Adult, and Dislocated Worker Program	Goodwill serves as the provider of One Stop, Adult, Dislocated worker, and Trade programs for Boone, Winnebago, and Stephenson Counties. We provide career exploration, pre-vocational skills training, training that leads to industry-recognized credentials, work based learning and employment services to individuals with barriers,	Funded through WIOA Federal program

	including those who are low income, basic skills deficient, returning from the justice system, and in need of training.	
WIOA Youth Services	Goodwill serves as the provider of WIOA youth services for Boone, Winnebago, and Stephenson Counties. We provide robust case management, career exploration, pre-vocational skills training, training that leads to industry-recognized credentials, work based learning and employment services to young adults (ages 16-24) who are out-of-school and in need of training and education.	Funded through WIOA Federal program
LifeLaunch Program	Goodwill provides stabilization, safe re-entry, support, cognitive behavioral interventions, and training services to young adults ages 18-24 who have legal system involvement in Winnebago County.	Funded through Department of Labor as collaboration project with 4 Goodwill agencies nationwide
Accelerate Program	Goodwill provides training, support, and employment for young adults with legal system involvement in the sectors of health care and transportation, distribution, and logistics. The program works with young adults and employers to create a talent pipeline in key industries in the region in Winnebago County.	Funded through Illinois WIOA and the Illinois Department of Human Services
Re-entry community navigation	Goodwill's re-entry community navigators work both inside correctional facilities and out in the community to help individuals safely and effectively re-enter their community after	Self-funded through Goodwill's retail operations

	incarceration. They provide case management, support and connection to resources, and funding for stabilization in the community in Winnebago, Boone, and Stephenson Counties.	
Supported Work Programs	Goodwill provides supported work programming for individuals with disabilities to ensure they can learn on-the-job skills, earn while they learn, and transition to community employment with the help of a dedicated job coach in Winnebago, McHenry, Whiteside, LaSalle, and Stephenson Counties, as well as Rock County in Wisconsin.	Illinois Department of Human Services, Division of Rehabilitation Services
Veterans Employment Program	Goodwill provides support, connection to resources, training, and transition to civilian life to veterans in Whiteside County.	Self-funded through Goodwill's retail operations

In addition, Goodwill works collaboratively with partners in all communities, including local community colleges where Goodwill has endowed scholarships for individuals with disabilities to attend post-secondary education. Goodwill has endowed scholarships at seven community colleges in the region, including Highland Community College, Illinois Valley Community College, Kishwaukee College, Rock Valley College, Sauk Valley College, McHenry County College, and Blackhawk Technical College in Wisconsin.

Goodwill has the expertise in working with adult learners and individuals with barriers, as well as the infrastructure to support key initiatives in the community.

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 Carl Sandburg College, Prairie State College, South Suburban College, and Southwestern Illinois 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, Carl Sandburg College, Prairie State College, South Suburban College, and Southwestern Illinois 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:

Carl Sandburg College, District 518
Prairie State College, District 515
South Suburban College, District 510
Southwestern Illinois College, District 522

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

CARL SANDBURG COLLEGE

September 2023

Illinois Community College Board
Recognition Report
For Carl Sandburg College
September 2023

Introduction

During fiscal year 2022-23, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Carl Sandburg College, District 518. 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 Carl Sandburg 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 Carl Sandburg College's catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges 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**

    Carl Sandburg College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A) in Art, and the Associate in General Studies (A.G.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

    According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 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 18 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 18 of 20 courses submitted had the required current transfer agreements in place.

    Compliance Recommendations: None**.**

    3. Academic Control

    The institution maintains full academic control of the design, conduct, and evaluation of the units of instruction. Proposed curricular changes and new academic programs originate with program faculty, and involved advice from board of trustee members, advisory committees, industry partners, and community stakeholders. The institution's curriculum committee along with academic leaders are responsible for review and approval prior to the ICCB program approval process.

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between Carl Sandburg 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 Carl Sandburg College's 2022 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 2021 and 50 from fiscal year 2022. 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 2021 and 2022, 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 Carl Sandburg College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

During fiscal years 2021 through 2022, it was reported that 96 instructors taught transfer (1.1) dual credit courses. Of these instructors, eight of them were not found to hold the proper credentials to teach 1.1 dual credit coursework. These eight faculty members did not hold the minimum requirement of 18 graduate degree hours in the discipline being taught, nor was it noted that they were following a professional development plan. It was also reported that 34 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, two of them were not found to hold the required minimum of 2,000 hours of work experience. The names of the underqualified faculty are listed in the supplemental document *5a-f Underqualified Dual Credit Faculty and Students*.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, it was determined that six students in fiscal year 2021 may not have met the required placement examination score. However, all students in fiscal year 2022 met the required placement examination score. These six students can be found in the supplemental document *5a-f Underqualified Dual Credit Faculty and Students*. All other students met the pre-requisite requirements to take dual credit courses. Additionally, several of the courses within the fiscal year 2021 tab note "N/A" under the "What was the student's placement score" column; however, in the College Policies tab these courses do have an applicable placement score that accompanies each respective course. Examples of this in the FY21 tab are as follows: EDT, MDT, MFG, WEL, etc. Please address these discrepancies.

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) these qualifications shall include a master's degree in the applicable field with 18 graduate credit hours of core coursework. For CTE (1.2 PCS) courses these qualifications shall include 2,000 hours of work experience regardless of the highest educational degree attainment. This means that even if an individual has a master's degree in each field, they must still have the required 2,000 hours of applicable work experience.

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

Compliance Recommendation 3: The college should address the discrepancies noted above regarding the conflicting information provided in the College Policies tab and the Fiscal Year 2021 tab within the Dual Credit Student Sample spreadsheet.

College Response:

Please see responses in 5a-f Underqualified Dual Credit Faculty and Students_Carl Sandburg College_2023 and corresponding attachments.

This document satisfies compliance recommendations 1, 2, and 3.

5a-f Underqualified Dual Credit Faculty and Students_Carl Sandburg College_2023 and attached documents address discrepancies noted during the review.
- *Compliance Recommendation 1:*
  Except for one, Carl Sandburg College has provided additional information and data that substantiate each as qualified faculty.
- *Compliance Recommendation 2:*
  All students listed are qualified to participate in dual credit courses. Additional information, placement qualifications, and data are provided.

6. Assessment Plans

The institution has a system of evaluating and recording student performance in courses. The Outcomes Assessment Committee and Institutional Effectiveness Office administer and manage the Assessment Plan and complete the Annual Assessment Report, which is a compilation of academic and cocurricular assessments. Faculty are required to complete a Classroom Assessment Report. The Assessment plan tracks outcomes-related assessment efforts, and general education outcomes are assessed to evaluate academic and cocurricular effectiveness. The college will continue to work to develop program-level student learning outcomes for all programs, implement a college-wide assessment initiative, and expand efforts to receive student feedback from every course.

Compliance Recommendation: None.

7. Student Evaluation

Carl Sandburg has a 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 align with ICCB Rule 1501.405.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

The college has policies and procedures in place to ensure the hiring of high-quality faculty. The college has adequate faculty development opportunities where faculty can receive professional development such as hands-on technology, relevant discipline specific training, creating accessible instructional materials, and pedagogy.

The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record met the criteria. ICCB staff requested the transcripts of a listing of active courses that were taught during the review period to confirm faculty qualifications. As a result of the review, each of the faculty members appear to meet the faculty requirements outlined by the ICCB.

To follow Administrative Rule 23 Ill. Adm. Code 1501.303(f), Carl Sandburg 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. Please note that if an instructor is teaching a CTE course with an AAS degree, there must also be accompanying work experience to meet the faculty qualification standards.

Compliance Recommendation. None.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements and Contracts, the following items of the college were reviewed: the approved CAREER Agreement, the college's website, and the college's course catalog. Carl Sandburg College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state.

Carl Sandburg College also conducted a self-study of all documentation containing information regarding the CAREER Agreement and found that all information presented was accurate and consistent with information provided on the college's website and within the college's course catalog.

The college included within their documentation an informational item provided to students seeking to utilize the CAREER Agreement. The document not only provides the student with the names of the participating institutions, it also notes if there is specific

paperwork that will be needed and which office the student will need to contact at the respective institution.

All Indicators of Compliance and Indicators of Quality were met.

Compliance Recommendation: None.

10. Program Review/Results

After reviewing Carl Sandburg 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 Carl Sandburg 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 students must meet with their assigned academic advisor before registering for classes. The advising staff specializes in programs, so they are well-versed in the curriculum and admission requirements when applicable and understand the demands and rigors of the program. The college offers career counseling services for new and returning students who need help choosing a career and academic program. Two full-time faculty career counselors are available to assist students with career decision-making. Both counseling staff members have completed a master's degree in counseling or a related field.

Compliance Recommendation: None.

B: Financial Aid
Carl Sandburg provided a holistic review of its Financial Aid Department. The office is open for regular hours Monday – Friday, 8 a.m. – 5 p.m. with extended evening hours on Monday and Tuesday nights until 6 p.m. Evening appointments are available upon request. Students can be served in person, via phone, or appointment. 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.

C: Placement

The Career Services Center provides wrap-around career advising, including career exploration support. These services include, but are not limited to, résumé writing, interview skill development, job identification, and student work-study. Training individuals for obtaining employment includes using a Career Coach, portfolio development, resume writing and branding, one-on-one coaching, group training, individual mock interviews, small-group experiential learning experiences, and large-group training opportunities, including workshops, seminars, and presentations. These services are available during regular business hours.

Compliance Recommendation: None.

D: Support Services

Carl Sandburg provided a comprehensive and holistic review of its various student support services. 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. The college employs counselors who can provide temporary solution-focused counseling services. They do not have licensed therapists and do not provide diagnoses, nor can they prescribe medications. If the student requires more intensive intervention or possibly needs medication, counselors will refer the student to a local counseling agency that can better meet their needs. Students who express academic difficulties due to a disability, injury, illness, or medical condition are appropriately referred to the Center for Access Accommodations for support. The College recently invested in TimelyCare in 2021. TimelyCare is a 24/7 telehealth provider that allows students to access round-the-clock care for medical, mental health, and wellness needs.

Carl Sandburg College is proud to serve and provide educational opportunities for students and their dependents who have served and/or are serving. The college has a Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans, military personnel, and their families. The coordinator also serves as an advocate before the college's administration for the needs of student veterans.

Compliance Recommendation: None.

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

Carl Sandburg provided a holistic review of its co-curricular and student support services. Student Life provides various opportunities for students to engage in campus life. The college also hosts several student life events on campus each year to promote the inclusion, belonging, and connection of students, faculty, and staff. Annual events include Welcome Week, Fall Fest, Constitution Day Recognition, October Bash, Spring Fest, Movie on the Pond, and Finals Stress Relief.

Compliance Recommendation: None.

3. Admission of Students and Student Records

All community colleges in Illinois have an open admissions policy. Admission to the college does not ensure admission to a particular course or program of study. 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.

College credit is accepted for transfer from institutions with regional accreditation, covering the student's enrollment time. The Admission and Records Office (ARO) is responsible for maintaining student records, upholding admission policies and standards, and evaluating transcripts. ARO supports the college's admission policies by accurately recording student type, placement, and proficiency information.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification.

The Illinois Community College Board (ICCB) staff conducted an on-site visit at Carl Sandburg College on October 21, 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.

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.

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 192 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.

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 percent, that compliance with the reporting of certified hours is between 95 and 100 percent accurate. (Note: the statistical margin of error or confidence interval is 5 percent.)

Compliance Recommendation: None.

Midterm Certification

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50 percent 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 percent of unrestricted funds and appropriately reported. However, a midterm certification statement is not used when instructors are completing the midterm certifications.

Compliance Recommendation: None.

Advisory Recommendation: ICCB recommends the College include a midterm certification statement for instructors to review and certify when completing midterm certifications. For example: "*I hereby certify that the above-listed students, except where noted otherwise, are currently enrolled and actively pursuing completion of the course at midterm, and I have proper documentation to support this certification.*"

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.

Based on the review, the college properly classifies students for reporting purposes. However, the college does not have a detailed residency policy that addresses all the general, district, and special provisions of students.

Compliance Recommendation: None.

Advisory Recommendation: 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.

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 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. There were no findings noted over the four-year period. Based on the review, ICCB found no evidence of non-compliance.

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, ICCB has made this plan not due until July 1, 2022. The college submitted its 2021 Facilities Master Plan, which was found to be in good order.

Compliance Recommendation: None.

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

Employment contracts, not bargaining unit contracts, that are subject to specific provisions in state statutes and regulations were reviewed for compliance with the governing requirements. These requirements cover rollover, severance, transparency, and other matters. Most of the applicable requirements are found in 110 ILCS 805/3-65, 3-70, 3-75, and 5 ILCS 415/10. ICCB staff reviewed the one pertinent employee contract, which is for the position of college president. Board meeting minutes and public notices were also reviewed. The process for entering the contract met all public notice provisions required by law.

The current contract, effective February 27, 2020, does not limit severance pay to 20 weeks as required by state law under provisions of PA 100-895, effective January 1, 2019. Furthermore, severance pay is prohibited by state law if the employee is fired for misconduct, which must be provided for in the contract. Also, the definition of misconduct at 5 ILCS 415/10 is broader than the "termination for cause" measures identified in the current contract.

Compliance Recommendation: The college must ensure that employment contracts comply with 5 ILCS 415, 110 ILCS 805, and 23 IL Admin. Code 1501 and amend any active contracts that do not meet the criteria in these laws and regulations.

College Response:
Carl Sandburg College will include required statements and update the definition of misconduct as described above.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements (Focused finance items are covered in Section 3d Part C.) The latest five years of ICCB data submissions by
Carl Sandburg College were reviewed—generally this includes fiscal years 2019-2023 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 and 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 2022 is up to $62,689 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 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.

Carl Sandburg College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Carl Sandburg College officials have met ICCB deadlines for nearly all submissions. Overall, Carl Sandburg 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 five of the five years reviewed. Carl Sandburg College's A1 submission met the reporting deadline in four of the past five fiscal years; the FY 2023 submission was finalized eight days late. The submissions took between two and four

submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between eight percent and 18 percent across the five years reviewed. The proportion of records with Pell Recipient was less than 40 percent across the five years reviewed and with Subsidized Stafford Recipient was less than 13 percent across the five 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. Carl Sandburg 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 five, 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 less than five 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. Carl Sandburg College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from two to three, and final AC submissions did not contain any critical errors in four of the five years reviewed; the FY 2020 submission contained one critical error. This data was verified by college officials as valid and accurate. 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 one to three, and there were no critical errors in the final submissions in five of the five years reviewed. Carl Sandburg College met the reporting deadline for the **Fall Enrollment Survey** in each 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. Carl Sandburg 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 zero or nearly zero records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between eight percent and 26 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 five of the past five fiscal years. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in 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 four of the past five fiscal years; the fiscal year 2022 submission was finalized ten days past the reporting deadline. The number of submissions required to finalize these data ranged from one to five. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in five 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. Carl Sandburg College met the submission deadline in four of the past five years reviewed; the fiscal year 2022 submission was finalized one week past the reporting deadline. The number of submissions needed to finalize the data ranged from five to six. 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, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Carl Sandburg College met the reporting deadline in each of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, Hispanic Employment Plan Survey, and Bilingual Needs and Bilingual Pay Survey and in one of the one year reviewed for the Native American Employment Plan Survey. 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 five 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 Recommendations: 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 Carl Sandburg College.

Carl Sandburg (518) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(07/15)** *	07/08/22	06/17/21	06/10/20	06/11/19	06/01/18
# Submissions to Final	2	1	1	1	3
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	1833	1824	2466	2794	2993
Unduplicated Head Count	1318	1244	1760	1967	2094
# Error Codes in Final Submission	1	1	0	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.22 percent	0.55 percent	0.00 percent	0.04 percent	0.10 percent
% Unknown Age in Final Submission no value or.	0.22 percent	0.55 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	25.80 percent	13.49 percent	17.23 percent	11.52 percent	8.15 percent

*Adjusted to 11/19 in FY 22 due to ICCB processing delays; due 07/16 in FY 19 **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	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(08/01)** *	08/09/22	09/30/21	07/07/20	07/10/19	07/03/18

# Submissions to Final	3	4	2	4	3
Timeliness	8 days late	on time	on time	on time	on time
Head Count (total incl. 0 hrs. enroll.)	2297	2573	2887	3063	3052
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	0	1	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.04 percent	0.15 percent	0.00 percent	0.03 percent	0.00 percent
% 0 Cumulative GPA in Final Sub.	11.19 percent	11.31 percent	12.26 percent	18.97 percent	17.33 percent
% 0 Cumulative Hours in Final Sub.	9.32 percent	8.86 percent	10.77 percent	17.17 percent	15.01 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	8.05 percent	8.43 percent	9.04 percent	17.66 percent	15.76 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	39.97 percent	36.49 percent	38.59 percent	35.32 percent	37.45 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	12.71 percent	5.32 percent	12.33 percent	11.82 percent	12.22 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 08/03 in FY 21

Annual Completions Data (A2)

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(09/01) ***	08/11/22	09/29/21	07/13/20	07/22/19	07/03/18
# Submissions to Final	2	5	2	1	3
Timeliness	on time	on time	on time	on time	on time

Record Count (duplicate completions)	526	772	547	583	483
Total Number of Completions from A1	525	767	543	578	478
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	4.37 percent	1.68 percent	2.19 percent	1.37 percent	2.69 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19 **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	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission (09/01) *	08/09/22	09/02/21	08/11/20	07/22/19	06/29/18
# Submissions to Final	3	1	1	1	2
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	2297	2573	2887	3063	3052
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	4	1	2	0
# Critical Errors in Final Submission	0	0	0	0	0

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19

Annual Course Data (AC)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(09/01)** *	08/11/22	12/15/21	08/11/20	07/22/19	06/29/18
# Submissions to Final	3	2	2	2	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	0	1	0	2	0
# Critical Errors in Final Submission	0	0	0	1	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	20.44 percent	18.92 percent	16.08 percent	13.72 percent	13.71 percent
% Remedial (PCS 14) in Final	2.21 percent	2.50 percent	3.27 percent	3.66 percent	4.02 percent

* Adjusted to 01/12 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/01)** *	09/27/22	11/18/21	09/21/20	09/10/19	09/10/18
# Submissions to Final	3	2	1	1	2
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	1688	1687	1755	1925	1860
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	0	1	1	0	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.11 percent	0.05 percent	0.00 percent	0.16 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	94.08 percent	93.72 percent	94.36 percent	94.39 percent	94.62 percent

* Due 10/03 in FY 23; adjusted to 12/15 in FY 22 due to ICCB processing delays

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/01)** *	09/13/22	09/10/21	09/25/20	09/10/19	09/11/18
Timeliness	on time	on time	on time	on time	on time
Head Count	1688	1687	1755	1925	1860
Discrepancy between E1 & Survey	0	0	0	0	0

* Due 10/03 in FY 23

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2023	2022	2021	2020	2019

Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)** *	10/12/22	12/10/21	10/12/20	10/03/19	10/15/18
# Submissions to Final	4	5	1	2	4
Timeliness	on time	10 days late	on time	on time	on time
# Error Codes in Final Submission	3	2	2	3	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	21.18 percent	9.50 percent	7.50 percent	10.61 percent	9.58 percent
% Unknown Employment Class (8)	24.31 percent	22.54 percent	22.22 percent	23.34 percent	18.63 percent

* * Due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)** *	10/17/22	11/30/21	10/15/20	10/03/19	10/09/18
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

* Due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(11/01)** *	09/13/22	11/18/21	08/19/20	08/26/19	08/17/18
Timeliness	on time	on time	on time	on time	on time

* Adjusted to 12/15 in FY 22 due to ICCB processing delays; due 11/02 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018

Final Submission Varies See Note*	12/15/22	01/13/22	12/07/20	01/13/20	01/29/19
Timeliness	on time	on time	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Asian American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/15/22	01/13/22	12/07/20	01/13/20	01/29/19
Timeliness	on time	on time	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/15/22	01/13/22	12/07/20	01/13/20	01/29/19
Timeliness	on time	on time	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Hispanic Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/15/22	01/13/22	12/07/20	01/13/20	01/29/19
Timeliness	on time	on time	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Native American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019

Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note**	12/15/22	N/A*	N/A*	N/C	N/C
Timeliness	on time	N/A*	N/A*	N/C	N/C

*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.
**Due 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	**2022**	**2021**	**2020**	**2019**	**2018**
Fiscal Year *of Data*	2021	2020	2019	2018	2017
Final Submission Varies See Note*	01/28/22	01/29/21	02/25/20	01/25/19	02/14/18
Timeliness	on time	on time	on time	on time	on time

*Due 02/01 in FY22; 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18

Spring Semester Enrollment Survey*

Fiscal Year Collected	**2022**	**2021**	**2020**	**2019**	**2018**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission **(02/15)** **	02/11/22	01/29/21	01/29/20	02/01/19	02/06/18
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	**2022**	**2021**	**2020**	**2019**	**2018**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(6/15)** *	06/22/22	06/14/21	06/11/20	06/11/19	06/13/18
# Submissions to Final	6	6	6	5	5
Timeliness	7 days late	on time	on time	on time	on time
# Error Codes in Final Submission	1	2	2	3	2
# Critical Errors in Final Submission	1	1	1	2	1

% Records with Errors in Final Sub.	10.64 percent	25.95 percent	28.23 percent	44.82 percent	32.19 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	2.24 percent	2.36 percent	2.59 percent	1.97 percent	1.95 percent
% Unknown Employment Class (8)	23.53 percent	20.65 percent	23.32 percent	23.89 percent	25.12 percent

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

RECOGNITION REPORT

PRAIRIE STATE COLLEGE

September 2023

Illinois Community College Board
Recognition Report
For Prairie State College
September 2023

Introduction

During fiscal year 2022-23, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Prairie State College, District 515. 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 Prairie State College. The college was required to address specific conditions that led to finding in the report, specifically around Institutional Research/Reporting. The information below describes the recognition process. The report addresses specific compliance and advisory recommendations. Given the nature of the findings and follow up responses, ICCB Research and Policy Staff will meet bi-monthly with Prairie State College over the next year or until such time they are satisfied that the conditions have improved at the college.

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 Prairie State 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**

        Prairie State College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), Associate in Fine Arts (A.F.A.), and the Associate in General Studies (A.G.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

        According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 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 11 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 11 of 11 courses submitted had the required current transfer agreements in place.

        Compliance Recommendations: None.

    3. **Academic Control**

        The design, conduct, and evaluation of the unit of instruction are under the direct and continuous control of the college's established processes for academic planning and quality maintenance, and clear provision is made for ensuring a high level of academic performance of faculty and students. Since the last review, the college reviewed the tenure evaluation booklet, the post-tenure review booklet, and the Curriculum Committee by-laws to determine whether this documentation reflects control of the unit of instruction. The full-time faculty union contract and relevant board policies were also consulted.

Compliance Recommendation: None.

4. **Curriculum**

   4a) A comparison between Prairie State 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 Prairie State 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 Prairie State College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

The college was required to submit a list of all instructors teaching dual credit courses in fiscal years 2020 and 2021. In place of this list, the college provided a sampling of their dual credit instructors, *Appendix D- Dual Credit Faculty Credentials*. The sampling consisted of four instructors, all teaching 1.2 courses, one of which did not have the required occupational experience.

Students.

For this portion of the review, the college was required to submit a sampling- as prepared and provided by the ICCB- of qualified students taking dual credit courses. However, the material submitted by the college cannot be used to discern student qualifications. Components of the submitted spreadsheet align with components of the provided spreadsheet (i.e., Student Qualifications columns); however, there is no tab that outlines the college policies for how it determines student qualifications for each course. As such, the ICCB cannot determine the qualifications for any of the students listed in the spreadsheet.

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: Prairie State College did not submit adequate information regarding dual credit instructor qualifications, as requested by the ICCB throughout the Recognition process.

To be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11), qualifications of dual credit instructors must be appropriately collected, documented, and retained.

College Response:

A record of dual credit faculty is retained by the dual credit liaison. This record identifies the dual credit course, the requirements necessary to teach the course, the instructor assigned to the course, and the instructor's qualifying credentials. This file is updated each academic year.

The file entitled FY20_FY21_Dual_Credit_Sample_Prairie_State_College.xlsx was uploaded via FTP on 6/5/23 for review, with additional information included in the zip file entitled FY20-FY21 Dual Credit Faculty.zip.

Compliance Recommendation 2: For the sample submitted, one instructor did not meet the criteria required to teach CTE courses.

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 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 of faculty who taught dual credit courses in FY20 and FY21 have been documented in the Excel file entitled FY20_FY21_Dual_Credit_Sample_Prairie_State_College.xlsx, with additional information included in the zip file entitled FY20-FY21 Dual Credit Faculty.zip. Both files were uploaded via FTP on 6/5/23.

Moving forward, the college will specify the required 2,000 hours of work experience and appropriate recognizable credentials in all job descriptions and postings, as well as in documents listing the minimum qualifications to teach for all CTE programs. The dual credit liaison will work with program coordinators to review the credentials of all instructors submitted to teach dual credit courses to ensure compliance.

Compliance Recommendation 3: The college should submit the following file to the FTP site *FY21_Dual_Credit_Sample_College_Name.xlsx*. This file was initially uploaded by ICCB in May 2022.

College Response:

The college has compiled a list of all dual credit instructors that includes courses taught, degrees and certifications earned, and amount of work experience where required, for each instructor.
This file, now entitled FY20_FY21_Dual_Credit_Sample_Prairie_State_College.xlsx, was uploaded via FTP on 6/5/23.

Regarding student credentials, CTE courses are the only courses offered as dual credit at this time and during the reporting period. At that time, the courses offered had no prerequisites listed with the exception of two courses that required placement in RDG 098 or ENG 099. The college has relied on state standards as defined in the 2019 Dual Credit Quality Act (shared with our high school partners) and the assurance of those schools that students enrolled in dual credit meet the requirements to enroll. Students must be at the Junior or Senior level to enroll in dual credit, and the College believes the level of English courses completed at this level demonstrates the equivalency of ENG 099. Moving forward, the college will require placement testing (per each course requirement) or students can submit Advanced Placement (AP), ACT or SAT scores. The credentials qualifying students to enroll in dual credit courses will be collected and maintained in the dual credit liaison's office.

6. Assessment Plans

Prairie State College is intentional in the commitment to student learning via outcomes assessment and program review. The college has developed templates to assist faculty coordinators assessing student learning outcomes achievement in courses and programs and uses ICCB templates for program review. The college also conducts learning outcomes assessment of General Education and co-curricular activities on a regular basis. Data from assessment of student learning is used for continuous improvement of the curriculum, teaching, and learning, as well as for institutional long-term efforts. Course-level assessment of student learning outcomes occurs primarily within the disciplines that fall under an AA or AS degree. Faculty collaboration is encouraged within the departments to review and select course outcomes to measure.

Compliance Recommendations: None.

7. Student Evaluation

Prairie State 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 are in compliance and in alignment with ICCB Rule 1501.405.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

The college has policies and procedures in place to ensure the hiring of high-quality faculty. The college has adequate faculty development opportunities where faculty can receive professional development such as hands-on technology, relevant discipline specific training, creating accessible instructional materials and pedagogy.

The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record met the criteria. ICCB staff requested the transcripts of a listing of active courses that were taught during the review period to confirm faculty qualifications. As a result of the review, there were three faculty members who did not appear to meet the faculty requirements or were missing credentials.

To be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Prairie State 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.

Compliance Recommendation: Faculty qualification information must be submitted for all courses taught during the review cycle, 2019-20. For EMS 101, Emergency Medical Technician, there were no credentials provided for the instructor teaching the course. These credentials can be verified through an official transcript or a curriculum vitae to verify work experience. For AUTO 102, Automotive Engines, the instructor teaching did not appear to possess the required 18 hours and/or 2000 hours of work experience in the discipline.

College Response:

The instructor assigned to teach EMS 101, Emergency Medical Technician, is a former Fire Chief and has a Master's degree in Public Administration. Regarding AUTO 102, Automotive Engines, the assigned instructor has a work history as an automotive technician. Documentation verifying this information (file entitled DC_Auto_EMS_Instructors.xlsx; additional file documenting faculty credentials in FY20-FY21 Dual Credit Faculty.zip) was uploaded via FTP on 6/5/23.

9. **Cooperative Agreements and Contracts**

   As part of the recognition review for standard 9, Cooperative Agreements and Contracts, the following items of the college were reviewed: the college's self-study, the website, and the course catalog. Prairie State College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The course catalog provides a detailed description of the CAREER Agreement and eligible programs, as well as a comprehensive list of all participating institutions. The college noted in their self-study that they conducted a thorough review of all information related to cooperative agreements to ensure all information was complementary and not contradictory. In addition to participating in the CAREER Agreement, the college has one additional memorandum of understanding (MOU) with South Suburban College. ICCB staff could not determine when that agreement was approved by the Board.

   The college also noted that it conducted a deep dive to determine which programs are the most frequently requested under the CAREER Agreement and analyzed those programs against local labor market data to determine the value of developing those programs at PSC. Some of these programs include Radiologic Technology (Moraine Valley, South

Suburban) and Occupational Therapy Assistant (South Suburban) in health professions. Students also frequently request Sign Language Interpreting (Joliet Junior College).

Compliance Recommendation: The ICCB recommends that the college provide assurance that the MOU with South Suburban College has been approved by the ICCB.

College Response:

The college has not been able to find evidence that the MOU with South Suburban College was approved by the ICCB. In the absence of this evidence, we will cease our use of this agreement until the time that it can be reviewed, updated, and submitted to ICCB for approval.

10. Program Review/Results

After reviewing Prairie State 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. In the last several review cycles, feedback was provided by ICCB, specifically for career and technical education programs, requesting for the college to consider additional data analysis including the disaggregation of data to examine any issues of equity. 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 Prairie State 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. The department was restructured in 2020 for a more seamless transition. Advisors are assigned at the time of application. From this restructuring, the college also created a Recruitment and Outreach office and infrastructure housed in the Enrollment Services Department, launched the Pathway Advising model, and moved Career Services from the Community and Economic Development Division to the Student Affairs Division; physically moving the Career Services Office to the main campus building. There are three first-year advisors and five

pathway advisors who work with assigned student populations based on their identity, academic level, and program of study. The college did not indicate hours of service.

Compliance Recommendation: None.

B: Financial Aid

Prairie State 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. 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's current loan default rate is 0.04%. The current loan default rate will be included in future reports.

C: Placement

Prairie State 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. 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. Through the Career Services Office, students and graduates can receive a variety of employment services to assist them with identifying their skills, values, and personality traits and then guidance on how those link to a major and career. Presentations of these services are available during regular business hours. Career Center staff offer specialized sessions for special populations and students enrolled in nontraditional career programs.

Compliance Recommandation : None.

D: Support Services

Prairie State 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. Additionally, the college launched a Strategic Enrollment Management Plan in October 2019. The plan details initiatives designed to recruit, support, and retain students in the district, many of whom are African American/Black and/or first-generation.

In 2020 the college voted to create the Office of Equity and Inclusion, which has adopted the Inclusive Excellence framework. This is a five-part platform that supports the infusion of inclusivity throughout campus operations. PSC's areas of inclusive focus are 1) Access and Equity, 2) Education and Scholarship, 3) Climate and Intergroup Relations, 4) Infrastructure and Investment, and 5) Community Outreach and Collaborative Partnerships

Compliance Recommendation: None.

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

Prairie State 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. The college also has a Male Success Initiative (MSI) program. The purpose of MSI is to recruit, enroll, retain, and support males of color in their pursuit of all educational endeavors

Compliance Recommendation: None.

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

Community colleges in Illinois have an open admissions policy. Prairie State 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. 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 Prairie State College on July 14, 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 190 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 a documented and verifiable process for determining residency. Classification of credit hours is automated using programming logic. 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 percent that compliance with the reporting of certified hours is between 95 percent and 100 percent accurate. (Note: the statistical margin of error or confidence interval is 5 percent.)

   Compliance Recommendation: None.

Advisory Recommendation: 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 is revising all publications and the website to match the exact definition of residency from the ICCB. Specifically, the following excerpt from the administrative code will be added to our publications:

"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."

Midterm Certification

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50 percent 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 percent 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 twelve findings noted over the four-year period, five of which were material. The CAP for each finding was provided and appears to be adequate.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends that the College provide ICCB staff with an update regarding the completion of their corrective actions for the FY 2021 financial audit; these corrective actions are scheduled to be completed December 31, 2022.

College Response:

Many issues that were in the FY21 audit remained in the FY22 audit, which was recently finalized and approved by the Board of Trustees at the end of April 2023. With the abrupt departure of the former Vice President of Finance and Administration in December, a new interim Chief Financial Officer (CFO) was brought on board in January 2023 to bring a fresh perspective and clearer understanding of the College's financial practices. The interim CFO is making the following changes to address timely reporting and ensure corrective actions in the FY22 audit are taken:

1. *Addressing critical staffing needs. Staffing challenges have been the primary issue impacting the college's compliance. The college is currently hiring for these positions: CFO, Controller, Grant Accountant, Accounts Payable Clerk, and Purchasing Manager.*
2. *Establishing a new oversight process for grants. As a first step, a new Manager of Accounting Services was hired who, over the last three months, has already made improvements in order to centralize grant information. Upcoming grant reporting deadlines and information will be shared with Cabinet each month.*
3. *Creating a "Financial Reporting Deadlines" plan to centralize information on all reporting deadlines and better ensure these deadlines are met consistently each year.*
4. *Creating a documented report for smooth transition from the interim CFO to permanent CFO to ensure that all newly-established best practices continue.*

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, ICCB has made this plan not due until July 1, 2022. The college submitted its 2017 Facilities Master Plan and their self-study, which were found to be in good order. The college will submit a new Facilities Master Plan upon approval of their Board.

Compliance Recommendation: None.

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

1. **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 Prairie State 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 was 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 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.

Prairie State College officials have been successful in meeting federal submission timelines over the past five fiscal years, but they have met ICCB deadlines for only a few submissions. For the most part, Prairie State 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 2018 and FY 2021 submissions each contained one critical error. FY 2018 submission data was verified by college officials as valid and accurate; however, in FY 2021, there was no time left to correct the critical error because of the IPEDS deadline of October 14, 2020. Prairie State College's A1 submission met the reporting deadline in none of the past five fiscal years; the FY 2021, FY 2020, FY 2019, and FY 2018 submissions were finalized about two and a half months late, near the IPEDS Fall collection deadline, and the FY 2017 submission was finalized half a month past the reporting deadline. The submissions took between seven and twelve submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between 12 percent and 16 percent. 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 only one of five fiscal years reviewed; the FY 2021, FY 2020, FY 2019, and FY 2018 submissions were finalized about one and a half months past the reporting deadline, near the IPEDS Fall collection deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Prairie State College met the reporting deadline in none of the five years reviewed; the FY 2021, FY 2019, and FY 2018 submissions were finalized about one and a half months late, the FY 2020 submission was about five weeks late, and the FY 2017 submission was nearly one

month past the reporting deadline. Submissions across all five years were finalized near the IPEDS Fall collection deadline. The number of submissions needed to finalize the data ranged from three to eight, 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 less than five 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. Prairie State College met the reporting deadline in only one of the five years reviewed; the FY 2021 submission was finalized nearly three months late, the FY 2020 and FY 2018 submissions were one and a half months late, and the FY 2019 submission was finalized ten weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to seven, and final AC submissions did not contain any critical errors in three of the five years reviewed; the FY 2018 submission contained two critical errors, and the FY 2017 submission contained one critical error. This data was verified by college officials as valid and accurate. 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 none of the past five years; the FY 2021 and FY 2018 submissions were finalized two and a half months late, the FY 2020 submission was one month late, the FY 2019 submission was four months late, and the FY 2017 submission was finalized two months past the reporting deadline. The number of submissions needed to finalize the data ranged from three to ten, and there were no critical errors in the final submissions in five of the five years reviewed. Prairie State College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed, but there were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in five of the five years reviewed: two records in the FY 2021 submission, 31 records in the FY 2020 submission, 26 records in the FY 2019 submission, 53 records in the FY 2018 submission, and 18 records in the FY 2017 submission.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Prairie State College data submissions met the reporting deadline in none of the last five fiscal years; the FY 2021 submission was finalized four and a half months late, the FY 2020 submission was two and a half months late, the FY 2019 submission was three and a half months late, the FY 2018 was five months late, and the FY 2017 submission was finalized five days past the reporting deadline. There were no critical errors in the final submissions in five years reviewed. The proportion of records with unknown Age ranged between less than one percent and eight percent. The proportion of records with unknown Race/Ethnicity ranged between 40 percent and 55 percent across the five years reviewed. Coverage of this variable is an area for further improvement in future submissions.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in none of the past five fiscal years; the FY 2021

submission was finalized one month late, the FY 2020 submission was three weeks late, the FY 2019 submission was two and a half months late, the FY 2018 submission was two months late, and the FY 2017 submission was finalized half a month 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 three of the past five fiscal years; the FY 2020 submission was finalized two days late, and the FY 2018 submission was finalized three days past the reporting deadline. 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 none of the past five fiscal years; the FY 2021 submission was finalized nearly three months late, the FY 2020 and FY 2019 submissions were four and a half months late, the FY 2018 submission was nearly six months late, and the FY 2017 submission was finalized one and a half months past the reporting deadline. The number of submissions required to finalize these data ranged from five to seven. The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in none of the past five fiscal years; the FY 2021 submission was finalized three and a half months late, the FY 2020 submission was five months late, the FY 2019 submission was four and a half months late, the FY 2018 submission was six months late, and the FY 2017 submission was finalized seven days past the reporting deadline. 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. Prairie State College met the submission deadline in none of the past five years reviewed; the FY 2021 submission was finalized two days late, the FY 2020 and FY 2017 submissions were two weeks late, the FY 2019 submission was ten days late, and the FY 2018 submission was finalized one month past the reporting deadline . The number of submissions needed to finalize the data ranged from three to six. 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. Prairie State College met the reporting deadline in two of the five years reviewed for all four surveys; the FY 2020 submission was finalized eight days late, the FY 2019 submission was nearly one month late, and the FY 2018 submission was finalized two weeks past the reporting deadline. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in three of the past five fiscal years; the FY 2019 submission was finalized ten days late, and the FY 2017 submission was finalized two days past the reporting deadline. 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 Recommendations: Prairie State College has had ongoing issues with meeting the deadline of various submissions. Additionally, PSC has struggled to report new variables (i.e., Workforce Equity Initiative, noncredit (N1) instructors) and has not shown progress in reporting these items in subsequent years. The ICCB looks forward to timely, accurate, and complete data submissions from Prairie State College in the future. Focused efforts are recommended to improve the timeliness of most submissions, including the Annual Enrollment and Completion Data (A1), the Annual Student ID Submission (ID), the Annual Completions Data (A2), the Annual Course Data (AC), the Fall Term Enrollment Data (E1), the Noncredit Course Enrollment Data (N1), the Summer Graduate Reporting for IPEDS GRS, the Annual Faculty, Faculty, Staff, & Salary Data (C1), the Faculty, Staff, & Salary Supplementary Information, the Annual Faculty, Staff, & Salary Data (C3), the African American Employment Plan Survey, the Asian American Employment Plan Survey, the Bilingual Needs and Bilingual Pay Survey, and the Hispanic Employment Plan Survey. The college must provide details on plans to remedy these issues and ensure ICCB reporting deadlines are met.

College Response:

Prairie State College acknowledges and recognizes the flaws in the timeliness and accuracy of our data reporting, and we are taking immediate action to address these issues. Our plan of action incorporates the following:

1. *Restructuring, hiring, and leveraging external partnerships;*
2. *Creating a Data Governance Committee to ensure new and revised state-required reporting variables are addressed systematically and to address any emerging data quality issues in an ongoing manner;*
3. *Tracing the source of common reporting errors and implementing multiple data validation practices and employee training;*
4. *Centralizing information on state-required reporting deadlines, along with internal deadlines and assigned responsible parties, all of which will be monitored by the Institutional Effectiveness office.*

This plan of action positions us well for improvement because we intend to address the problem both institutionally, to ensure we have appropriate structures and personnel in place (items 1-2 in the list above), and tactically, to ensure we are addressing and preventing particular data integrity and timeliness issues in relevant reports (items 3-4 in the list above).

While we are implementing this plan immediately and some steps are already underway, our immediately upcoming reports may continue to have some issues while we are working to improve our data practices.

1. Restructuring, Hiring, and Leveraging External Partnerships

Many of the errors identified in this report occurred during two past college administrations. Neither of these past administrations, one long-term and the other a brief interim term, had direct leadership or supervision of Institutional Effectiveness and Research areas. It is important to note that the new President appointed in October 2021 immediately placed these important areas under the direct supervision of the President. This action was taken to elevate the importance of these important functions, and to begin the process of improving our internal processes and external reporting.

The Institutional Research office has been responsible for the majority of the late reporting cited in the Recognition Report feedback (A1, ID, A2, AC, E1, N1, Summer Graduate Reporting for IPEDS GRS, C1, and C3). Before receiving this feedback, with an eye toward improvement, the college had already begun implementing restructuring and staffing changes that directly affect the Institutional Research area of the college. A new Executive Director of Institutional Effectiveness and Accreditation position was created that will oversee both the Institutional Effectiveness and Institutional Research offices. Previously, these offices at the college existed separately, but bringing them together under one talented and highly effective leader will allow us to better link data with strategic planning and quality improvement, re-envision and improve our data reporting and data governance practices, and develop and enhance our internal use of data at the college. The Executive Director, appointed May 1, 2023, will hire an analytics manager in Fall 2023 who will work closely with the data analyst and directly oversee the bulk of analytics and reporting operations at the college. While we expect that improvement as a result of these structural changes and new positions will be gradual and incremental, these changes will increase our capacity to do accurate and timely reporting and, importantly, will provide the oversight necessary to better ensure we meet required deadlines.

The college is also leveraging external partnerships. In July 2022, Prairie State College partnered with CampusWorks, Inc, a company specializing in helping higher education institutions navigate the complexities of IT operations and planning. As part of this relationship, CampusWorks completed an information technology assessment in August 2022 that identified priorities. PSC has since signed a 5-year agreement with CampusWorks to provide strategic leadership, enhanced IT security, and exemplary IT procedures and infrastructure. The additional support of Information Technology professionals who have experience at a range of higher education institutions will assist us in improving and addressing the technical aspects of state-required data reporting. The college also has an existing relationship with an external data consultant and will continue this relationship.

Other recent staffing changes at the college are also improving our ability to do timely reporting. In January 2023, the college brought an Interim Chief Financial Officer (CFO) on board to bring a clearer understanding of the college's financial practices. Many of the

changes the interim CFO is already making (addressing critical staffing needs in the finance area of the college, establishing a new oversight process for grants, and creating a Financial Reporting Deadlines plan, for example) are providing a framework that will better support timely reporting. Similarly, while the Recognition Review cites several of the Human Resources reports as a source of concern for timely reporting in the past five years (the African American Employment Plan Survey, the Asian American Employment Plan survey, the Bilingual Needs and Bilingual Pay Survey, and the Hispanic Employment Plan survey), these reports have not been late in the time since the college hired a new Executive Director of Human Resources. The new Executive Director is familiar with these reports and knows the reporting cycles, and she has been able to get the college on track with on-time reporting since 2021.

Through restructuring, hiring, and leveraging external partners, we are changing the culture and expectations of reporting and channeling resources toward addressing data quality and governance issues, all of which will aid in timely and accurate data reporting.

2. Data Governance Committee

This summer, the Executive Director of Institutional Effectiveness and Accreditation will be creating a plan for the college's new Data Governance Committee after conducting research into best practices at other institutions that have robust and effective data governance processes in place. Early this fall, the new committee will be launched.

The Data Governance Committee will have two primary functions: 1) establishing policies around data sharing and access, and 2) ensuring data integrity by facilitating consistent communication between offices on campus, establishing data ownership, and educating those who enter data on how their "input" affects the reporting "output." The committee will have representation from key offices on campus that input data, faculty, staff, and administrators from Information Technology, Institutional Research, and Institutional Effectiveness.

Historically, as outlined in the original Recognition Report, the IR office has consulted with various offices on campus that are responsible for data entry. However, this communication has often tended to be more reactive than proactive. The Data Governance Committee will help ensure that common errors are corrected in a more systematic and timely way, which will improve future reporting accuracy.

The new Data Governance Committee will create a map of data ownership--that is, clear documentation around which offices/personnel on campus are inputting specific data. Once we have determined which specific offices or administrative roles on campus input certain data, these offices will become more responsible for the quality of their data input by reviewing validation reports on a regular basis and educating their staff on the importance of accurate data input.

When a new required reporting variable emerges in the annual MIS manual, the Data Governance Committee will determine whether we already are collecting this data or not. If we are, we will ensure that the data is integrated into our reporting moving forward. If

we are not, we will assign a data owner at the college who will be responsible for ensuring that information is collected. The data owner will work with ITR and the Data Governance Committee to determine whether we can use an existing field or screen in Colleague to input that data, or whether we need to find another way to track the necessary data.

In sum, the Data Governance Committee will provide a structured venue where data owners can discuss any issues with data input, communicate proactively to ensure that we have consistency between offices on campus, and determine how, for example, a specific decision about data input in one area may affect data owned by others. The committee will also provide a defined, consistent process for how we manage new or revised reporting variables and how we assign review of validation reports, which represents a major step forward in how we have been approaching reporting requirements.

3. Tracing Errors and Implementing New Data Validation Methods
Current Internal process for data flow
Currently, data is entered into the college's Enterprise Resource Planning platform, Ellucian Colleague. In 2021, the Colleague location was moved from an on-site server to Azure Cloud to improve security and eliminate maintenance issues. A subset of Colleague data is extracted nightly to a SQL reporting database called the Operational Data Store (ODS). Other external data sources are also uploaded to the ODS, including StudentTracker (National Student Clearinghouse) and ICCB's microdata.

We have several custom SQL views and calculations that are fed from the ODS, including a lot of content that was specifically customized for ICCB's specific requirements. SAP BusinessObjects BI 4.2, our reporting tool, queries and formats data from the ODS to yield the data reports that are submitted to ICCB and for internal and external requests.

As noted in the initial recognition self-study, data submissions have detailed "field mappings" that connect the tables and fields in ODS to the items detailed for each submission in the ICCB MIS Manual. The field mappings show the forms that facilitate data collection, ensuring internal consistency from data collection to data processing to data reporting. The college also has a data dictionary. Both are attached via email for review to better demonstrate these aspects of our data flow (A1 Field Mapping.docx; ICCB_ODS_Data_Dictionary.xlsx). We have the longer-term goal of developing this technical documentation.

In an initial fact-finding meeting, the college determined that data errors are most frequently due to either 1) inaccurate data being entered into Colleague (errors introduced at the point of data entry) or 2) data that was not tracked in Colleague (errors that are introduced by using substitute values). The college has developed a plan to minimize errors introduced in these ways.

Addressing and minimizing common errors in Colleague data entry
The college's Data Analyst prepared an Excel sheet with common errors in the A1, N1, SR, SU, A2, AC, ID, E1, C1, C3, and GS reports. In collaboration with ITR and with the help of our data dictionary, these errors will be mapped to the screens and fields in Colleague

that are linked with these errors. From there, we will use one or more of these three solutions, depending on the nature of each individual error:

Restricting Data Entry: *We will work with ITR to determine whether it's possible to restrict or limit specific problematic fields in Colleague; for example, switching from a blank response field to a drop-down menu, restricting entry of special characters or certain values, etc. This will reduce potential human error.*

Employee Training and Improved Communication: *Employees entering data in the tracked fields need to have a better understanding of what creates errors and how to avoid them. Moving toward a data ownership model with the help of our new Data Governance Committee, as already discussed, will allow us to identify those responsible for inputting data in Colleague and ensure they are aware how their input translates into reporting output. This is a new strategy we have not previously implemented.*

Validation Reporting*: Additionally, as already discussed, we will create rule-checking reports and have the data owners manually check them in advance of ICCB reporting, with monthly review being the ultimate goal. These reports may periodically be shared with Cabinet for assistance and support in addressing cross-divisional or particularly complex issues. This is also a new strategy we have not previously implemented.*

We believe that the combination of these three measures will aid in heading off and addressing many specific reporting errors before they ever reach the level of our ICCB submission.

<u>*Reducing errors from data not collected in Colleague (missing variables)*</u>
In the past, if we had not collected data for specific reporting variables in Colleague, we have in some cases defaulted values to 0. Since this is not the "true" value of the variable, it is essentially inaccurate. Moving forward, these new variables will be managed through the Data Governance Committee as described in the previous section.

4. Centralized information
The Office of Institutional Effectiveness and Accreditation will begin organizing and monitoring information about reporting deadlines and tracking which offices at the college are responsible for each report. Deadline reminders will be sent out annually to relevant departments along with calendar reminders. Wherever possible, internal deadlines may be established to allow for additional review of validation reports before submission.

Individual departments are also defining their own processes to ensure timely reporting. As noted, for example, the Interim CFO has created the following draft schedule of the reporting deadlines in the finance area:

FINANCE DEPARTMENT DEADLINES

Month	Documents/Materials Due	Prairie State College
Jan	Annual Financial Statements and Notice of Publication (Due Jan. 15)	
	Certificate of Tax Levy (Due Jan. 31)	
Feb		
Mar		
Apr		
May	Resolution to Adopt Tentative Fiscal Year Budget, Posting Legal Ad in Newspaper (Sun Times)	
June	Budget Adoption Resolution to transfer balance from Working Cash Fund to Education and Operations & Maintenance fund Resource Allocation and Management Plan (RAMP/CC) (Due Aug. 1) Budget Filings mailing to county clerks	
July		
Aug	BEP Compliance Plan Due 30 Days after Budget Approval	*Moving PSC up to August this year with a goal to have adoption in June next year.*
Sept		
Oct	Notice of Proposed Property Tax Levy	
	Notice of Proposed Property Tax Levy – Legal Ad Newspaper	
	BEP Annual Expenditure Report including Service Category Report Due	
Nov	Annual Financial Report Ad Bonds Resolution to Transfer Funds from Working Cash Fund to Education and Education and Operations and Maintenance fund	

Month	Documents/Materials Due	Prairie State College
Dec	Annual Financial Report Publications	
	Annual Financial Report Publication – Mailing to County Clerks	
	Certificate of Chargeback (Due Dec. 30)	
	FY Audit 2022 (Due Dec. 30)	
	Instructional Cost Sheet (Due Dec. 30)	
	Uniform Financial Statements (Due Dec. 30)	
	Annual Financial Statements (Due Dec. 30)	
	External Audit (Due. Dec. 30)	

Conclusion

In sum, the four strategies discussed in this plan will aid the college in addressing the specific deficiencies the ICCB has identified in the following ways:

To ensure the timely submission of new and revised reporting variables (i.e., Workforce Equity Initiative, noncredit (N1) instructors), *the new Data Governance Committee will review annual MIS requirements and identify whether and how any newly requested information is currently being collected. If it is being collected, Institutional Research staff will integrate this new variable into future reporting. If it is not, the Data Governance Committee will determine which area of the college should "own" and be responsible for this data and will work with ITR to ensure the information can be tracked in Colleague for future reporting years. The new Executive Director of Institutional Effectiveness and Accreditation will oversee these processes and will work to ensure follow-through and timely compliance.*

To improve the timeliness of submissions and ensure that all data submissions/reports are received and finalized on time by the ICCB and completed accurately in the required format*, we are implementing error tracing, data validation, and employee training. These steps will reduce the number of submissions we make to correct errors, thus improving timeliness. Additionally, the Data Governance Committee will provide both a forum and a process for more frequent interdepartmental conversations about data validation and how data input translates into reporting output. Our partnership with CampusWorks will assist us on the ITR side with any technical issues related to Colleague, and the Executive Director of Institutional Effectiveness and Accreditation will centralize information related to reporting deadlines and responsibilities to ensure compliance reminders are sent to the relevant parties.*

The college has documented the internal process for data flow in this plan and described how we intend to preempt reporting errors via error tracing, data validation, and employee training. *We believe these methods will be effective after an initial investigation into the sources of frequently recurring reporting errors, but we need time to address each common reporting error and take specific steps to prevent each individual error. Additionally, the Data Governance Committee will play a role in better defining and*

mapping out which offices on campus are responsible for which data and ensuring those offices are responsible for reviewing data validation reports; this will yield further documentation of our data flow.

With regard to fiscal submission requirements, *the interim CFO has created a finance reporting schedule and is in the process of addressing critical staffing needs in the finance area of the 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)** *	11/24/20	10/03/19	10/26/18	12/12/17	07/20/16
# Submissions to Final	6	5	7	6	4
Timeliness	132 days late	80 days late	102 days late	148 days late	5 days late
Duplicated Head Count	1456	1781	1709	1291	1783
Unduplicated Head Count	1158	1362	1284	1080	1364
# Error Codes in Final Submission	3	4	4	3	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.89 percent	1.46 percent	1.17 percent	3.18 percent	8.41 percent
% Unknown Age in Final Submission no value or.	0.27 percent	0.62 percent	0.88 percent	2.48 percent	8.41 percent
% Unknown Age in Final Submission unknown	0.27 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	39.8 percent	43.18 percent	55.00 percent	46.32 percent	39.99 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)** *	10/14/20	10/11/19	10/16/18	10/11/17	09/20/16
# Submissions to Final	12	8	11	9	7
Timeliness	72 days late	71 days late	76 days late	71 days late	19 days late
Head Count (total incl. 0 hrs. enroll.)	7591	8175	8769	9067	9902

Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	7	7	8	9	6
# Critical Errors in Final Submission	1	0	0	1	0
% Records with Errors in Final Sub.	2.27 percent	3.55 percent	2.39 percent	3.13 percent	1.23 percent
% 0 Cumulative GPA in Final Sub.	27.34 percent	28.04 percent	28.22 percent	27.07 percent	25.97 percent
% 0 Cumulative Hours in Final Sub.	22.82 percent	24.43 percent	23.86 percent	22.32 percent	21.22 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	12.49 percent	16.32 percent	15.08 percent	14.72 percent	12.95 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	24.28 percent	24.04 percent	26.42 percent	26.13 percent	27.01 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	6.65 percent	7.43 percent	9.54 percent	10.73 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) ***	10/15/20	10/10/19	10/16/18	10/13/17	10/10/16
# Submissions to Final	8	4	7	3	4
Timeliness	44 days late	37 days late	42 days late	42 days late	25 days late
Record Count (duplicate completions)	757	938	832	897	932
Total Number of Completions from A1	746	925	830	889	922
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	1	1	1	1	0
# Critical Errors in Final Submission	0	0	0	0	0

	32.63 percent	28.89 percent	31.85 percent	0.11 percent	0.00 percent
% Records with Errors in Final Sub.	32.63 percent	28.89 percent	31.85 percent	0.11 percent	0.00 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	3.96 percent	4.48 percent	4.33 percent	3.12 percent	4.61 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)** *	10/14/20	10/14/19	10/16/18	10/11/17	09/13/16
# Submissions to Final	5	8	6	2	1
Timeliness – Data Due	43 days late	41 days late	42 days late	40 days late	on time
Head Count in Final Submission	7591	8175	8769	9067	9902
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	5	4	4	4	4
# 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)** *	11/23/20	10/14/19	11/13/18	10/20/17	09/13/16
# Submissions to Final	7	6	7	3	1
Timeliness	83 days late	41 days late	70 days late	49 days late	on time
# Error Codes in Final Submission	2	2	2	4	3
# Critical Errors in Final Submission	0	0	0	2	1
% Records with Errors in Final Sub.	0.33 percent	0.24 percent	0.28 percent	0.55 percent	0.33 percent

	2.92 percent	2.81 percent	2.99 percent	2.10 percent	3.45 percent
% Dual Credit in Final	2.92 percent	2.81 percent	2.99 percent	2.10 percent	3.45 percent
% Remedial (PCS 14) in Final	3.67 percent	4.18 percent	4.75 percent	6.27 percent	7.49 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) *	12/14/20	11/05/19	02/05/19	12/15/17	12/21/16
# Submissions to Final	3	3	3	10	4
Timeliness	74 days late	35 days late	127 days late	74 days late	65 days late
Head Count in Final Submission	2716	3843	3946	4409	4484
Discrepancy between E1 & Survey	+2	+31	+26	+53	+18
# Error Codes in Final Submission	4	4	5	6	3
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.81 percent	1.43 percent	1.08 percent	1.04 percent	0.46 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	97.75 percent	97.55 percent	98.28 percent	98.28 percent	98.02 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) *	09/10/20	09/05/19	09/05/18	09/19/17	09/14/16
Timeliness	on time	on time	on time	on time	on time
Head Count	2714	3812	3920	4356	4466
Discrepancy between E1 & Survey	-2	-31	-26	-53	-18

*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)** *	01/07/21	02/27/20	02/22/19	04/06/18	12/15/16
# Submissions to Final	5	5	6	7	5
Timeliness	84 days late	135 days late	130 days late	172 days late	50 days late
# Error Codes in Final Submission	4	3	4	4	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	4.55 percent	2.35 percent	3.57 percent	2.35 percent	4.40 percent
% Unknown Employment Class (8)	0.65 percent	1.34 percent	0.85 percent	3.03 percent	1.41 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)** *	01/25/21	03/11/20	03/01/19	04/19/18	11/15/16
# Submissions to Final	1	1	1	2	1
Timeliness	102 days late	148 days late	137 days late	177 days late	7 days late

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year *of Data*	2021	2020	2019	2018	2017
Final Submission **(11/01)** *	12/02/20	11/22/19	01/15/19	01/09/18	11/18/16
Timeliness	30 days late	21 days late	75 days late	69 days late	17 days late

*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*	12/09/20	01/23/20	03/06/19	02/16/18	03/08/17
Timeliness	on time	8 days late	26 days late	14 days late	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*	12/09/20	01/23/20	03/06/19	02/16/18	03/08/17
Timeliness	on time	8 days late	26 days late	14 days late	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*	12/09/20	01/23/20	03/06/19	02/16/18	03/08/17
Timeliness	on time	8 days late	26 days late	14 days late	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*	12/09/20	01/23/20	03/06/19	02/16/18	03/08/17
Timeliness	on time	8 days late	26 days late	14 days late	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*	01/29/21	02/27/20	02/11/19	02/16/18	02/10/17
Timeliness	on time	on time	10 days late	on time	2 days late

*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) ****	02/02/21	02/12/20	01/25/19	02/12/18	02/07/17
Timeliness	on time	2 days late	on time	3 days late	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) ***	06/17/21	06/29/20	06/27/19	07/17/18	06/29/17
# Submissions to Final	5	6	5	4	3
Timeliness	2 days late	14 days late	10 days late	32 days late	14 days late
# Error Codes in Final Submission	4	2	2	2	3
# Critical Errors in Final Submission	1	1	1	2	2
% Records with Errors in Final Sub.	5.06 percent	4.41 percent	3.58 percent	8.46 percent	6.04 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	1.42 percent	1.39 percent	1.67 percent	1.18 percent	1.61 percent
% Unknown Employment Class (8)	0.79 percent	3.03 percent	4.78 percent	5.52 percent	6.18 percent

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

RECOGNITION REPORT

SOUTH SUBURBAN COLLEGE

September 2023

Illinois Community College Board
Recognition Report
For South Suburban College
September 2023

Introduction

During fiscal year 2022-23, the Illinois Community College Board (ICCB) conducted a recognition evaluation of South Suburban College, District 510. 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 South Suburban 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 South Suburban College's 2020-2022 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**

        South Suburban College offers the Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Fine Arts (A.F.A.) Art/Music, Associate in Engineering Science (A.E.S.), and the Associate in General Studies (A.G.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

        According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 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 15 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 15 of 15 courses submitted had the required current transfer agreements in place. Of the remaining five courses reviewed, the college indicates plans to re-classify two courses; withdraw one course; and provide updated Form 13s for the following two courses:

        -   MUS 169 – Class Instruction Piano I
        -   MUS 198 – Orchestra

        Compliance Recommendations: None**.**

3. **Academic Control**

The college maintains full academic control of the design, conduct, and evaluation of the units of instruction. Full-time tenure track faculty are required to engage in a three-year process to evaluate the quality and effectiveness of instructional strategies, course material and resources, and course assessment prior to being granted tenure. Proposed curricular changes and new academic programs originate with program faculty, the Curriculum and Academic Standards Committees must approve all proposals prior to submission to the ICCB program approval process.

Compliance Recommendations: None.

4. **Curriculum**

4a) A comparison between South Suburban 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 South Suburban College's 2022 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 2021 and 50 from fiscal year 2022. 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 South Suburban College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.
During fiscal years 2021 through 2022, it was reported that seven instructors taught transfer (1.1) dual credit courses. Of these instructors, all of them were found to hold the proper credentials to teach 1.1 dual credit coursework. It was also reported that 73 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, it was determined that five of them did not hold the proper work experience hours to teach 1.2 dual credit coursework. The names of these instructors can be found in the supplemental document *5a-f Underqualified Dual Credit Faculty and Students.*

Students.
After a review of the college self-study report and the additional audit materials requested by the ICCB, several inconsistencies were noted in the dual credit student sample spreadsheet. The spreadsheet provided a placement test score for eight students in fiscal year 2021 and eight students in fiscal year 2022 for several different courses. However, the College Policies tab did not note any required placement test or prerequisite for those respective courses. ICCB staff wants to ensure that this is correct. It was also determined that two additional students may not have met the required prerequisite or placement score. These students can be found in the supplemental document *5a-f Underqualified Dual Credit Faculty and Students*. All other students met the pre-requisite requirements to take dual credit courses.

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.

<u>Compliance Recommendation 1:</u> 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 CTE (1.2 PCS) courses these qualifications shall include 2,000 hours of work experience regardless of the highest educational degree attainment. This means that even if an individual has a master's degree in the field, they must still have the required 2,000 hours of applicable work experience.

College Response: Of the 5 instructors who were assigned to career and technical education (1.2) dual credit courses who appeared to not hold the proper work experience,

verification of the CTE Occupational hours form has been received for two instructors. Two are still pending from the high school districts and those instructors will not be assigned to dual credit courses until the forms are received, and while one instructor was assigned, there was no class enrollment and the section was cancelled but not withdrawn from the system.

The college will continue to work with the high school districts to ensure compliance with dual credit qualifications to teach. The high school districts are required to collect evidence from each instructor of compliance with having the 2,000 hours of work experience. The Vice President of Academic Services will issue the final approval verifying that the minimum work experience hours have been met. In addition, the college has also purchased DuallEnroll software to assist in managing compliance with dual credit faculty and students. Full implementation is expected by Fall 2024.

6. Assessment Plans

The college has a system of evaluating and recoding student performance in courses. The Outcomes Assessment Committee updates and manages the Strategic Plan for Assessment of General Education. The institution implemented a new learning management system and rebuilt assessment tools with the intention to standardize reporting by requiring that assessment of student learning take place with rubric-based assessment. This process is being piloted and scaled college wide. Programs are also required to meet the mandates of agencies required by external accrediting bodies. Additionally, the Outcomes Assessment Committee collects data to assess cocurricular outcomes, and they have worked with college departments to develop learning outcomes for the student experience.

Compliance Recommendation: None.

7. Student Evaluation

South Suburban College has a 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 align with ICCB Rule 1501.405.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

The college maintains a professional staff that is 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. The institution's policy for faculty align with the standards and policies of the Higher Learning

Commission, and the Vice President for Academic Services and the Office of Human Resources maintain a record documenting the appropriate education credentials and professional work experience.

The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record met the criteria. ICCB staff requested the transcripts of a listing of active courses that were taught during the review period to confirm faculty qualifications. As a result of the review, two of the faculty members did not appear to meet the faculty requirements outlined by the ICCB.

Compliance Recommendation: To follow Administrative Rule 23 Ill. Adm. Code 1501.303(f), South Suburban 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. Please note that if an instructor is teaching a CTE course with an AAS degree, there must also be accompanying work experience to meet the faculty qualification standards. Please ensure that there are mechanisms in place to verify work experience in addition to academic qualifications.

College Response: All full-time faculty met the requirements of Administrative Rule 23 Ill. Adm. Code 1501.303(f). Of the two adjunct faculty who did not appear to meet the faculty requirements outlined by the ICCB, it is been verified through the receipt of official transcripts that one faculty meets the requirement. The other adjunct faculty has not been assigned any courses in the sub-discipline.

To further ensure the college maintains compliance with the ICCB Administrative Rules 1501.303(f), all future candidates must provide official transcripts prior to hire. The Vice President of Academic Services will issue final approval that the minimum qualifications to teach have been satisfied. Through the Human Resources Department, the college has updated its hiring and onboarding process to provide a checks and balance that no faculty is entered into the system with official transcripts on file.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements and Contracts, the following items of the college were reviewed: the approved CAREER Agreement, the college's website, and the college's course catalog. South Suburban College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. Both the website and the college catalog provide detailed, step-by-step instructions on how a student can apply for a cooperative agreement, and this information is consistent across both mediums. The website also provides the contact number for the individual in charge of cooperative agreements at each institution.

However, both the website and the catalog refer to "chargebacks" as part of the cooperative agreement process. The CAREER Agreement makes void the use of chargebacks. Additionally, the website provides a list of the colleges that participate in the CAREER Agreement; however, this list is not complete.

Compliance Recommendation: Pursuant to article 20 of the CAREER Agreement—approved by the ICCB on January 24, 2020—of which South Suburban College is a part, colleges sending students to receiving colleges will not pay chargebacks. The CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district. Moving forward, the college should remove this language from their website, college catalog, and any other place it is present. *Note that as of January 1, 2024, Public Act 103-0159 removes chargeback provisions from the community college act and codifies the CAREER agreement into statute.*

College Response: South Suburban College is taking steps to comply with this recommendation and ensure full implementation of Public Act 103-0159. This includes the elimination of the language referenced from the website, college catalog, and other published platforms.

Advisory Recommendation: It is recommended that the college ensures that the cooperative agreement program is easily searchable and accessible to students on the college's website.

College Response: South Suburban College is currently reviewing the placement of the cooperative agreement program on the website to ensure it is easily searchable and accessible to students. Further efforts are underway to convert documents to fillable forms. The institution is currently in the process of building a new website and this recommendation will be incorporated into this process.

10. Program Review/Results

After reviewing South Suburban 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 South Suburban 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. Services are available during day and evening hours, Monday through Thursday from 8:00 a.m. until 7:00 p.m. and Friday from 8:00 a.m. to 4:00 p.m. In 2020, the college implemented the Qless system for students to either make an appointment with a counselor or to have a same-day conversation. A meeting with a counselor can be in person, over the phone, or virtually, such as via Zoom. To highlight the continued efforts to get students on the correct path, every certificate or degree-seeking student must take an OCS 121 (Overview for College Success) class. Within this eight-week course, students participate in a one-hour session with a counselor to develop their Master Academic Plan (MAP). Students also engage in an in-depth project with Career Cruising, a self-exploration and planning program that helps students achieve their academic, career, and life potential.

Compliance Recommendation: None.

B: Financial Aid
South Suburban College provided a holistic review of its Financial Aid Department. It meets complete compliance standards with the financial aid program, and it provides information and access to financial support. Financial Aid and Veteran Services conduct ongoing reviews and revisions of all forms students must complete to be considered for financial aid funds. Following guidelines presented by the Department of Education, forms are updated and simplified to be more efficient while maintaining compliance. According to the college, throughout 2020-2021, Financial Aid redesigned internal processes to be more accessible and user-friendly for students. This included a revised SAP process, withdrawal notification process, award posting, and transmittal process, and the Financial Aid Advisor system assignment based on the student's last name. Students can be served in person, via phone, or by appointment. Additionally, students can easily access applicable information on the college's website. It is noted that the college withdrew from the student loan program in 1993 and, as such, does not have a student loan default rate.

Compliance Recommendation: None.

C: Career Placement

The Career Services Center provides wrap-around career advising, including career exploration support. These services include, but are not limited to, résumé writing, interview skill development, job identification, and student work-study. Training individuals for employment includes using a career coach, portfolio development, resume writing and branding, one-on-one coaching, group training, individual mock interviews, small-group experiential learning experiences, and large-group training opportunities, including workshops, seminars, and presentations.

Compliance Recommendation: None.

D: Support Services

South Suburban College provided a comprehensive and holistic review of its various student support services. Additional support services include wellness services, veterans services, student access and disability services, and TRiO. Student support facilities are easily accessible to students. Services are available to students at hours convenient, either in person or virtually. Web and in-person services are available for students with disabilities.

The advising team offers short-term personal and social counseling to help students identify strengths. The college has a Coordinator of Veterans and Military Personnel Student Services and serves the specific needs of student veterans, military personnel, and their families. The coordinator also serves as an advocate before the college's administration for the needs of student veterans.

Compliance Recommendation: None.

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

South Suburban College provided a holistic review of its co-curricular and student support services. The Academic Assistance Center (AAC) is designed to aid students in achieving success. The center offers services such as: lending library and equipment for special populations, placement review sessions, peer tutoring, speed reading sessions, and time and stress management techniques.

The college also hosts several student life events yearly to promote the inclusion, belonging, and connection of students, faculty, and staff. South Suburban College was awarded the Violence Against Women Campus Grant, which allows the college to thoroughly review institutional policies and procedures to ensure compliance and optimal campus climate.

The college offers a variety of in-person and online tutoring options for students: Monday through Thursday, from 8:00 a.m. until 8:00 p.m., and Friday, from 8:00 a.m. until 2:00

p.m., during the spring and fall semesters, with comparable hours during the summer session. All students currently enrolled in classes are eligible to use free tutoring services. The CRLA for the International Tutor and Mentor Training Program certifies the center.

The Services for Students with Disabilities Office (SSDO) is well organized and streamlined to offer services to students needing accommodation. In addition to partnering with internal departments to offer the best assistance to the students, the center also collaborates with other resources off campus to support further students with disabilities, such as school districts in the surrounding communities, South Suburban Rehabilitation Office, Social Security Administration Office, and The Crisis Center for South Suburbia.

Compliance Recommendation: None.

3. Admission of Students and Student Records

Community colleges in Illinois have an open enrollment policy. Admission to the college does not ensure admission to a particular course or program of study. The college's free application and open enrollment allow students to apply year-round and explore a variety of programs, some of which have special admission requirements. The procedures for students to enroll are outlined in the college catalog and the website for each program. Information is readily available to all who inquire.

The Admission Office is responsible for maintaining student records, upholding admission policies and standards, and evaluating transcripts. ARO supports the college's admission policies by accurately recording student type, placement, and proficiency information. College credit is accepted for transfer from institutions with regional accreditation, covering the student's enrollment time.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification.

The Illinois Community College Board staff conducted an on-site visit at South Suburban College on September 27, 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.

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.

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 193 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.

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 percent, that compliance with the reporting of certified hours is between 95 percent and 100 percent accurate. (Note: the statistical margin of error or confidence interval is 5 percent.)

Compliance Recommendation: None.

Midterm Certification

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50 percent 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 percent of unrestricted funds and appropriately reported. The midterm certification instructions were submitted, which included an in-depth process of approving students in attendance and adding grades. However, the process did not include an actual certification statement for the instructors to sign.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends the college update its midterm process to include an actual certification statement, such as "*I hereby certify that the above-listed students, except where noted otherwise, are currently enrolled and actively pursuing completion of the course at midterm, and I have proper documentation to support this certification.*"

College Response: All attendance, Midterm, Active Pursuit and final grades are currently submitted by the faculty of record through the Desire2Learn (D2L) online learning platform. The faculty has the ability to thoroughly review and make any corrections before submission. In addition, South Suburban College has fully implemented Multi Factor Authentication (MFA) for all employees including faculty, adjunct faculty and dual credit instructors. This safeguard ensures that the persons entering information such as grades, attendance, and satisfactory progress are in fact the appropriate faculty member and has confirmed the information be entered as accurate.. In addition to a basic login password, employees are required to use a second authentication method unique to the individual through use of an authenticator app, a one-time use text code or a physical USB security key.

SSC continues to pursue further customization to enable a click-through certification statement and subsequent acceptance of terms within the SSC D2L site with the goal of future implementation. Additionally, the need for this certification to be included in a future release for SSC and like-institutions has been conveyed to the LMS/grading system vendor, D2L.

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.

Based on the review, the college properly classifies students for reporting purposes. However, the college does not have a detailed residency policy that addresses all the general, district, and special provisions of students.

Compliance Recommendation: None.

Advisory Recommendation: 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: South Suburban College will update its Residency Policy within the College catalog and website to more clearly define residency and provide greater detail

regarding district boundaries. Additionally, SSC will implement an online tool adjacent to the Residency Policy that will allow prospective students to enter their address to determine if they reside within the boundaries of College District 510.

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 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. During the on-site visit, the college confirmed that the CAP provided was implemented and issues were resolved to avoid future findings.

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, ICCB has made this plan not due until July 1, 2022. The college submitted its 2022 Facilities Master Plan and their self-study, which were found to be in good order.

Compliance Recommendation: None.

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.

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 four 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.

According to 110 ILCS 805/3-70, employment contracts must be transparent. Actions such as performance-based bonuses, incentive-based compensation, and final actions of the employment contract must be made during an open board meeting, approved by the board, and made available to the public. The performance criteria and goals upon which the bonus or incentive-based compensation is based must be made available to the public on the district's official website no less than 48 hours before board approval.

According to 5 ILCS 415/10, an employment contract entered into, amended, renewed, or extended with an employee of a community college that includes a provision for severance pay must limit the severance pay to an amount not exceeding 20 weeks of compensation. The employment contract must also specify severance pay is prohibited when a contract employee is fired by the district for misconduct.

There are several contractual employee positions, including the President's position. Copies of employee contracts, renewals, amendments, and extensions were requested and reviewed for compliance. Board meeting minutes and public notices were also reviewed. All employment contracts met notice provisions required by law.

The employment contracts, except for the President's contract, met the specifications required by law. The President's contract includes a severance benefit of a minimum of one year. This contract also includes an extension arrangement that does not conform to provisions requiring that extensions must be made during an open meeting of the Board.

Compliance Recommendation: The college must ensure employment contracts comply with 110 ILCS 805, 5 ILCS 415 and 23 IL Admin. Code 1501.803 and amend any active contracts that don't meet the criteria in those laws and regulations.

College Response: The President's contract will be adjusted to meet the minimum specifications required by law specifically related to Illinois code guidance for severance and extension at the next opportunity for contractual action at the discretion of the SSC Board of Trustees (BOT). The BOT traditionally reviews and approves contracts annually during the Spring Semester.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements
The latest five years of Illinois Community College Board data submissions by South Suburban College were reviewed—generally this includes fiscal years 2019-2023 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 are 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 2022 is up to $62,689 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 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.

South Suburban College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, South Suburban College officials have met ICCB deadlines for many submissions. Overall, South Suburban 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 five of the five years reviewed. South Suburban College's A1 submission met the reporting deadline in three of the past five fiscal years; thefiscal year 2023 submission was finalized more than one month late, and the fiscal year 2021 submission was finalized two months past the reporting deadline. The submissions took between three and 20 submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between 15 percent and 26 percent. The proportion of records with Pell Recipient ranged between 16 and 27 percent and there were no Subsidized Stafford Recipients reported across the five 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 three of five fiscal years reviewed; the fiscal year 2023 submission was finalized eight days late, and the fiscal year 2021 submission was finalized one month past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. South Suburban College met the reporting deadline in three of the five years reviewed; the fiscal year 2023 submission was finalized eight days late, and the fiscal year 2021 submission was finalized

one month past the reporting deadline. The number of submissions needed to finalize the data ranged from three to 12, 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 less than two 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. South Suburban College met the reporting deadline in three of the five years reviewed; the fiscal year 2023 submission was finalized two weeks late, and the fiscal year 2021 submission was finalized one month past the reporting deadline. The number of submissions needed to finalize the data ranged from three to 13, and final AC submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2021 submission contained one critical error, and the fiscal year 2020 submission contained two critical errors. This data was verified by college officials as valid and accurate. 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 one of the past five years; the fiscal year 2022 submission was finalized 22 days late, the fiscal year 2021 submission was half a month late, the fiscal year 2020 submission was nearly two months late, and the fiscal year 2019 submission was finalized 11 days past the reporting deadline. The number of submissions needed to finalize the data ranged from three to 16, and there were no critical errors in the final submissions in five of the five years reviewed. South Suburban College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in five of the five years reviewed; there was a small discrepancy with the fiscal year 2023 submission (15 records), the fiscal year 2022 submission (five records), the fiscal year 2021 submission (22 records), and with the fiscal year 2020 submission (seven records), but a large headcount discrepancy with the fiscal year 2019 submission (161 records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. South Suburban College data submissions met the reporting deadline in three of the last five fiscal years; the fiscal year 2021 submission was finalized more than three months late, and the fiscal year 2020 submission was finalized two months late. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with no records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between four percent and 23 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 fiscal year 2023 submission was half a month late. **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 three of the past five fiscal years; the fiscal year 2021 submission was finalized about five and a half months late, and the fiscal year 2020 submission was finalized t22 days past the reporting deadline. The number of submissions required to finalize these data ranged from two to 14. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in three of the past five fiscal years; the fiscal year 2022 submission was finalized two days late, and the fiscal year 2020 submission was finalized 22 days past the reporting deadline. 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. South Suburban College met the submission deadline in four of the past five years reviewed; the fiscal year 2021 submission was finalized two weeks after the reporting deadline. The number of submissions needed to finalize the data ranged from three to six. 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, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. South Suburban College met the reporting deadline in each of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, Hispanic Employment Plan Survey, and Bilingual Needs and Bilingual Pay Survey and in one of the one year reviewed for the Native American Employment Plan Survey. 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 five 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 Recommendations: Many 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 South Suburban College. Focused efforts are recommended to improve the timeliness of the **Fall Term Enrollment Data (E1)** and the consistency between the **Fall Term Enrollment Data (E1)** and the **Fall Enrollment Survey**.

College Response: A recent change in Data Analyst DBA (highly trained staff) has resulted in increased reporting proficiency in 2023 and will improve future ICCB submission timeliness. Internal procedures were also reviewed and a greater focus on using static snapshots taken at 10th day as data sources will result in the continued consistency in reporting that was also achieved in 2023. IT will accomplish this by mounting Colleague ERP DB snapshot taken on the 10th of Term on a separate SQL instance and then to use that DB snapshot to generate the E1.

South Suburban (510) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(07/15)** *	07/11/22	11/15/21	10/27/20	09/19/19	07/10/18
# Submissions to Final	5	10	3	3	1
Timeliness	on time	on time	104 days late	66 days late	on time
Duplicated Head Count	93	262	277	271	271
Unduplicated Head Count	47	201	218	154	155
# Error Codes in Final Submission	0	0	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	5.42 percent	0.37 percent	0.36 percent
% Unknown Age in Final Submission no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	6.45 percent	13.74 percent	23.10 percent	7.38 percent	4.06 percent

*Adjusted to 11/19 in FY 22 due to ICCB processing delays; due 07/16 in FY 19
**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	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(08/01)** *	09/08/22	09/24/21	10/02/20	07/30/19	08/01/18
# Submissions to Final	7	20	13	4	3
Timeliness	38 days late	on time	60 days late	on time	on time
Head Count (total incl. 0 hrs. enroll.)	7849	7294	9086	8899	9182
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	5	1	1	3	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.31 percent	0.05 percent	0.27 percent	0.08 percent	0.09 percent
% 0 Cumulative GPA in Final Sub.	17.59 percent	20.26 percent	23.24 percent	24.49 percent	27.84 percent
% 0 Cumulative Hours in Final Sub.	15.01 percent	16.97 percent	19.82 percent	20.91 percent	23.82 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	25.56 percent	26.01 percent	20.63 percent	14.83 percent	14.70 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	15.68 percent	19.54 percent	22.58 percent	25.19 percent	27.19 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 08/03 in FY 21

Annual Completions Data (A2)

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(09/01) ***	09/09/22	09/30/21	10/01/20	07/30/19	08/02/18
# Submissions to Final	3	9	12	3	4
Timeliness	8 days late	on time	30 days late	on time	on time
Record Count (duplicate completions)	785	708	684	899	838
Total Number of Completions from A1	784	702	681	894	838
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	0.89 percent	1.13 percent	0.58 percent	0.89 percent	1.19 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19
**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	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission **(09/01) ***	09/09/22	09/24/21	10/02/20	07/30/19	08/01/18
# Submissions to Final	3	7	13	4	3
Timeliness – Data Due	8 days late	on time	31 days late	on time	on time
Head Count in Final Submission	7849	7294	9086	8899	9182
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	1	5	2	1
# Critical Errors in Final Submission	0	0	0	0	0

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19

Annual Course Data (AC)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(09/01) ***	09/15/22	01/10/22	10/02/20	07/30/19	08/01/18
# Submissions to Final	8	8	13	5	3
Timeliness	14 days late	on time	31 days late	on time	on time
# Error Codes in Final Submission	1	1	2	3	1
# Critical Errors in Final Submission	0	0	1	2	0
% Records with Errors in Final Sub.	0.05 percent	0.01 percent	0.02 percent	0.10 percent	0.03 percent
% Dual Credit in Final	21.44 percent	14.16 percent	13.62 percent	9.45 percent	7.82 percent

% Remedial (PCS 14) in Final	8.87 percent	9.48 percent	11.00 percent	12.22 percent	12.55 percent

* Adjusted to 01/12 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/01) ***	09/28/22	01/06/22	10/19/20	11/27/19	10/12/18
# Submissions to Final	7	16	7	5	3
Timeliness	on time	22 days late	18 days late	57 days late	11 days late
Head Count in Final Submission	3905	3691	3366	4066	4232
Discrepancy between E1 & Survey	-15	-5	-22	-7	-161
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.33 percent	0.02 percent	0.05 percent	0.22 percent	0.02 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	96.90 percent	96.75 percent	97.24 percent	97.22 percent	97.68 percent

* Due 10/03 in FY 23; adjusted to 12/15 in FY 22 due to ICCB processing delays

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/01) ***	09/23/22	09/24/21	09/25/20	09/20/19	09/27/18
Timeliness	on time	on time	on time	on time	on time
Head Count	3920	3696	3388	4073	4393
Discrepancy between E1 & Survey	+15	+5	+22	+7	+161

* Due 10/03 in FY 23

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2023	2022	2021	2020	2019

Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)** *	10/13/22	11/24/21	04/06/21	11/06/19	10/12/18
# Submissions to Final	4	14	4	6	2
Timeliness	on time	on time	173 days late	22 days late	on time
# Error Codes in Final Submission	3	2	3	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	4.29 percent	1.82 percent	3.95 percent	7.32 percent	5.60 percent
% Unknown Employment Class (8)	9.31 percent	8.22 percent	7.50 percent	7.51 percent	7.48 percent

* Due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)** *	10/17/22	12/02/21	10/14/20	11/06/19	10/15/18
# Submissions to Final	1	1	1	1	1
Timeliness	on time	2 days late	on time	22 days late	on time

* Due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(11/01)** *	11/16/22	12/02/21	10/15/20	10/17/19	10/22/18
Timeliness	15 days late	on time	on time	on time	on time

* Adjusted to 12/15 in FY 22 due to ICCB processing delays; due 11/02 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018

Final Submission Varies See Note*	12/13/22	12/17/21	12/07/20	12/19/19	01/28/19
Timeliness	on time	on time	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Asian American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/12/22	12/17/21	12/07/20	12/19/19	01/28/19
Timeliness	on time	on time	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/13/22	01/10/22	12/07/20	01/10/20	01/29/19
Timeliness	on time	on time	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Hispanic Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	12/12/22	01/07/22	12/07/20	01/09/20	01/28/19
Timeliness	on time	on time	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Native American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note**	12/12/22	N/A*	N/A*	N/C	N/C
Timeliness	on time	N/A*	N/A*	N/C	N/C

*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.
**Due 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2021	2020	2019	2018	2017
Final Submission Varies See Note*	01/24/22	01/29/21	02/21/20	01/29/19	02/12/18
Timeliness	on time	on time	on time	on time	on time

*Due 02/01 in FY22; 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18

Spring Semester Enrollment Survey*

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission (02/15) **	02/15/22	02/12/21	02/07/20	02/14/19	02/06/18
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	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – (6/15) *	05/31/22	06/29/21	06/04/20	06/06/19	06/14/18
# Submissions to Final	5	4	3	3	6
Timeliness	on time	14 days late	on time	on time	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	0.90 percent	0.90 percent	2.19 percent	1.92 percent	2.51 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	11.75 percent	10.45 percent	8.61 percent	8.36 percent	9.13 percent
% Unknown Employment Class (8)	7.05 percent	7.75 percent	7.26 percent	6.91 percent	6.61 percent

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

RECOGNITION REPORT

SOUTHWESTERN ILLINOIS COLLEGE

September 2023

Illinois Community College Board
Recognition Report
For Southwestern Illinois College
September 2023

Introduction

During fiscal year 2022-23, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Southwestern Illinois College, District 522. 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 Southwestern Illinois 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 Southwestern Illinois 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**

      Southwestern Illinois College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.) in Music Performance, Music Education, and Art, the Associate in Engineering Science (A.E.S.), and the Associate in General Studies (A.G.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

      According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 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 20 of the 20 baccalaureate/transfer courses requested. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 20 of 20 courses submitted had the required current transfer agreements in place.

      Compliance Recommendations: None.

   3. **Academic Control**

      The institution maintains full academic control of the design, conduct, and evaluation of the units of instruction. Proposed curricular changes and new academic programs are reviewed by the institution's Curriculum Committee. The institution monitors the program external entities' approvals using an internal action report.

Compliance Recommendations: None.

4. Curriculum

4a) A comparison between Southwestern Illinois 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 Southwestern Illinois College's 2022 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 2021 and 50 from fiscal year 2022. 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 Southwestern Illinois College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.
During fiscal years 2021 through 2022, it was reported that 29 instructors taught transfer (1.1) dual credit courses. Of these instructors, one was found to not hold the proper credentials to teach 1.1 dual credit coursework. It was also reported that 67 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, per documentation provided, 10 of them did not have the required 2,000 or more hours of relevant work experience. The names of the underqualified faculty are listed in the supplemental document *5a-f Underqualified Dual Credit Faculty*.

Students.
After a review of the college self-study report and the additional audit materials requested by the ICCB, it was determined that all students in fiscal year 2021 and all students in fiscal year 2022 met the pre-requisite and placement test score requirements to take dual credit courses.

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: 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) these qualifications shall include a master's degree in the applicable field with 18 graduate credit hours of core coursework. For CTE (1.2 PCS) courses these qualifications shall include 2,000 hours of work experience regardless of the highest educational degree attainment. This means that even if an individual has a master's degree in the field, they must still have the required 2,000 hours of applicable work experience.

College Response: The college will verify that all the dual credit instructors identified in the supplemental document 5a-f Underqualified Dual Credit Faculty have the required credentials to teach transfer (1.1 PCS) or CTE (1.2 PCS) courses. A new MIR Verification Form has been devised and will be used for all dual credit, full-time, and adjunct faculty upon employment.

6. Assessment Plans

The institution has a system of evaluating and recoding student performance in courses. The Outcomes Assessment Coordinator in partnership with the Assessment Steering Committee, Core Competency Committee, Program Review Committee, and the Co-Curricular Outcomes Assessment Committee oversee the planning and execution of

academic assessment at the institution. They conduct summative assessments of student performance, assessment of placement, and formative assessment of students learning outcomes. The committees are staffed with faculty, academic leaders, and professional staff across the institution.

Compliance Recommendation: None.

7. Student Evaluation

Southwestern Illinois College has a 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 align with ICCB Rule 1501.405.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

The college has policies and procedures in place to ensure the hiring of high-quality faculty. The college has adequate faculty development opportunities where faculty can receive professional development such as hands-on technology, relevant discipline specific training, creating accessible instructional materials and pedagogy.

The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record met the criteria. ICCB staff requested the transcripts of a listing of active courses that were taught during the review period to confirm faculty qualifications. As a result of the review, 13 faculty members do not appear to meet the faculty requirements or were missing credentials outlined by the ICCB.

Compliance Recommendation: ICCB staff conducted an evaluation of a select number of faculty credentials, and 13 faculty could not be verified to meet the qualifications outlined in the ICCB Administrative Rules and the college's policy. To follow Administrative Rule 23 Ill. Adm. Code 1501.303(f), Southwestern Illinois 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. Please note that if an instructor is teaching a CTE course with an AAS degree, there must also be accompanying work experience to meet the faculty qualification standards. Please ensure that there are mechanisms in place to verify work experience in addition to academic qualifications.

College Response: *A new MIR Verification Form has been devised and will be used for all dual credit, full-time, and adjunct faculty upon employment to ensure all faculty adhere to required credentials to teach 1.1 and 1.2 courses.*

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements and Contracts, the following items of the college were reviewed: the approved CAREER Agreement, the college's website, and the college's course catalog. The college completed a review of its college catalog, website, and current cooperative agreements. Southwestern Illinois College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The college also provided a detailed list of the programs per discipline that it utilizes the CAREER Agreements for at each respective college. This allows for the college to determine if there are high-need programs that could be developed in house to meet the needs of the students. The college catalog provides a list of some of the institutions participating in the CAREER Agreement; however, the list is not inclusive of all 39 community college districts. Additionally, ICCB staff could not locate any information on the website regarding cooperative agreements. Examples of searched terms include, "CAREER Agreement, cooperative agreement, joint agreement." The college noted in its self-study that it reviewed the website to ensure that information was consistent and accurate across all mediums.

It should be noted that page 19 of the college catalog references "chargebacks" as part of the cooperative agreement process. The CAREER Agreement makes void the use of chargebacks.

Compliance Recommendation: Pursuant to article 20 of the CAREER Agreement—approved by the ICCB on January 24, 2020—of which Southwestern Illinois College is a part, colleges sending students to receiving colleges will not pay chargebacks. The CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district. Moving forward, the college should remove this language from their website, college catalog, and any other place it is present. *Note that as of January 1, 2024, Public Act 103-0159 removes*

chargeback provisions from the community college act and codifies the CAREER agreement into statute.

College Response: The college catalog will be revised to include information on the CAREER agreement that lists the 39 community colleges. In addition, the chargeback reference will be removed from the catalog. In addition, the college's website will be reviewed to ensure CAREER Agreement information can be located with ease.

Advisory Recommendation: It is recommended that the college ensures that the cooperative agreement program is easily searchable and accessible to students on the college's website.

10. Program Review/Results

After reviewing Southwestern Illinois 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

Standard 2: Student Services/Academic Support

Part 1A: Advising/Counseling
The advising, counseling, and transfer program at Southwestern Illinois 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. Southwestern Illinois College has a comprehensive and organized program of academic advising and career counseling. Southwestern Illinois College's advising and career-counseling personnel provide tools to assist students in making informed educational, career, and life decisions. The RESTART Program is an intrusive advising program for students with academic difficulty. Study Skills and Math Anxiety Workshops helps several times during the semester. The Academic Advising/Counseling Department works closely with the Department of Public Safety in relation to dealing with individual and group crisis management.

Compliance Recommendation: None.

B: Financial Aid

Southwestern Illinois College (SWIC) thoroughly reviewed its financial aid and veteran services. The college has three campuses: Belleville, Granite City, and Red Bud. The Belleville and Granite City campuses have dedicated financial aid staff available Monday – Thursday from 8:00 a.m. until 5:00 p.m. and Friday from 8:00 a.m. until 4:00 p.m. The Red Bud campus has identical hours; however, support is offered remotely or via appointment. The Office of Financial Aid conducts ongoing reviews and revisions of all form's students being considered for financial aid funds must complete. Following guidelines presented by the Department of Education, forms are updated and simplified to be more efficient while maintaining compliance. Students can be served in person, via phone, or by appointment. Additionally, students can easily access applicable information on the college's website.

Compliance Recommendation: None.

Advisory Recommendation: *A link to the DOE published cohort default rate search for the last three years has been added to the Consumer Information page on SWIC.edu under Financial Aid.*

C: Career Placement

The Career Services Center provides wrap-around career advising, including career exploration support. These services include, but are not limited to, résumé writing, interview skill development, job identification, and student work-study. Training individuals for employment includes using a career coach, portfolio development, resume writing and branding, one-on-one coaching, group training, individual mock interviews, small-group experiential learning experiences, and large-group training opportunities, including workshops, seminars, and presentations.

Compliance Recommendation: None.

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

SWIC provided a comprehensive and holistic review of its various student co-curricular and support services. Additional support services include Veterans Services, Student Access and Disability Services, and TRiO. Student support facilities are easily accessible to students. Services are available to students at convenient hours, either in person or virtually. Web and in-person services are available for students with disabilities.

The college offers a variety of in-person and online tutoring options for students. The college highlighted components that make the Success Centers effective, including centralized tutoring (in-person and online), the Online Writing Lab (OWL), Project Success (early alert system), Bootcamps for English, Math, and Chemistry, Launch Your Success to help students transition to the demands of college, academic computer labs, workshops, and learning supplements such as academic support software and handouts.

The Vet Success on Campus (VSOC) program aims to help veterans, servicemembers, and their qualified dependents succeed and prosper through a coordinated delivery of on-campus benefits assistance and counseling, leading to the completion of their education and preparing them to enter the labor market in viable careers.

The Disabilities Access Center is well organized and streamlined to offer services to students needing accommodation. In addition to partnering with internal departments to offer the best assistance to the students and the increasing complexities of accommodation needs, the DAC staff provided individual consultations and training sessions for faculty and administrators to "troubleshoot" and resolve student access problems and provide ADA information.

Compliance Recommendation: None.

3. Admission of Students and Student Records

Community colleges in Illinois have an open enrollment policy. Admission to the college does not ensure admission to a particular course or program of study. The college's free application and open enrollment allows students to apply year-round and explore a variety of programs, some of which have special admission requirements. The procedures for students to enroll are outlined in the college catalog and the website for each program. Information is readily available to all who inquire.

The Admission Office is responsible for maintaining student records, upholding admission policies and standards, and evaluating transcripts. ARO supports the college's admission policies by accurately recording student type, placement, and proficiency information. College credit is accepted for transfer from institutions with regional accreditation, covering the student's enrollment time. Prior Learning Assessment is executed in the form of proficiency exams, transfer credit, advanced placement, and professional certifications. The academic advising office is available to students via in person appointments or walk-ins, TEAMS sessions, phone, as well as email.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

The Illinois Community College Board staff conducted an on-site visit at Southwestern Illinois College on October 13, 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.

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 was found.

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 209 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.

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 percent, that compliance with the reporting of certified hours is between 95 percent and 100 percent accurate. (Note: the statistical margin of error or confidence interval is 5 percent.)

Compliance Recommendation: None.

Midterm Certification

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50 percent 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 percent 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.

The college properly classifies students for reporting purposes. However, the college does not have a detailed residency policy that addresses all the general, district, and special provisions of students.

Compliance Recommendation: None.

Advisory Recommendation: 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.

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 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 action were addressed, evidence of corrective action plans (CAP) were reviewed by ICCB staff for all findings.

There were three 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, ICCB has made this plan not due until July 1, 2022.

The college submitted its 2020 Campus Master Plan Analysis, which is considered the final report. However, this report did not include a master plan for the Red Bud Campus or the Sam Wolf Granite City Campus. The college is working on an improved master plan that will include the Red Bud Campus or Sam Wolf Granite City Campus and will submit them when completed.

Compliance Recommendation: None.

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.

4a. Employee Contracts

Employment contracts, not bargaining unit contracts, that are subject to specific provisions in state statutes and regulations were reviewed for compliance with the governing requirements. These requirements cover rollover, severance, transparency, and other matters. Most of the applicable requirements are found in 110 ILCS 805/3-65, 3-70, 3-75, and 5 ILCS 415/10.

Copies of employee contracts, renewals, amendments, and extensions were requested and reviewed for compliance. Board meeting minutes and public notices were also reviewed. The employment contracts met all notice provisions required by law.

Based on the review, there are several contractual employee positions, including the President's position. The employment contracts met all specifications and notice provisions required by law.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of Illinois Community College Board (ICCB) data submissions by Southwestern Illinois College were reviewed—generally this includes fiscal years (FY) 2019-2023 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 are 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 2022 was up to $62,689 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 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.

Southwestern Illinois College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Southwestern Illinois College officials have met ICCB deadlines for most submissions. Overall, Southwestern Illinois 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 2022 submission contained two critical errors, and the FY 2019 submission contained one critical error. This data was verified by college officials as valid and accurate. Southwestern Illinois College's A1 submission met the reporting deadline in four of the past five fiscal years; the FY 2023 submission was finalized one and a half months late. The submissions took between one and three 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 was also excellent with zero or less than one percent of records having unknown highest degree previously earned each year. The proportion of records with Pell Recipient ranged between 19 percent and 25 percent and with Subsidized Stafford Recipient ranged between five percent and nine percent across the five 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 four of five fiscal years reviewed; the FY 2023 submission was finalized nearly two weeks late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Southwestern Illinois College met the reporting deadline in four of the five years reviewed; the FY 2023

submission was finalized half a month past the reporting deadline. The number of submissions needed to finalize the data ranged from one to five, and final A2 submissions did not contain any critical errors in four of the five years reviewed; the FY 2022 submission contained two critical errors. This data was verified by college officials as valid and accurate. The proportion of records with unknown Race/Ethnicity was less than five 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. Southwestern Illinois College met the reporting deadline in four of the five years reviewed; the FY 2023 submission was thirteen days late. 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 four of the five years reviewed; the FY 2019 submission contained one critical error. This data was verified by college officials as valid and accurate. 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 was one, and there were no critical errors in the final submissions in five of the five years reviewed. Southwestern Illinois College met the reporting deadline for the **Fall Enrollment Survey** in each 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. Southwestern Illinois College data submissions met the reporting deadline in four of the last five fiscal years; the FY 2023 submission was finalized three weeks after the reporting deadline. There were no critical errors in the final submissions. The proportion of records with unknown Age ranged between 14 percent and 66 percent and the proportion of records with unknown Race/Ethnicity ranged between 16 percent and 75 percent across the five years reviewed. Improvement in coverage of these items is noted in the two most recent years reviewed.

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

The **Spring Semester Enrollment Survey** was submitted on time in 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 one to two. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in five 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. Southwestern Illinois College met the submission deadline in each of the past five years reviewed. The number of submissions needed to finalize the data ranged from one to two. 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, the **Asian American Employment Plan Survey** submission began in fiscal year 2013, and the **Native American Employment Plan Survey** began in fiscal year 2021. ICCB allows two years of data collection for new Research and Analytics submissions prior to being reviewed for Recognition. Southwestern Illinois College met the reporting deadline in four of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, Hispanic Employment Plan Survey, and Bilingual Needs and Bilingual Pay Survey and in one of the one year reviewed for the Native American Employment Plan Survey. 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 five 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 Recommendations: None.

Advisory Recommendations: Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Southwestern Illinois College.

Southwestern Illinois (522) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – (07/15) *	08/05/22	11/16/21	07/10/20	07/12/19	07/16/18
# Submissions to Final	3	2	2	3	3
Timeliness	21 days late	on time	on time	on time	on time
Duplicated Head Count	1274	1247	1675	1960	2468
Unduplicated Head Count	1160	1218	1611	1870	2267
# Error Codes in Final Submission	2	3	3	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	17.97 percent	13.95 percent	44.12 percent	65.51 percent	58.34 percent
% Unknown Age in Final Submission no value or.	17.66 percent	13.63 percent	44.00 percent	65.51 percent	58.35 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	20.72 percent	15.72 percent	57.67 percent	75.26 percent	73.22 percent

*Adjusted to 11/19 in FY 22 due to ICCB processing delays; due 07/16 in FY 19
**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	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – (08/01) *	09/14/22	09/28/21	07/22/20	07/24/19	07/18/18
# Submissions to Final	3	3	1	1	1
Timeliness	44 days late	on time	on time	on time	on time
Head Count (total incl. 0 hrs. enroll.)	14648	13622	15116	15381	16254
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	2	4	2	1	3
# Critical Errors in Final Submission	0	2	0	0	1
% Records with Errors in Final Sub.	0.34 percent	0.34 percent	0.44 percent	0.59 percent	0.68 percent
% 0 Cumulative GPA in Final Sub.	11.22 percent	10.30 percent	12.52 percent	12.00 percent	12.20 percent
% 0 Cumulative Hours in Final Sub.	10.98 percent	10.17 percent	12.34 percent	11.74 percent	11.94 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	0.14 percent	0.05 percent	0.10 percent	0.00 percent	0.06 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	18.57 percent	21.39 percent	23.30 percent	24.41 percent	25.19 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	5.04 percent	5.38 percent	6.83 percent	7.61 percent	8.90 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 08/03 in FY 21

Annual Completions Data (A2)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(09/01) ***	09/16/22	09/28/21	07/23/20	07/25/19	07/19/18
# Submissions to Final	5	3	1	1	2
Timeliness	15 days late	on time	on time	on time	on time
Record Count (duplicate completions)	2480	2363	2016	2399	2555
Total Number of Completions from A1	2463	2332	2004	2379	2537
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	2	0	0	0
# Critical Errors in Final Submission	0	2	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.30 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	4.19 percent	4.66 percent	4.27 percent	3.58 percent	3.87 percent

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19
**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	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission **(09/01) ***	09/14/22	09/28/21	07/23/20	07/26/19	07/19/18
# Submissions to Final	3	3	1	2	1
Timeliness – Data Due	13 days late	on time	on time	on time	on time
Head Count in Final Submission	14648	13622	15116	15381	16254
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	3	2	2	0
# Critical Errors in Final Submission	0	0	0	0	0

* Adjusted to 10/13 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19

Annual Course Data (AC)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – **(09/01) ***	09/14/22	11/18/21	07/27/20	08/14/19	07/20/18
# Submissions to Final	2	1	1	1	1
Timeliness	13 days late	on time	on time	on time	on time
# Error Codes in Final Submission	1	1	0	0	1
# Critical Errors in Final Submission	0	0	0	0	1
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Dual Credit in Final	15.98 percent	12.84 percent	13.08 percent	12.29 percent	11.79 percent

% Remedial (PCS 14) in Final	2.35 percent	2.90 percent	5.86 percent	6.06 percent	6.79 percent

* Adjusted to 01/12 in FY 22 due to ICCB processing delays; due 09/03 in FY 20; 09/04 in FY 19

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/01) ***	09/22/22	11/18/21	08/28/20	08/30/19	08/31/18
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	7188	7213	6906	8508	8841
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	2	2	1	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.13 percent	0.18 percent	0.04 percent	0.14 percent	0.38 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	98.15 percent	98.18 percent	98.54 percent	98.48 percent	98.76 percent

* Due 10/03 in FY 23; adjusted to 12/15 in FY 22 due to ICCB processing delays

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/01) ***	09/28/22	09/27/21	09/14/20	08/30/19	08/31/18
Timeliness	on time	on time	on time	on time	on time
Head Count	7188	7213	6906	8508	8841
Discrepancy between E1 & Survey	0	0	0	0	0

* Due 10/03 in FY 23

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2023	2022	2021	2020	2019

Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)** *	10/06/22	11/29/21	10/08/20	10/11/19	10/03/18
# Submissions to Final	1	1	1	1	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	11.26 percent	8.08 percent	7.65 percent	7.87 percent	6.86 percent
% Unknown Employment Class (8)	18.70 percent	16.29 percent	19.64 percent	21.09 percent	17.65 percent

* Due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission – **(10/15)** *	10/06/22	11/29/21	10/14/20	10/15/19	10/12/18
# Submissions to Final	1	1	2	2	1
Timeliness	on time	on time	on time	on time	on time

* Due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2023	2022	2021	2020	2019
Final Submission **(11/01)** *	10/07/22	11/19/21	10/26/20	10/15/19	10/15/18
Timeliness	on time	on time	on time	on time	on time

* Adjusted to 12/15 in FY 22 due to ICCB processing delays; due 11/02 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	**2023**	**2022**	**2021**	**2020**	**2019**
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/22/22	01/19/22	12/09/20	01/14/20	01/08/19
Timeliness	on time	5 days late	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Asian American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/22/22	01/19/22	12/09/20	01/14/20	01/08/19
Timeliness	on time	5 days late	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/22/22	01/19/22	12/09/20	01/14/20	01/08/19
Timeliness	on time	5 days late	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Hispanic Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/22/22	01/19/22	12/09/20	01/14/20	01/08/19
Timeliness	on time	5 days late	on time	on time	on time

*Due 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19

Native American Employment Plan Survey

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission Varies See Note**	11/22/22	N/A*	N/A*	N/C	N/C
Timeliness	on time	N/A*	N/A*	N/C	N/C

*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.
**Due 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2021	2020	2019	2018	2017

Final Submission Varies See Note*	02/01/22	02/01/21	02/28/20	01/28/19	01/31/18
Timeliness	on time	on time	on time	on time	on time

*Due 02/01 in FY22; 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18

Spring Semester Enrollment Survey*

Fiscal Year Collected	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission (02/15) **	01/28/22	01/29/21	01/24/20	01/25/19	01/26/18
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	2022	2021	2020	2019	2018
Fiscal Year *of Data*	2022	2021	2020	2019	2018
Final Submission – (6/15) *	06/14/22	06/14/21	06/10/20	06/11/19	06/15/18
# Submissions to Final	1	1	2	1	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	8.54 percent	4.03 percent	2.81 percent	2.27 percent	2.43 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	10.30 percent	11.85 percent	14.06 percent	10.10 percent	10.27 percent
% Unknown Employment Class (8)	14.14 percent	11.07 percent	16.41 percent	16.32 percent	15.45 percent

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

Illinois Community College Board

NEW UNITS OF INSTRUCTION

The Illinois Community College Board is requested to approve new units of instruction for the following community colleges:

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

<u>College of DuPage</u>
➢ Cannabis and Industrial Hemp Cultivation and Operations Certificate (37 credit hours)

<u>Illinois Valley Community College</u>
➢ Paramedic Associate in Applied Science (A.A.S.) (60 credit hours)

<u>Rend Lake College</u>
➢ Digital Agriculture A.A.S. degree (64 credit hours)

<u>South Suburban College</u>
➢ Cybersecurity A.A.S. degree (60 credit hours)
➢ Cybersecurity Certificate (30 credit hours)

<u>Southwestern Illinois College</u>
➢ Geospatial and Aeronautical Information Systems A.A.S. degree (65 credit hours)

<u>Spoon River College</u>
➢ Early Childhood Education A.A.S. degree (60 credit hours)
➢ Early Childhood Educator Certificate (30 credit hours)

<u>Waubonsee Community College</u>
➢ Cybersecurity A.A.S. degree (60 credit hours)

BACKGROUND

College of DuPage
Cannabis & Industrial Hemp Cultivation & Operations Certificate (37 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment and advancement opportunities in the cannabis and industrial hemp industry.

Catalog Description: The Cannabis and Industrial Hemp Cultivation and Operations Certificate prepares students for entry-level and mid-level employment opportunities in the cannabis and hemp industry and to apply state laws and regulations to cultivate cannabis and industrial hemp. Students will apply knowledge and skills regarding cannabis and hemp plant morphology and physiology as well as cultivation center operations to the cultivation of cannabis and hemp. The Certificate will also prepare students to work at a dispensary. To be employed at a cannabis cultivation center employees must be 21 years of age and meet the Department of Agriculture's requirements to obtain a Cultivation Center Agent Card. Students will not have access to cannabis while on campus and age restrictions may apply for field trips and work-based learning.

Curricular Information: The curriculum includes 37 credit hours of required career and technical education coursework including a work-based learning experience. The career and technical education coursework includes instruction in introductory horticulture, soils and fertilizers, plant propagation, plant pathology, greenhouse operations and procedures, greenhouse crop production, cannabis and industrial hemp production, entomology for horticulture, hydroponic and aquaponic production systems, dispensary operations, cannabis law and policy, and a internship in the cannabis cultivation and hemp industry. 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 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.

Accrediting Information: College of DuPage 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 Certificate exceeds 30 credit hours to include content as supported by the Program Advisory Committee, which allows students to earn their Responsible Vendor license. This credential is necessary for employment in 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. Illinois Department of Employment Security (IDES) data indicate employment of related occupations in agriculture are expected to increase by 9.3% statewide through 2030.

Table 1: Employer Partners

Employer	Location
Kerry Farms	Winfield, IL
Helio Labs, LLC	Broadview, IL
Chicago Aquaponics	Elk Grove Village, IL
Cresco Labs	Chicago, IL

Table 2: Projected Enrollments

Cannabis & Industrial Hemp Cert	First Year	Second Year	Third Year
Full-Time Enrollments:	30	60	120
Part-Time Enrollments:	15	25	50
Completions:	-	60	60

Financial / Budgetary Information: The program will require four (4) new full-time faculty the first year, and one (1) new full-time faculty in the second year. Qualified faculty will hold an appropriate educational background for each cannabis-related course. This may include an Associates degree in Horticulture and/or an educational background in cannabis, agriculture, biology, and/or business. Qualified faculty for non-cannabis courses will hold a Bachelor's degree in Horticulture or a closely-related agricultural field (Masters degree for baccalaureate/transfer courses). Faculty will hold 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	$18,000	$96,000	$96,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	$300	$300	$300
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$18,300**	**$96,300**	**$96,300**

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	4	1	0	0	0
Existing Faculty	0	0	0	4	1	4

Illinois Valley Community College
Paramedic A.A.S. degree (60 credit hours)

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

Catalog Description: Paramedics are the most highly-trained of the class of EMTs (Emergency Medical Technicians) working in the United States. A paramedic takes charge at the scene of an emergency and, if necessary, will perform life-saving procedures while transporting patients to the hospital. Paramedics may administer medications and perform invasive procedures on patients before they arrive at the emergency department. Some of the procedures paramedics may be required to perform include: provide cardiac support to heart attack victims; administer IV (intravenous) fluids; perform emergency respiratory procedures; stabilize broken bones; assess health situations. Paramedics have a great opportunity to make a difference in the lives of members of our communities, often in their most vulnerable circumstances.

Curricular Information: The curriculum includes 15 credit hours of required general education, and 45 credit hours of required career and technical education coursework.

The career and technical component includes instruction in emergency medical technology (EMT-Basic), introductory through advanced levels of paramedicine, international trauma life support, advanced cardiovascular life support, pediatric emergency care, and a required paramedic clinical practicum.

Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning component by program faculty and the worksite supervisor. The proposed program will provide a continuing educational ladder opportunity for students completing the College's recently approved EMT-Basic Certificate and the existing Paramedic Certificate programs. The curriculum will prepare graduates for taking the certification exam, through the National Registry for EMTs, and the subsequent required licensure through the Illinois Department of Public Health (IDPH).

Accrediting Information: Illinois Valley Community 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) of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). These standards incorporate the U.S. Department of Transportation's National Standard Curriculum for Emergency Medical Technicians.

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: IVCC is committed to providing innovative learning opportunities that enhance the quality of life for all students across the communities within their district. Equity strategies that that address access and support for students regardless of race, socioeconomic status, or educational status focus on local underserved populations. The college regularly promotes programs and services through its Student Success Center. The college utilizes multiple measures for course placement and supports efforts to increase access to diverse and underserved populations through engagement in a variety of funding opportunities including Adult Education Bridge programs, ECACE (Early Childhood Access Consortium for Equity) and PATH (Pipeline for the Advancement of Healthcare) Grants. 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 and through opportunities to hear from diverse individuals with diverse backgrounds from employers within the local emergency medical services field.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for "emergency medical technicians" is expected to increase statewide around 12.7% through the year 2030. Further, the proposed degree program will offer current students and recent graduates of the college's related certificate programs the opportunity to further their education and advance within their career.

Table 1: Employer Partners

Employer	Location
Utica Fire Protection District	Utica, IL
Ottawa Fire Department	Ottawa, IL
Oglesby Ambulance Service	Olgesby, IL
Peru Ambulance Service	Peru, IL
10-33 Ambulance Service	Spring Valley, IL
LaSalle Fire Department	LaSalle, IL
OSF Saint Claire Medical Center	Princeton, IL
OSF Saint Elizabeth Medical Center	Ottawa, IL
OSF Saint Paul Medical Center	Mendota, IL
Princeton Fire Department	Princeton, IL
Mendota Fire Department	Mendota, IL

Marseilles Area Ambulance Service   Marseilles, IL

Table 2: Projected Enrollments

Paramedic AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	14	10	12
Part-Time Enrollments:	-	-	-
Completions:	12	8	10

Financial / Budgetary Information: The program will be implemented utilizing all existing faculty the first three years: one (1) full-time and eight (8) part-time. Qualified faculty will hold at least an Associates degree in Paramedicine/Emergency Medical Services; hold a current IDPH EMT-Paramedic license; hold a current IDPH EMS Lead Instructor license; hold instructor certification in an advanced life support practice; have at least four (4) years work experience in pre-hospital emergency care; and at least two (2) years of teaching experience. All facilities are adequately in place to support the program. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

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

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	1	8	1	8	1	8

Rend Lake College
Digital Agriculture A.A.S. degree (64 credit hours)

Program Purpose: This program will prepare individuals for entry-level and advanced employment/IT roles within the agriculture industry.

Catalog Description: The Digital Agriculture A.A.S. degree program is designed to prepare students for employment in the field of digital agriculture. The A.A.S. degree incorporates both skill sets of agronomy and computer science to provide knowledge and involvement in agriculture technology and computer programming. The A.A.S. degree also prepares students for upward mobility within the industry through curriculum beyond technical knowledge only. Classroom instruction and hands-on training will be conducted utilizing agriculture computer software, GPS hardware, and drone technology used in the agriculture industry. Students will learn how to effectively implement farm software programs within the farm and agriculture industry settings, as well as prepare for a career in agricultural technical services.

Curricular Information: The curriculum includes 19 credit hours of required general education, and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory digital farm management, soil science, agriculture economics, agriculture chemicals, crop science, agriculture technologies, farm data management and analytics, field computer systems, computer business applications, introductory programming, programming .NET, discrete structures, advanced data structures, system analysis and design, and introductory unmanned aircraft system. The program also requires a workshop with employers that will provide insight into the field of digital agriculture within local context. Assessment of student learning for the proposed program will be achieved through evaluation of the student's performance on comprehensive applied projects throughout the required coursework. The proposed program will provide a continuing educational ladder opportunity for students completing the College's recently approved Digital Agriculture Certificate.

Accrediting Information: Rend Lake 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 program includes a four (4) credit hour plant science course, a pre-requisite for several CTE agriculture science courses required to complete the program. Further, two (2) math courses at three (3) credit hours each are required to support students enrolled in the required agriculture science courses.

Diversity, Equity & Inclusion Efforts: Rend Lake College is committed to providing innovating learning opportunities that enhance the quality of life for all students across the communities within their district. Equity strategies that that address access and support for students regardless of race, socioeconomic status, or educational status focus on local underserved populations. The college regularly promotes programs and services through RLC Enhancement Center and CTE Success Center. The college utilizes RL-Cares, a team of professionals trained to assist students in overcoming potential and existing barriers by working with them one-on-one, to identify needs and resources to help them succeed. Faculty are trained to monitor student progress through dedicated advising and an Early Alert system. 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 and through opportunities to hear from diverse individuals with diverse backgrounds from employers within the early childhood education field.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to both agriculture and software/application development are expected to increase statewide around 4.3% through the year 2030. Further, the proposed degree program will provide an educational ladder opportunity for students completing the College's recently approved Digital Agriculture Certificate program.

Table 1: Employer Partners

Employer	Location
Sydenstricker Nobbe Partners	Benton, IL
Riechmann Brothers	Centralia, IL
Syngenta	Greensboro, NC (with local branches)

Table 2: Projected Enrollments

Digital Ag AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	5	7	10
Part-Time Enrollments:	3	3	3
Completions:	7	8	11

Financial / Budgetary Information: The program will require one (1) existing full-time and one (1) new part-time faculty the first year. Qualified faculty will hold at least a Bachelors degree in Agriculture or Computer Science (Masters degree for baccalaureate/transfer courses); at least three (3) years work experience, and at least one (1) year of teaching experience is preferred. All facilities are adequately in place to support the program. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$5,280	$5,280	$5,280
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$5,280**	**$5,280**	**$5,280**

Table 4: Faculty Requirements

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

South Suburban College
Cybersecurity A.A.S. degree (60 credit hours)
Security Certificate (30 credit hours)

Program Purpose: These programs will prepare students for entry-level employment in cybersecurity roles and for advancement opportunities within the information technology field.

Catalog Description – Cybersecurity A.A.S. degree: The Cybersecurity degree program offers students hands-on training in cybersecurity including ethical hacking, Visual Basic scripting, cyber law, cybersecurity analysis training. This program will prepare students with the critical thinking skills and educational background to secure employment and advance within the field.

Catalog Description – Security Certificate: The Security Certificate offers students hands-on training that will provide students with the skills and knowledge necessary for gaining entry-level employment within the field.

Curricular Information – Cybersecurity A.A.S. degree: The curriculum includes 15 credit hours of required general education, and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in computer logic, computer technology, computer/information security, data communication, advanced operating systems, cybersecurity analysis, visual basic scripting, cyber law, CompTIA Network+, Security+, Cloud computing, ethical hacking, and a required field project/internship course.

Curricular Information – Security Certificate: This curriculum includes a subset of the required courses from within the proposed degree totaling 30 credit hours.

Graduates of both proposed curricula will be prepared for industry credentialing including CompTIA Certifications: Network+, A+, Security+, Cloud Essentials+, and Certified Ethical Hacker. Assessment of student learning for both programs will be achieved through evaluation of the student's performance during the work-based learning component by program faculty and worksite supervisor.

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

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: South Suburban College 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. Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. SSC provides a multitude of services for assisting students with program completion through their Academic Assistance Center, Math Lab, Reading Center, Writing Center, and the Speaking Center. Further, this specific program includes an Adult Education ICAPs (Integrated Career & Academic Preparation) gateway course (MIS 101) which offers adult education students the opportunity to transition into college-level credit-bearing coursework. 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's Teaching and Learning Center provides faculty with support services to achieve individualized instructional needs. 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 cybersecurity professionals.

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 occupations related to cybersecurity are expected to increase statewide between 4 – 25% through the year 2030. The proposed degree program will provide a continuing educational ladder opportunity for students completing the College's existing Security Certificate program.

Table 1: Employer Partners

Employer	Location
St. Francis High School	Chicago, IL
Brother Rice High School	Chicago, IL
The Computer Doctor	Homewood, IL

Table 2: Projected Enrollments

Cybersecurity AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	15
Part-Time Enrollments:	5	8	10
Completions:	-	6	12

Security Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	15
Part-Time Enrollments:	5	8	10
Completions:	-	7	15

Financial / Budgetary Information: The programs will require one (1) existing full-time faculty the first year. Qualified faculty will hold at least a Masters degree in Management Information Systems or a closely related computer science field; at least three (3) years work experience in the field of networking or

information security; hold the necessary industry credentials to teach coursework leading towards certification; and at least two (2) years of teaching experience is preferred. All facilities are adequately in place to support the program. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

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

Table 4: Faculty Requirements

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

Southwestern Illinois College
Geospatial and Aeronautical Information Systems A.A.S. degree (65 credit hours)

Program Purpose: This program will prepare students for entry-level employment in positions that utilize geospatial and aeronautical information systems (GIS/AIS) skills. Industries which utilize positions in surveying, mapping, cartography, imagery analysis, photogrammerists, and geospatial production technology utilize these skillsets.

Catalog Description: The GIS/AIS A.A.S. degree program is designed to train individuals to become grounded in geospatial and aeronautical information technology to make informed use of existing applications, and to gain skills necessary to construct new applications utilizing data capture, analysis, modeling, and cartographic representation. GIS and AIS data are becoming an integral component in business, healthcare, state and local government, insurance, law enforcement, and many other industries.

Curricular Information: The curriculum includes 15 credit hours of required general education, and 50 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory GIS programming, GIS and cartography, GIS data analysis and management, GPS imagery, spatial analysis, planning and implementing GIS, GIS design and Raster analysis, evolution of AIS, introductory and applications of aeronautical navigation systems, introductory aviation safety management, aerospace chart legend interpretation, private pilot theory, instrument flight theory, unmanned aircraft systems (UAS/Drone) pilot operations, and a required internship in GIS/AIS technology. Assessment of student learning for will be achieved through evaluation of the student's performance during the work-based learning component of the program. The proposed program will provide a continued educational ladder opportunity for students completing the College's recently approved GIS and AIS Certificates.

Accrediting Information: Southwestern Illinois 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 program includes two courses totaling six (6) credit hours which will prepare students who may not already be licensed, for UAS/Drone pilot certification. This skill is highly recommended for individuals seeking employment in GIS/AIS-related positions.

Diversity, Equity & Inclusion Efforts: SWIC 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. Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. College student services staff regularly provide information on access to college support services including grants/scholarships for underrepresented/underserved students and Veterans Services. SWIC utilizes wraparound, intrusive student services to aid in academic and non-academic student success. 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 GIS/AIS technology professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to GIS and AIS technologies are expected to increase statewide between 2.9 – 9.1% through the year 2030. Further, the proposed degree program will provide a continuig educational ladder opportunity for students completing the College's recently approved GIS and AIS Certificate programs.

Table 1: Employer Partners

Employer	Location
Boeing, Inc.	Mascoutah, IL
Terra Vita	Belleville, IL
National Geospatial Intelligence Agency	St. Louis, MO

Table 2: Projected Enrollments

GIS/AIS AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	8	10	15
Part-Time Enrollments:	2	3	3
Completions:	-	8	10

Financial / Budgetary Information: The program will require one (1) new full-time faculty the first year with additional part-time faculty added as needed during year two. Qualified faculty will preferably hold an Associates degree in an Aviation Science-related field; at least one (1) year work experience using GIS/AIS technologies, and at least one (1) year of teaching experience is preferred. All facilities are adequately in place to support the program. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$72,742	$16,447	-

Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	$13,190	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$85,932**	**$16,447**	**-**

Table 4: Faculty Requirements

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

<u>Spoon River College</u>
Early Childhood Education A.A.S. degree (60 credit hours)
Early Childhood Educator Certificate (30 credit hours)

Program Purpose: These programs will prepare individuals for entry-level and advanced employment/roles within the early childhood education area.

Catalog Description: Early Childhood Education A.A.S. degree – The Early Childhood Education A.A.S. degree program is designed to prepare potential educators to work with children birth through age five in a childcare center or preschool setting. The Spoon River College ECE program has been approved as an entitled program through Gateways to Opportunity. Courses taken at SRC support the attainment of the following Gateways Credentials: Levels 2, 3, and 4; Infant-Toddler Credential Levels 2, 3, and 4.

Early Childhood Educator Certificate – The Early Childhood Educator Certificate is designed to prepare individuals to be teachers in a childcare center or preschool setting. Upon completion of a Gateways Level 2 credential (SRC Assistant Teacher Certificate), this certificate will be equal to a Gateways Level 3 credential. The certificate will provide nine (9) additional hours of credit towards an A.A.S. degree in Child Development or an A.A. transfer degree in Early Childhood Education.

Curricular Information: Early Childhood Education A.A.S. degree - The curriculum includes 15 credit hours of required general education, and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory early childhood education, health, safety & nutrition, language development & activity for young children, math & science for the young child, growth & development of young children, infant/toddler curriculum, methods of guiding child behavior, child, family & community, the exceptional child, infant/toddler development, curriculum for early childhood ed programs administration & supervision of early childhood program, observation & assessment, and two required practical learning experiences in early childhood education.

Early Childhood Educator Certificate – This curriculum includes a subset of the required courses from within the proposed degree totaling 30 credit hours.

Both programs were developed using INCCRA (Illinois Network for Child Care Referral Agencies) and will prepare individuals various Gateways to Opportunities credentials.

Assessment of student learning for both programs will be achieved through evaluation of the student's performance during the required practical learning experiences by program faculty and their worksite

supervisor. The proposed programs provide a continued educational ladder opportunity for students completing the College's recently approved Assistant Teacher Certificate.

Accrediting Information: Spoon River College is accredited by the Higher Learning Commission. The college will be eligible for accreditation through Gateways to Opportunities once all appropriate state level approvals have been granted.

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: SRC is committed to providing innovating learning opportunities that enhance the quality of life for all students across the communities within their district. Equity strategies that that address access and support for students regardless of race, socioeconomic status, or educational status focus on local underserved populations. This program was developed as a result of the Smart Start Illinois plan which aims to make childcare and preschool available to every three- and four-year old across the state for every family wanting these services and care. As such, SRC has grant funding available for providing stipends, technology, childcare, transportation, program coaches, mentors, and academic support services which aim to increase the success of new students and those upskilling existing skills. The college regularly promotes programs and services such as TRIO and the Center for Disabilities. 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 and through opportunities to hear from diverse individuals with diverse backgrounds from employers within the early childhood education field.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in related child care occupations is expected to increase statewide around five percent (5%) through the year 2030. Further, the proposed programs aim to address the need locally for trained child care providers through upskilling existing workers within the college's district.

Table 1: Employer Partners

Employer	Location
Kountry Kids Learning Center	Rushville, IL
YMCA Child Care Center	Macomb, IL
Catch A Star Learning Center	Macomb, IL
Wee Care Center	Macomb, IL
MacArthur Early Childhood Center	Macomb, IL
Mason One Head Start	Havana, IL
YWCA Canton Child Development Center	Canton, IL

Table 2: Projected Enrollments

Early Childhood Ed AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	12	12	12
Part-Time Enrollments:	8	8	8
Completions:	10	10	10

Early Childhood Educator Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	12	12	12
Part-Time Enrollments:	10	10	10
Completions:	10	10	10

Financial / Budgetary Information: The programs will require one (1) existing full-time and one (1) existing part-time faculty the first year. Qualified faculty will hold at least a Bachelors degree in Education or Early Childhood Education (Masters degree for baccalaureate/transfer courses); Gateways credentials, at least three (3) years work experience, and at least one (1) year of teaching experience is preferred. All facilities are adequately in place to support the program and will share existing resources with the Child Development program currently being offered. This program will be phased out once the proposed programs have been implemented. These programs will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs (new course development)	$79,000	$79,000	$73,000
Administrator Costs	$10,000	$10,000	$10,000
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$89,000**	**$89,000**	**$83,000**

Table 4: Faculty Requirements (Combined)

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

Waubonsee Community College
Cybersecurity A.A.S. degree (60 credit hours)

Program Purpose: This program will prepare students for entry-level employment in cybersecurity roles and for advancement opportunities within the information technology field.

Catalog Description: This program is designed to provide entry-level skills in managing information security, consists of preserving information confidentiality and protection, risk management, data and system integrity. The program is based on information security concepts, principles, methods, techniques, practices, and procedures that guide today's information technology security professionals. Graduates will be qualified for entry-level careers in cybersecurity and information assurance in federal, state, and local agencies; and the private sector as Information Security Specialists, Firewall and VPN Specialists, and Data Assurance Specialists. In addition, students will be prepared for industry recognized credentials and certifications.

Curricular Information: The curriculum includes 15 credit hours of required general education, and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in information technology fundamentals, introductory scripting, introductory programming, IT professional/code of ethics/compliance, networking essentials, security awareness, introductory and advanced CISCO networking, Linux/UNIX operating systems, Cloud technology, managing network environments, firewalls and virtual private networks (VPNs), penetration testing, and ethical hacking.

The curriculum was developed according to the U.S. Department of Commerce-National Institute of Standards and Technology (NIST), as well as the National Initiative for Cybersecurity Education (NICE) framework for cybersecurity curriculum. Students will be prepared for industry credentialing including CISCO Certified Network Associate (CCNA); and CompTIA Certifications: Network+, A+, Security+, PenTest+, Cloud Essentials+, and Certified Ethical Hacker. Assessment of student learning for will be achieved through evaluation of the student's performance through comprehensive projects. The proposed program will provide a continued educational ladder opportunity for students completing the College's existing Cybersecurity Certificate.

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

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: Waubonsee Community College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. WCC is a designated Hispanic Serving Institution (HSI) and as such is supported by the U.S. Department of Education's Developing HSIs Title V Grants. These funds provide resources and opportunities to serve the district's large percentage of Hispanic/Latinx, low-income, and disadvantaged students. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. WCC participates in the TRIO Student Support Services Program for assisting students with program completion. WCC also utilizes wraparound, intrusive student services to aid in academic and non-academic student success. 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. Further, WCC supports both full-time and adjunct faculty participating in the Effective Teaching Practice Framework certificate program through the Association of Colleges and Universities, of which diversity and inclusion are core elements. 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 cybersecurity professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to cybersecurity are expected to increase statewide between 4 – 25% through the year 2030. Further, the proposed degree program will provide a continuing educational ladder opportunity for students completing the College's existing Cybersecurity Certificate program.

Table 1: Employer Partners

Employer	Location
Northern Trust	Chicago, IL
Data-Link Associates, Inc.	Batavia, IL

Table 2: Projected Enrollments

Cybersecurity AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	16	21
Part-Time Enrollments:	20	25	35
Completions:	-	8	15

Financial / Budgetary Information: The programs will require two (2) new full-time faculty, one (1) existing full-time faculty, and two (2) existing part-time faculty the first year.

Qualified faculty will hold at least a Bachelor's degree in Information Technology, Management Information Systems or a closely related computer science field (Master's degree for baccalaureate/transfer courses); at least two (2) years work experience in the field of networking or information security; hold the necessary industry credentials to teach coursework leading towards certification; and at least two (2) years of teaching experience is preferred. All facilities are adequately in place to support the program; however funds have been budgeted for new equipment purchases during the first year. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	**Second Year**	**Third Year**
Faculty Costs	$152,235	$233,304	$244,290
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	$208,752	$540	$276
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$306,987**	**$233,844**	**$244,566**

Table 4: Faculty Requirements

	First Year		**Second Year**		**Third Year**	
	Full-time	**Part-time**	**Full-Time**	**Part-time**	**Full-Time**	**Part-time**
New Faculty	2	0	0	0	0	0
Existing Faculty	1	2	3	2	3	2

UNAPPROVED

Agenda
456th Meeting of the
Illinois Community College Board

Marriott Bloomington-Normal Hotel & Conference Center
Room Redbird F/G
201 Broadway
Normal, IL

June 2, 2023

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the June 2, 2023, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum
Chair Lopez called the Board meeting to order at 9:06 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Maureen Banks, Marlon McClinton, Mara Botman, Sylvia Jenkins, Craig Bradley, Nick Kachiroubas, Larry Peterson, Teresa Garate, and Rene Juarez-Cuevas, Student Board member. An-Me Chung and Terry Bruce were absent during the roll call. A quorum was declared.

Item #2 - Announcements and Remarks by Dr. Lazaro Lopez, Board Chair
Chair Lopez began by congratulating the ICCB for their work in getting the FY24 budget across the finish line. He also thanked Governor Pritzker, Deputy Governor Torres, and the General Assembly. The Community College's did well in this budget and with only slight modifications, the budget reflects the recommendations of the Board. Dr. Lopez stated the ICCTA conducted their summer convention in conjunction with the Presidents and ICCB. For the members and staff who stayed for the Trustee's luncheon, Dr. Lopez gave the opening comments.

Dr. Lopez concluded his remarks by stating for June, and as a part of the Executive Director's evaluation, Dr. Durham will provide his annual update on the Board Goals.

Item #2.1a - Attendance by Means other than Physical Presence
No calls in to the meeting.

Item #2.1b - Nomination of the Illinois Community College Board Vice Chair
Larry Peterson nominated Teresa Garate for the position of Vice Chair of the Illinois Community College Board, which was seconded by Nick Kachiroubas. Seeing as there were no other nominations, Chair Lopez closed the floor for nominations.

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

Item #2.1c - Resolution for John A. Logan College

The members of the Illinois Community College Board congratulated John A. Logan College men's basketball team, the Volunteers, on winning the 2023 National Junior College Athletic Association (NJCAA) Division I National Championship. The following resolution congratulating John A. Logan College was read and signed by the Chair on behalf of the Board.

Marlon McClinton made a motion, which was seconded by Craig Bradley, to approve the following resolution:

Resolution of Congratulations to
JOHN A. LOGAN COLLEGE MEN'S BASKETBALL TEAM

WHEREAS, The John A. Logan College men's basketball team, the Volunteers, finished the year with a record setting 32-2 season having won 31 straight games; and

WHEREAS, The John A. Logan College men's basketball team were the Great Rivers Athletic Conference Champions and the Region 24 Campions; and

WHEREAS, The John A. Logan College men's basketball team was the Number 1 seed in the National Junior College Athletic Association (NJCAA) Tournament and won four games in six days including a come-from-behind victory over defending champion Northwest Florida to win the first national championship in program history and only the second championship in Illinois history; and

WHEREAS, The John A. Logan College men's basketball team is led by Head Coach Tyler Smithpeters, Assistant Coach Tadd Andrews, and Assistant Coach Marcus Walker; and

WHEREAS, In his first year as head coach of the Volunteers, Tyler Smithpeters was named the Great Rivers Athletic Conference Coach of the Year, Region 24 Coach of the Year, National Tournament Outstanding Coach, and NJCAA Division I Coach of the Year.; and

WHEREAS, The John A. Logan College men's basketball team is comprised of James Dent, Rayzhaun Bardo, Elijah Jones, Sean Smith, Justin Cross, Teon Nesbitt, Grant Jones, Isaiah Stafford, Eli Downen, Eliot Lowndes, KJ Debrick, Outstanding Player of the National Tournament Quimari Peterson, and NJCAA Division I Men's Basketball Player of the Year, Curt Lewis;

THEREFORE, we, the members of the Illinois Community College Board, do hereby congratulate the John A. Logan College men's basketball team on winning the 2023 National Junior College Athletic Association Division I National Championship and recognize the fans, coaches, players, support staff, and administrators for their role in building a championship team and we express our sincere best wishes for a successful program well into the future.

Illinois Community College Board

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

Item #3 - Board Member Comments

Craig Bradley thanked ICCB staff for attending the Phi Theta Kappa Banquet held in April.

Nick Kachiroubas thanked ICCB for hosting 14 of his DePaul students on May 3rd. They enjoyed learning about ICCB and the community college system.

Item #4 – Executive Director Report
Executive Director Brian Durham did not give any comments due to his report on the Board Goals.

Item #4.1 – Illinois Community College Board Goals Annual Update
Executive Director Brian Durham gave an update and review of the progress on all the ICCB Board goals. This update occurs annually during the June Board meeting. A brief power point presentation was provided to the Board highlighting the most recent progress toward the achievement of these goals. A more in-depth written report was also included in the Board materials. The document provides supplementary information and additional details around key aspects of the goals. The goals also overlap significantly, as each specific program has implications for all three Board goals. In addition, the agency performs several core functions that were also briefly described prior to the specific discussion on each goal.

Item #5 - Acknowledgments

Item #5.1 - Dr. Maureen Dunne, President, Illinois Community College Trustees Association
Dr. Lopez noted that Dr. Maureen Dunn was not present at this time. She is the outgoing President of the Illinois Community College Trustees Association, and Dr. Lopez expressed appreciation for her efforts this past year.

Item #5.2 - Mr. Renee Juarez-Cuevas, President, Student Advisory Council
Dr. Lopez presented Mr. Renee Juarez-Cuevas, outgoing Illinois Community College Board Student Member, with a certificate of recognition for his service to the Board and system and expressed appreciation for his efforts this past year.

Item #5.3 - Mr. Terry Wilkerson, President, Illinois Council of Community College Presidents
Dr. Lopez presented Mr. Terry Wilkerson, outgoing President, Illinois Council of Community College Presidents, with a certificate of recognition for his service to the Board and system and expressed appreciation for his efforts this past year.

Item #6 - Advisory Organizations

Item #6.1 - Student Advisory Council
Student Board member, Rene Juarez-Cuevas, stated the council held their last meeting a few weeks ago. They discussed the difference on campus life, mental health services on campus, introduction to the new SAC members, and discussed advocacy day that was held in Springfield in April. Finally, he then introduced the new ICCB student Board member, Wes Eggert, a Psychology major from IL Central College.

Item #6.2 - Illinois Council of Community College Presidents
Mr. Terry Wilkerson began by mentioning the Council is once again picking back up with the collaborative marketing efforts that were started last year. The Council is working on doing a statewide marketing initiative with the community college system highlighting important projects. The Council also held their first community college caucus reception with about 47 legislators held on May 2nd in Springfield. The Council is working well together and moving forward in unity, as well as forging a solid relationship with the Trustees Association and ICCB.

Item #6.3 - Adult Education and Family Literacy Council
Mr. Dan Deasy stated the Council held its final meeting of the year on May 23rd in order for each committee to discuss and submit their final recommendations to the ICCB for further review and

action. Each of the committees utilized extensive research and survey data collected from the field to guide their work. The first committee was charged with developing a policy framework for collaboration between Adult Education and Literacy and traditional Developmental Education. The committee's recommendations are as follows:

1. Colleges should have clear policies and procedures for determining when students should enroll in adult education or developmental education and ensure that students understand the implications of both.
2. Colleges should leverage co-requisites to transition adult education students to postsecondary education at an accelerated rate.
3. Ensure High School Equivalency Exams (GED/HiSET) are accepted for placement into college-level math and/or English classes.
4. ICCB should require colleges to update their Developmental Education Reform Act (DERA) Report responses to include Academic ESL.
5. Clarify the role of Vocational Rehabilitation Offices in supporting students into adult education or developmental education, whichever is determined more appropriate.

The second committee focused on incentivizing program success and accountability through funding mechanisms. They have submitted the following recommendations:

1. Institutionalize the change to require programs to generate 45% of their Basic funds regardless of the total amount above 45% that is put into direct instruction.
2. Change generation to a performance measure rather than a fiscal measure. This still maintains accountability but allows for flexibility in the case of catastrophic situations (pandemic).
3. Provide a waiver for the 150-student minimum as part of the application process. Ask for a rationale for such a waiver – ex., maintain access to a specific target population, ensuring access for sparsely populated areas, hard to serve populations, etc.
4. Consider lowering the 65% post-test rule. This does not incentivize acceleration. Programs are already required to hit performance targets.
5. Allow distance learning to generate at the same rate as face-to-face classes (ABE should not be reimbursed at a lower rate than ASE – costs the same to provide services).

The third committee focused on the current teacher and critical staff shortage. They completed an environmental scan to identify issues related to adult education teacher and staff shortages. The committee has made the following recommendations:

1. Teacher/staff retention is impacted by the perceived value an institution has for Adult Education instructors and staff. Adult Education is key to the success of our institutions. Adult Education representation should be included in institutional planning and implementation of programming and processes. The success of Adult Education programs directly impacts CTE/college enrollment. ICCB should consider emphasizing the need for Adult Education to be included in strategic planning and presented as a key division in our Community College system.
2. The memorandum dated 2/6/23 addressing on-site tutors and waivers for instructors was well received by the field. ICCB should consider extending the waiver as it has been effective in meeting the challenges of the instructor shortage.
3. There is a need for a centralized spot for job postings. This is not something ICCB or the PDN can take on. IACEA is exploring this option.
4. There is a need for additional ICCB-approved Web-based Curricula and applicable training at the ASE level.

Item #6.4 – Illinois Community College Trustees Association

Mr. Jim Reed stated the ICCTA last met in March in Chicago. The Friday Seminar - "Competency Based Education 101: What You Need to Know!" explained what competency-based education is, what implementation might look like, and how it would impact trustees. The new officers were picked. He announced that HR 219 passed, which encourages the adoption of the statement of support for neurodiversity students. The resolution is attracting national attention. He also noted the trustee's interest in the proposed 2023 Farm Bill, which includes Capacity Building Grants for community college agriculture and natural resources programs, which the group approved to sign onto the list of supporters. The ICCTA's 2023 Lobby Day was held in Springfield on May 2nd and May 3. The group also heard from ICCB Chair Lopez who spoke during the ICCTA Luncheon. Lastly the rewards dinner will be held in the evening.

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The Board took a break at 10:30 a.m. and returned at 10:40 a.m.
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Item #7 - Committee Reports

Item #7.1 - Academic, Workforce, and Student Support

The committee met on the morning of June 2nd at 8:00a with Teresa Garate, Nick Kachiroubas, Craig Bradley, Marlon McClinton, Maureen Banks, Rene Juarez-Cuevas, Jennifer Foster, Marcus Brown, Whitney Thompson, and Jeff Newell. The following items were discussed: Developmental Education Follow-up from the last meeting; Mental Health Update-the State funded an unfunded mandate, Mental Health Early Action on Campus Act; Priorities in Workforce Education; HiSET® Price Increase~ which is a Board Action Item on the agenda; and the New Units on the agenda for approval.

Item #7.1a - PSI Services LLC – Hiset® Test Increase

Nick Kachiroubas made a motion, which was seconded by Maureen Banks, to approve the following item:

> The Illinois Community College Board approves the increase cost of the HiSET® Testing fee to $115.00 per battery for in-person testing and $162.50 for online proctored testing effective January 1, 2024.

The motion was approved via unanimous voice vote. Student advisory vote: yes.

Item #7.2 - Finance, Budgeting, Accountability and External Affairs

The committee met on the morning of June 2nd at 8:00a with Larry Peterson, Sylvia Jenkins, Mara Botman, Matt Berry, Jennifer Franklin, and Nathan Wilson. The following items were discussed: Spring 2023 Legislative Update-a list of education legislative bills were given to the members; Marketing & Communications Update-traveling around the state to promote higher education; ICCB 2022 Dual Credit Report-increase in dual credit students; SAT Placement Validity Study Update; Authorization to Enter into Contracts and Transfer Funds Among Lines-on the agenda for approval; FY 24 Budget Update-higher education received a 7% increase, there will be a report to the full board during the Board meeting.

Item #7.2a - Fiscal Year 2024 Budget

A presentation was given during the Board meeting outlining the fiscal year 2024 budget approved by the General Assembly. ICCB staff briefly spoke on the highlights of the fiscal year 2024 budget for higher education.

Item #8 - New Units

Item #8.1a - John A. Logan College, Olive Harvey College, Southwestern Illinois College, Triton College, Wilbur Wright College

Sylvia Jenkins made a motion, which was seconded by Maureen Banks, 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

John A. Logan College
➢ Personal Training Certificate (34 credit hours)

Olive Harvey College
➢ Aviation Maintenance A.A.S. degree (80 credit hours)

Southwestern Illinois College
➢ Agronomy A.A.S. degree (65 credit hours)

Triton College
➢ Software Development A.A.S. degree (60 credit hours)

Wilbur Wright College
➢ CNC Engineering Technology A.A.S. degree (61 credit hours)
➢ CNC Engineering Technology Certificate (30 credit hours)

The motion was approved via unanimous voice vote. Student advisory vote: yes.

Item #8.1b - Parkland College

Nick Kachiroubas made a motion, which was seconded by Marlon McClinton, 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
Parkland College
➢ AGCO Service Technician A.A.S. (63 credit hours)

The motion was approved via unanimous voice vote. Student advisory, Rene Juarez-Cuevas, and Maureen Banks: Abstain.

Item #9 - Recognition of the Illinois Community Colleges

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

Item #9.1 – Parkland College

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

Parkland College, District 505

The motion was approved via unanimous voice vote. Student advisory, Rene Juarez-Cuevas, and Maureen Banks: Abstain.

Item #10 - Adoption of Minutes

Teresa Garate made a motion, which was seconded by Larry Peterson, to approve the following motion:

Item #10.1 - Minutes of the March 24, 2023, Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the March 24, 2023, meeting as recorded.

Item #10.2 - Minutes of the March 24, 2023 Executive Session

The Illinois Community College Board hereby approves the Executive Session minutes of the March 24, 2023, meeting as recorded.

The motion was approved via unanimous voice vote. Student advisory vote: yes.

Item #11 - Consent Agenda

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

Item #11.1 - Illinois Postsecondary and Career Expectations (PaCE) Framework

The Illinois Community College Board hereby adopts the updated Illinois Postsecondary and Career Expectations (PaCE) Framework.

Item #11.2 - Calendar Year 2024 Board Meeting Dates and Locations

The Illinois Community College Board hereby approves the Calendar Year 2024 Board Meeting Dates and Locations listed below:

Calendar Year 2024 Board Meeting Dates and Locations

January 26
9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

March 22
9:00 a.m. – Joliet Junior College, Joliet

June 7
9:00 a.m. – Westin Chicago Lombard, Lombard – ICCTA Convention

July
Subject to Call

August
Board Retreat – TBD
September 20
9:00 a.m. – John Wood Community College, Quincy

December 6
9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

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

Item #11.3 - Authorization to Enter into Interagency Contracts and/or Agreements

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2024.

Item #11.4 - Authorization to Transfer Funds Among Line Items

The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2024 appropriated operating line items, as needed.

Item #11.5 - Authorization To Enter Into Contracts For Office Operations

The Illinois Community College Board approves the following Fiscal Year 2024 contractual agreements:

Funding Source	Contractor	Estimated Amount*	Contract Period	Description
All funds /allocated	IL Community College System Foundation	$596,191	7/01/23 – 6/30/24	Rental of Office Space (+4th Flr)
GED/GRF	Turn-Key Solutions International, Inc.	$240,435	7/01/23 – 6/30/24	Sole Source Provider: High School Equivalency Testing Data submission to feds
Adult Ed /Federal	Turn-Key Solutions International, Inc.	$26,400	7/01/23 – 6/30/24	Sole Source Provider: Data submission to feds
GRF/Allocated	Sorling Northrup	$30,000	7/01/23 – 6/30/24	ICCB Legal Services
339-Contracts & Grants (ECE)	Mursion	$35,000	1/10/24 – 1/10/25	Access to Mursion Software: immersive virtual reality training
EDP	KLDiscovery Ontrack LLC	$45,500-$109,500	7/01/23 – 6/30/24	Emergency Procurement: Hard Drive Data Recovery
EDP	Executive Information Systems	$20,281	7/01/23 – 6/30/24	Master Contract: SAS Server License
GRF	To Be Determined	$99,999	7/01/23 – 6/30/24	Human Resources Consultant
GRF	Crowe Consulting	$38,000	7/01/23 – 6/30/24	GAAP Reporting (State Master Contract)

Item #11.6 - Saluki Step Ahead Agreement Between Southern Illinois University Carbondale and Illinois Community Colleges

Item #11.6a - College of DuPage, Sauk Valley Community College, Prairie State College, IL Eastern Community Colleges

The Illinois Community College Board hereby approves the individual Saluki Step Ahead agreements between Southern Illinois University Carbondale and College of DuPage, Illinois Easter Community Colleges, Prairie State College and Sauk Valley Community College.

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

Item #12 - Information Items
There was no discussion.

Item #12.1 - Fiscal Year 2023 Financial Statements

Item #12.2 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director

Item #12.3 - ICCB 2022 Dual Credit Report

Item #12.4 - Spring 2023 Legislative Report

Item #12.5 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #12.5a - Developmental Education

Item #13 - Other Business
There was no other business.

Item #14 - Public Comment
There was no public comment.

Item #15 - Executive Session
Teresa Garate made a motion, which was seconded by Maureen Banks, to approve the following motion:

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

A roll call vote was taken with the following results:

Maureen Banks	Yea	Sylvia Jenkins	Yea
Mara Botman	Yea	Nick Kachiroubas	Yea
Craig Bradley	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Rene Juarez-Cuevas	Yea
Marlon McClinton	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes. The Board entered executive session at 11:28 a.m.

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Craig Bradley made a motion, which was seconded by Maureen Banks, to reconvene Public Session at 11:51 a.m.

A roll call vote was taken with the following results:

Maureen Banks	Yea	Sylvia Jenkins	Yea
Mara Botman	Yea	Nick Kachiroubas	Yea
Craig Bradley	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Rene Juarez-Cuevas	Yea
Marlon McClinton	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #16 - Executive Session Recommendations

Teresa Garate made a motion, which was seconded by Sylvia Jenkins, to approve the following item:

The Illinois Community College Board authorizes the Executive Director to implement a cost-of-living adjustment of 4.75% to all staff and adjust ranges as necessary, pending budget authority on July 1 for FY 2024.

A roll call vote was taken with the following results:

Maureen Banks	Yea	Sylvia Jenkins	Yea
Mara Botman	Yea	Nick Kachiroubas	Yea
Craig Bradley	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Rene Juarez-Cuevas	Yea
Marlon McClinton	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #17 - Adjournment

Larry Peterson made a motion, which was seconded by Maureen Banks, to adjourn the Board meeting at 11:52 a.m.

The motion was approved via unanimous voice vote. Student advisory vote: yes.

Illinois Community College Board

CERTIFICATION OF ELIGIBILITY FOR SPECIAL TAX LEVY
(110 ILCS 805, SECTION 3-14.3)

Section 3-14.3 of the Public Community College Act allows districts eligible for equalization grants in the previous or current fiscal year to levy up to or at the combined statewide average tax rate for educational and operations and maintenance purposes if they currently are levying less than the average. The certification is due by November 1 of each year.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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 2023 and/or received an equalization grant in fiscal year 2024; and

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

BACKGROUND

The following table identifies the districts eligible for the additional levy, the amount authorized and actual tax levy, the amount of additional tax rate, and the amount of additional revenue available if they choose to exercise the authority.

The additional levy authority is subject to "backdoor" referendum. Within ten days after the adoption of a resolution expressing the district's intent to levy all or a portion of the additional taxes, the district is required to publish notice of its intent. A petition signed by 10 percent or more of the registered voters in the district will cause the proposed increase to be placed on the ballot at the next regularly scheduled election. A 30-day period is allowed for such a petition to be received.

This special tax levy authority does not circumvent tax cap legislation. All tax cap legislation is still applicable to those districts that fall under it.

	Authorized Operating Tax Rates*	Actual Operating Tax Rates*	Additional Tax Rate Authority	Estimated Additional Tax Revenue
Black Hawk	19.00¢	18.77¢	9.33¢	$4,128,812
Carl Sandburg	22.00¢	22.00¢	6.33¢	$1,394,501
Heartland	22.50¢	22.50¢	5.83¢	$2,845,037
Illinois Central	25.00¢	24.93¢	3.33¢	$2,464,384
Illinois Eastern	25.00¢	24.84¢	3.33¢	$609,576
Illinois Valley	17.00¢	17.00¢	11.33¢	$4,192,269
John Wood	22.50¢	22.50¢	5.83¢	$1,168,824
Kankakee	18.00¢	18.00¢	10.33¢	$2,873,360
Kaskaskia	25.00¢	25.00¢	3.33¢	$648,744
Lake Land	18.00¢	18.00¢	10.33¢	$3,596,747
Lewis & Clark	25.00¢	24.88¢	3.33¢	$1,602,772
Rend Lake	25.00¢	23.73¢	3.33¢	$409,256
Rock Valley	28.00¢	27.00¢	0.33¢	$220,559
Sauk Valley	27.50¢	27.44¢	0.83¢	$170,353
Southwestern	16.00¢	15.93¢	12.33¢	$9,720,614
Spoon River	25.00¢	25.00¢	3.33¢	$338,765

*Combined Education & O&M Tax Rates

Illinois Community College Board

AUTHORIZATION TO ENTER INTO CONTRACTS FOR OFFICE OPERATIONS

ICCB policy requires contracts over $20,000 to be approved by the Board. Contracts under $20,000 require the Executive Director to notify the Board Chair before execution, and those under $5,000 require no Board approval or notification. At the beginning of the fiscal year, all known contracts were presented to the Board for approval based on estimated costs. Contracts that were not previously recommended for Board approval on the June 2, 2023 agenda are listed below.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the following Fiscal Year 2024 contractual agreements:

Funding Source	Contractor	Original Estimate	Actual Cost	Contract Period	Description
001 - ILDS, PATH, State Adult Ed, GRF Admin; 692 - Federal Adult Ed, 772 - Federal CTE	Employment Contracts	$ -	$210,838.22	7/1/23-6/30/24	In order to meet grant reporting requirements and manage programs, several employment contracts were issued to fill vacant roles while continuing to recruit staff for full time employment.

Illinois Community College Board

INTERGOVERNMENTAL AGREEMENT APPROVAL FOR MCHENRY COUNTY COLLEGE'S UNIVERSITY CENTER

McHenry County College (MCC) is seeking approval of the attached Intergovernmental Agreements with Aurora University, Roosevelt University, Northern Illinois University, and Southern Illinois University Carbondale for the purposes of offering programs at their University Center in Woodstock, IL, beginning in the Fall of 2024.

MCC recently announced its intentions to start a University Center in Woodstock, which will provide local students to obtain a bachelor's degree from partnering universities while remaining in McHenry County to learn. The University Center will benefit residents of the district by removing travel barriers and making baccalaureate education more accessible for students that finish at MCC.

With the University Center' at MCC opening, McHenry County College will be able to connect graduates with bachelor's and master's completion programs expanding the accessibility to education for all citizens of McHenry County.

RECOMMENDED ACTION

It is recommended that the following motion be made and adopted:

The Illinois Community College Board hereby approves the individual Intergovernmental Agreements between Aurora University, Roosevelt University, Northern Illinois University, Southern Illinois University Carbondale, and McHenry County College.

MCHENRY COUNTY COLLEGE AND AURORA UNIVERSITY COLLABORATION AGREEMENT

This Agreement is entered into as of the date last signed below, by and between the Board of Trustees of Community College District No. 528, an Illinois public community college district having territory in parts of McHenry County and portions of surrounding counties, Illinois, hereinafter referred to as "McHenry County College", "MCC", or "College", and the Board of Trustees of Aurora University, hereinafter referred to as "the University" or "AU" (collectively, the "Parties").

WHEREAS, McHenry County College desires to provide a wider range of educational opportunities to residents of District 528 and to students who enroll at the College, and is authorized under Section 3-40 of the Public Community College Act (110 ILCS 805/3-40) to enter into contracts with any person, organization, educational institution, association or governmental agency to provide or secure educational services; and

WHEREAS, McHenry County College offers associate degree programs, and desires to offer students the opportunity to complete bachelor's degrees and, if applicable, graduate degrees, through collaborations with four-year institutions; and

WHEREAS, McHenry County College is willing to serve as host to colleges and universities which wish to provide educational programming beyond the associate degree level at MCC; and

WHEREAS, the University wishes to collaborate with McHenry County College to provide educational programming which would enable MCC students, MCC alumni, and other residents of District 528 to take bachelor's degree courses and programs and, if applicable, graduate degree courses and programs, in the community in which they live; and

WHEREAS, McHenry County College and the University have determined that establishing the collaboration described herein will result in enhanced educational benefits and opportunities for the communities they serve.

NOW, THEREFORE, in consideration of the mutual covenants set out in this Agreement, the Parties agree to be bound by the following terms and conditions.

1

A. **INCORPORATION OF PREAMBLE RECITALS; SCOPE OF AGREEMENT**

1. **Preamble Recitals.** The preamble recitals set forth above are incorporated in and made a part of this Agreement.

2. **Scope of Agreement.** The scope of this Agreement is limited to the programs of study identified in Appendix A, which is incorporated by reference and attached hereto and which may be amended from time to time upon written agreement of both Parties.

B. **ADMINISTRATION, DEFINITIONS, AND POLICIES APPLICABLE TO THE PROGRAM**

1. **Independent Contractors.** The Parties hereto are independent contractors. In making and performing this Agreement, the Parties are acting, and intend to be treated, as independent entities performing a contract, and nothing contained in this Agreement is to be construed or implied or deemed to create an agency, partnership, joint venture or employee/employer relationship between the Parties. This Agreement is not, and will not be deemed to be, a partnership agreement or joint venture agreement, expressly or by implication. Employees of each Party remain employees of said Party and will be considered at no time agents of or owing a fiduciary duty to the other Party. Neither Party will have any implied right or authority to assume or create any obligations on behalf of or in the name of the other Party or to bind the other Party to any other contract, agreement or undertaking with any Third Party.

2. **Program Eligibility.** The educational programming offered by the University under this Agreement and as further described in Appendix A (the "Program" or "Programs") shall be available to a.) current and former MCC students who have earned a minimum of 45 credit hours with MCC (unless otherwise specified) and to residents of District 528 who have completed an associate's degree at MCC or any other community college for the purposes of a bachelor's degree program and/or b.) any individual who holds a bachelor's degree for the purposes of a graduate degree program ("Eligible Participants"). An Eligible Participant who is admitted and enrolls at the University to participate in Programs offered under this Agreement shall be referred to as a University Center Student ("University Center Student"). Such admission as a University Center Student into the University Program is dependent upon each student's completion of required courses pursuant to the transfer articulations defined in this Agreement as well as meeting the University's published admission requirements for the University at large and for individual Programs, if applicable.

3. **Transfer Pathway.** The Parties agree to develop and jointly publish transfer articulation pathways per Program to allow for the maximum transfer of credits earned at MCC to the University for those students who are seeking to enroll in a Program as a University Center Student ("Transfer Pathway"). All credits earned in courses which are required for an associate's degree at MCC and as defined per the Transfer Pathway per Appendix A will be accepted toward bachelor degree completion at the University. The University agrees to provide a semester by semester Transfer Pathway per Program as detailed in Appendix A. A prospective University Center Student who successfully completes a Transfer Pathway, meets the criteria for admissions at the University, and enrolls in the

2

University as a University Center Student will be awarded a bachelor's degree in the selected Program by the University upon successful fulfillment of all academic requirements of the Program. The University and MCC agree to review and update Transfer Pathways annually. Each Transfer Pathway associated with this Agreement must be a 2+2 pathway, with at least 60 semester credit hours of MCC courses and approximately 60 semester credit hours of University courses, subject to Program requirements. Each party shall determine its own policies and procedures for accepting transfer credits and communicate changes within 30 days.

4. **Course Availability.** The University commits to offer a timely sequence of courses for the benefit of University Center Students at the MCC main campus or the facility at 222 Church Street, Woodstock, IL (collectively, the "University Center"), provided there is sufficient enrollment for such courses. The University will provide MCC with advance written notice of the minimum course enrollment for each course offered pursuant to this Agreement. Preference will be given to University Center Students at the time of admission and registration for all courses offered at the University Center. MCC and the University may, within their discretion, permit enrollment by non-University Center Students in classes where the total number of enrolled University Center Students is less than the maximum capacity for the course. University Center Students may enroll in University online or main campus courses if a certain course is not available at the University Center during a semester whereby such course is necessary for degree progression. The Parties agree that non-University Center enrollment is not ideal and such option should be an exception. When courses consistently fail to enroll the minimum number of students or a majority of University Center Students, the Parties will reevaluate the terms of this Agreement.

5. **Elective Options.** Where electives are required for a Program, the University shall preselect certain elective courses that will allow University Center Students to complete their elective coursework at the University Center or via the University's online offerings. While additional electives may be available on the University's main campus, University Center Students will be first advised of those courses available as described herein.

6. **Course Withdrawal.** University Center Students who are seeking to withdraw from a course offered pursuant to this Agreement must adhere to the formal withdrawal process as published on the University's websites and other policy manuals.

7. **Financial Aid.** The University is responsible for awarding and administering all applicable financial aid for all University Center Students enrolled with the University pursuant to this Agreement. Each Party shall be responsible for ensuring compliance with U.S. Department of Education regulations related to the administration of Federal Student Aid programs. University Center Students who are dual enrolled at MCC and are seeking federal and/or state financial aid shall be responsible for filing a consortium agreement application per applicable semester whereby the University shall be the home institution and MCC shall be the host institution (as defined by Title IV regulations under the U.S. Department of Education).

8. **Admission and Matriculation Standards.** University Center Students participating in the Program will be subject to each Party's applicable admission,

3

matriculation and degree requirements.

9. **Accreditations.** Each Party shall maintain all necessary and required accreditations and authorizations with the appropriate accreditation and regulatory agencies for the purposes of conferring degrees in the Programs subject to this Agreement. In the event either Party's authorization and/or accreditation is revoked or otherwise limited as to the Programs subject to this Agreement, this Agreement may be terminated immediately upon written notice by the other Party. In the event of such termination for loss of authorization and/or accreditation, the institution which remains appropriately authorized and/or accredited shall apply reasonable administrative efforts to accommodate the transfer or teach-out for all participating students. The Party that lost authorization and/or accreditation shall pay the other Party its reasonable costs incurred in providing such accommodations.

10. **Concurrent enrollment.** University Center Students will be permitted to enroll concurrently at the University and MCC provided such students are either current or former MCC students who have earned a minimum of 45 credit hours with MCC or residents of District 528 who have completed an associate's degree at MCC or any other community college. Exceptions require approval by MCC and the University. University Center Students shall be considered degree-seeking students with the University upon admission to the University. Students who are concurrently enrolled shall be subject to Section 7 – Financial Aid above.

11. **Reverse Transfer for Associate's Degree Completion.** For MCC students who enroll in the Program and who have not completed an associate's degree, MCC and the University will implement a process to allow for the reverse transfer of coursework for the completion of the associate's degree at MCC. This process will be in compliance with the Student Transfer Achievement Reform Act (110 ILCS 150/).

12. **Data Sharing and Release of Information.** The Parties acknowledge that student education records and the personally identifiable information contained therein are considered confidential under the Family Educational Rights and Privacy Act of 1974 ("FERPA"), 20 U.S.C. § 1232g. In carrying out its respective obligations under this Agreement, each Party and its employees shall maintain the confidentiality of all personally identifiable information concerning enrolled students of the other Party, and shall adhere to all applicable federal, State and local laws, rules and regulations now in effect or later adopted relating to the confidentiality of student records and information, including but not limited to FERPA. With regard to any education records and information to which a Party and/or its employees may be granted access under this Agreement, that Party and its employees shall be deemed "school officials" with legitimate educational interests in such records and information. The Party and its employees shall have the right to access and use such records and information solely for the purpose of performing the Party's obligations under this Agreement. The Party and its employees shall not re-disclose personally identifiable student information that is received under this Agreement to any third party, except as directed or permitted by the other Party, or as required by law. Each Party shall have in place reasonable policies and procedures, which the other Party may monitor or audit upon request and with reasonable notice, to prevent such re-disclosure.

4

a. Prospecting Data

The Parties shall provide the other Party with the following student data pertaining to all inquiries regarding and/or applications to the University for Programs under this Agreement within five (5) business days of acquisition for purposes of tracking student interest, enrollment and persistence in the Program:

Student Name (last, first, middle initial) Date of Birth (month, day, year)
Email address
Phone number
Mailing address
Intended Academic Program
Anticipated Program Start Date
Credit Hours Attempted and Earned
MCC GPA
Associate's Degree Completed? (Y/N)
Date Associate's Degree Completed
High School Name/Location
High School GPA
ACT/SAT, if taken
Notes, if any, to assist recruitment efforts

Additionally, the University will share enrollment management data including: application counts per Programs under this Agreement, yield rate per program, contact rate for inquiries. The University will provide enrollment management data to MCC at mid-term each semester or quarter or as otherwise agreed by the Parties.

b. Data for Invoicing and Persistence

The University will provide MCC with the following enrollment data for participating University Center Students as of the University's census date each term, but no later than 35 days from the start of the term. Data file will have one record per student per term. The University shall follow the Integrated Postsecondary Education Data System (IPEDS) standard definitions for data fields listed below unless otherwise agreed to by the Parties.

Field	Description of Field
UC-IC	ID from the University school
From MCC	Y/N flag to identify former MCC students
Semester Code	Term (mapped to MCC semesters)
School	University
Program Code	University Program code
Cohort	University cohort

5

Birth Date	Student date of birth (used to calculate age at various points in time)
Gender	Student gender
Ethnicity	Student primary Race-Ethnicity
Credits	Student credits enrolled
Program Completion	Anticipated Graduation Date

c. Student Success/Completion Data

The University will provide MCC with the following success/completion data for participating University Center Students no later than 60 days from the end of each term. Data file will have one record per student per course per term.

Field	Description of Field
UC-IC	ID from the University school
Semester Code	Term (mapped to MCC semesters)
School	University
Course ID	Course subject and number (e.g., BUS 101)
Course Section	Course section identifier
Term GPA	Grade Point Average for the term
Program Completion	Graduation Date
Final GPA	Grade Point Average upon Graduation
Licensure	Licensure passage date, if applicable

13. **Maintenance of Records.** The Parties shall maintain appropriate educational records for students admitted and enrolled to the Program or individual courses pursuant to this Agreement.

14. **Graduation requirements and changes to same.** Graduation requirements for students participating in a Program pursuant to this Agreement will be provided in the respective Party's catalogs in effect at the time the student is admitted to the Program. Students must continue to progress toward a degree in accordance with the policies and regulations of the Party offering the program involved. The Parties acknowledge that certain degree programs may include requirements established by accreditation bodies or other outside entities which modify those requirements without regard to the terms of this Agreement. In the event of such changes, the Parties shall make reasonable efforts to accommodate the affected students' continuous progress toward graduation. If such changes to the curricular requirements work to a participating student's advantage, that student may elect to adhere to

6

the modified requirements in lieu of those described in the catalog of the Party involved.

15. **Program Discontinuation.** In the event that the University discontinues an academic Program offered pursuant to this Agreement or MCC discontinues an academic program for which Eligible Participants and/or enrolled University Center Students would have been able to earn credit through Transfer Pathways or reverse transfer, Eligible Participants and/or University Center Students already enrolled and actively pursuing that program shall be permitted to complete it within at least two (2) years from the date of discontinuation in the case of the University bachelor's or graduate degree program and within two (2) years from the date of discontinuation in the case of a College associate's degree program. In the event the University or College decides to discontinue an academic program offered pursuant to this Agreement, the University or College must provide to the other party advance written notification of the discontinuation, along with a teach out plan for currently enrolled University Center Students to complete the Program. This notification must be provided at least 60 calendar days prior to student notification of the planned academic program discontinuation. Parties must receive the appropriate approvals from accreditors/regulators prior to any proposed program teach out.

16. **Correspondence.** The Parties shall share prospective student contact information for the purposes of jointly promoting enrollment with MCC and the University for the Programs subject to this Agreement, subject to applicable federal and state laws and regulations.

17. **Student Conduct Rules and Disciplinary Procedures.** University Center Students, as defined in Section B.2, are responsible to comply with policies and rules of MCC as listed in D.10, as well as those of the University. The Parties will cooperate regarding an appropriate response to alleged misconduct by a University Center Student, taking into consideration the nature of the alleged misconduct, the parties involved and the location and context in which the alleged misconduct occurred. In the event of a disciplinary matter, the policies and rules of the applicable Party where the student is enrolled shall apply.

18. **Nondiscrimination; Response to Reports of Alleged Discrimination or Harassment.** MCC and the University agree to comply with all applicable federal and state nondiscrimination and equal opportunity laws, rules and regulations. MCC and the University shall not engage in unlawful discrimination or harassment against any person based on race, color, ancestry, national origin, religion, pregnancy, sexual orientation, order of protection status, gender identity or expression, age, marital status, disability, genetic information, unfavorable military discharge, veteran status, or sex (including sexual harassment, sexual violence, sexual assault, domestic violence, dating violence and/or stalking), or any other legally protected category.

The Parties will cooperate regarding an appropriate response to any report of alleged discrimination or harassment, including sexual harassment, involving University Center Students or employees participating in courses or involved in Programs offered under this Agreement, taking into consideration the nature of the report, the parties involved and the location and context in which the alleged discrimination or harassment occurred.

The policies and procedures for filing University Center Student concerns, complaints, and grievances shall be governed by the institution where the University Center Student is enrolled.

7

19. **Co-Advising and Registration.** Once an Eligible Participant indicates interest in pursuing a Program as a University Center Student while enrolled at MCC, such students will be co-advised by MCC and the University. Joint advising can be done via phone, virtually or in person at the University Center offices as appropriate. Prior to their enrollment at the University, students will be provided a referral from their MCC advisor to meet with University academic advisors and/or admissions counselors, who will work with the student in collaboration with the University to ensure students are meeting all benchmarks to enroll in the Program. Once a student is admitted and enrolls in a University Program, academic advising shall be the responsibility of the University.

20. **Contingency Plan of Operations.** In case of natural disaster or force majeure, including pandemic or infectious disease outbreak, MCC and the University acknowledge and agree that they may need to execute contingency plans or operations outside of what is outlined in this Agreement. Contingency plans may be utilized with respect to matters including, but not limited to, academic instruction, final exams, advising, data sharing, and student recruitment.

C.   RESPONSIBILITIES OF MCC

1. **Workspace and Related Amenities; Classrooms.** College will provide the University with furnished workspace within facilities at the University Center at MCC, including telephone, printing, and internet access. College will also provide the University with classroom space within MCC facilities at the University Center and main campus if/when needed. The number of classrooms provided in a given semester will depend upon the number of the University classes offered and conducted for that semester. Classroom requests must be submitted in writing by the University 60 days prior to the start of each semester. Both workspace and classrooms will be provided "as is." Any modifications or special equipment may be provided at a reasonable cost to the University. Estimates will be provided to the University prior to initiation of work or purchases. The University may house its academic equipment in MCC's classrooms with MCC's written consent. University Center Students shall have access to the MCC library as well as public study and gathering spaces on MCC's main campus and University Center locations.

2. **AV Services.** MCC will provide audio-visual equipment, upon request and when reasonably available, for University instruction conducted at the University Center, adhering to MCC's policies and procedures relating to the use of this equipment.

3. **Technology Requests.** Any requests for modification of base technology in the classroom must be made a minimum of 60 days prior to the start of each semester. Technology requests will be evaluated by the College and estimates will be provided to the University.

4. **Information Services.** College will provide information resources, on the same basis they are made available to MCC employees and students, to the University faculty who are teaching courses in the Program, the University staff associated with those courses, and participating students. The University shall provide any additional library materials which it determines are needed to support University courses for the Programs subject to this Agreement.

5. **ADA Compliance and Access.** College shall ensure that its facilities, classrooms and work spaces assigned to the University under this Agreement and/or accessible classroom technology are compliant with the Americans with Disabilities Act and Section 504 of the

Rehabilitation Act, as amended. The College will designate a disability resource liaison who will coordinate with the University for any University Center Student in need of additional facility or technology resources, subject to the University's responsibilities under Section D.9. University Center Students in need of accommodations should register through the University disability resource office. University Center Students, unless concurrently enrolled with MCC, are not required to request accommodations through MCC. Additionally, MCC shall provide University Center Students with access to a designated nursing area and refrigeration to store milk upon request.

6. **Emergency Notifications.** MCC shall designate an emergency management liaison who will coordinate with the University's emergency management personnel to ensure University Center Students and related faculty are registered through MCC's emergency notification services to receive timely notifications and instructions in the event of weather related closures, active shooters, or other incidents that require the students to evacuate or shelter in place for the safety and well-being of all students enrolled in University Center Programs.

D.   RESPONSIBILITIES OF UNIVERSITY

1. **Faculty.** The University will provide appropriately qualified and credentialed faculty for University courses taught at the University Center at its own expense. When appropriately credentialed and experienced, the University will give fair consideration to MCC faculty for employment as adjunct faculty to teach the University's courses at the University Center, subject to University hiring policies and procedures. MCC will advise the University if MCC prior notification is required before offers to teach are extended.

2. **Program Completion.** The University will allow a participating University Center Student who begins the Program to complete the Program provided that the student continues to meet all applicable eligibility requirements and is not otherwise subject to dismissal per University policies.

3. **Programs Offered.** The University will provide bachelor's and/or graduate degree courses to University Center Students on site at the University Center (or MCC main campus, based on classroom availability), or in blended/online format if mutually approved by MCC and the University, in the areas as set forth above and in Appendix A, provided that at least 50% of the University credit hours are offered on site at the University Center, as opposed to online or in a blended format. For blended courses, the on-site portion must be offered at the University Center, unless the Parties agree otherwise based upon low enrollment. The University will provide University Center Students with a predictable sequence of courses including Program recommended electives. The modality of each course, if other than on-site, will be mutually agreed upon by the Parties. The University reserves the right to determine whether each particular academic program will have rolling admission or a determined start date. Failure to comply with requirement D.3. may result in termination of a Program under this Agreement or the Agreement in its entirety.

4. **New Program Selection.** New bachelor's and/or graduate degree programs will be proposed through a process defined by McHenry County College to serve MCC students and alumni and residents of District 528. The University, and any other universities with which MCC is partnering to offer bachelor's degree and/or graduate degree programs at the University

9

Center, will be given first right of refusal on the introduction of new programs. MCC reserves the right to select among its partnering universities when two or more universities are interested in offering the same program. If no partnering university is interested in offering a select program proposed by MCC, MCC reserves the right to partner with additional institution(s) for the delivery of the program.

MCC shall ensure that no participating universities shall have directly competing programs at the University Center. This is done for the purposes of better serving the needs of the students and to ensure that the University and any other university with which MCC partners each have a viable market for University Center programs.

5. **Program Sustainability.** The University agrees to continue the undergraduate Programs currently housed in the Aurora University Woodstock Center and as listed on Appendix A at the McHenry County College's main campus beginning with the Summer of 2023. These Programs will be relocated to the University Center in the Fall of 2024. Other Programs outlined in Appendix A will be launched in the Fall of 2024, subject to approval of relevant accreditors/regulators. The University agrees to launch any subsequent programs within one (1) year of its agreement with MCC to launch said programs. If the University is unable to launch a Program within this established timeframe due to of low enrollment, accreditation, or other factors, the College reserves the right to cancel the Program and reassign the Program to another partnering university. Furthermore, the University is required to continuously run cohorts after the launch of a new Program at a minimum of one new cohort per year, subject to Program discontinuation provisions in Section B.15.

6. **Course Scheduling.** The University will schedule courses at the University Center on a consistent basis and arrange them in planned sequences so as to allow participating University Center Students to progress towards the degrees identified in Appendix A.

7. **Course Cycle.** The Parties will make all efforts to best align its academic schedule with the other Party's academic calendar. The University may offer courses, services or events at the College when the University Center is closed only with College's prior permission and may incur additional costs, if applicable.

8. **Tuition Charges.** The University will charge tuition and fees for the University's courses offered under this Agreement as outlined in Appendix B and shall inform MCC officials and prospective University Center Students the prevailing rates of tuition and fees per semester credit hour for each University course offered under this Agreement prior to delivery. The University shall notify MCC in writing of any change in the structure of course charges not less than 60 days prior to the effective date of the change. The University shall endeavor to price its programs competitively either through its tuition pricing or scholarships offered to University Center Students. Graduate programs offered through the University Center may have a different fee structure from bachelor's degree programs.

9. **ADA Accommodations.** The University will provide reasonable accommodations, services, and access to faculty and students with disabilities who participate in University courses offered pursuant to this Agreement in accordance with federal/state laws, regulations, and University policy. The University may contact MCC's Center for Access and Disability Services for referrals to third party contractors who may be available to provide the requested accommodations or services.

10

10. **Compliance with College Policies.** The University's employees and students who visit the University Center or otherwise participate in a Program subject to this Agreement shall be required to comply with all applicable MCC policies, procedures and rules, including but not limited to Board Policy 2.8 (Firearms Policy), Board Policy 6.1.3 (Drug-Free Schools and Communities Act Policy), Board Policy 6.1.4 (Drug and Alcohol-Free Workplace Policy), and Board Policy 6.1.5 (Smoke and Tobacco-Free Campus Policy). It is the responsibility of the University to inform its students and employees of the existence and substance of all applicable MCC policies to which they must adhere before said employees or students visit the University Center or MCC's campus.

E. RESPONSIBILITIES OF BOTH PARTIES

1. **Promotion of Program and Recruitment of Students.** MCC and the University will promote the Programs and courses offered pursuant to this Agreement on their respective websites, physical spaces and other promotional mediums. MCC assumes the responsibility of marketing and promoting the University Center brand. The University agrees to work collaboratively with MCC to promote the University programs via the 2+2 progression from an MCC associate's degree. This will include an annual marketing plan for the Programs jointly created by the Parties. Quarterly status meetings will be held to evaluate the plan.

2. **Designation of Representatives to Monitor Implementation of Agreement.** Each Party shall designate an individual or individuals to serve as its representative to monitor and facilitate implementation of this Agreement, and shall notify the other Party in writing of the responsible individual's name and contact information at least four weeks before each semester.

3. **Criminal Background Checks.** The Parties agree to provide each other upon request with an affidavit stating that criminal background checks have been conducted on each of its employees who will be performing services under this Agreement and on sites owned and/or operated by MCC ("University Center Employees"). College may request new background checks of any University Center Employee at any time and vice versa. Such criminal background checks will be performed at the employing Party's expense. If objectionable information, as determined in College's or University's sole discretion, is discovered regarding any employee pertaining to the other organization in a background check, that individual shall not be allowed to continue working at the University Center or in connection with this Agreement. The minimum background check process shall include, but not be limited to, the following:

   Social Security Number Trace

   Federal, State and County Criminal Background Checks National Sex Offender Registry

4. **Mandated Reporter.** All higher education personnel are considered "mandated reporters" under the Illinois Abused and Neglected Child Reporting Act 325 ILCS 5/4]. Upon request, the University or College shall provide each other with an affidavit stating that any University Center Employee under this Agreement has signed the DCFS Acknowledgement of Mandated Reporter Status Form confirming that he or she will comply with requirements of the Act.

5. **Additional Fees.** The University will not charge University Center Students any additional

11

fees beyond those fees ordinarily charged to students who enroll in courses on the University's main campus as published on the University's respective websites, catalogs and other publications of tuition and fees.

6. **Parties' Use of Each Other's Names and Logos.** The Parties may use each other's name or logo in published materials (including without limitation in their respective website and catalog content) to refer to and publicize this Agreement. The University grants to MCC a nonexclusive license to use the University's institutional trademarks, service marks, tradenames and logos (the "Marks") in any advertising, marketing or promotional materials in connection with MCC's marketing and promotion of Programs pursuant to this Agreement, and MCC grants to the University a nonexclusive license to use MCC's trademarks, service marks, trade names and logos (the "Marks") in any advertising, marketing or promotional materials in connection with the University's marketing and promotion of Programs pursuant to this Agreement; provided, however, that each Party must approve in writing the content and text of all such promotional information prior to its use by the other Party. The request for use of a Party's Marks shall not be unreasonably denied or withheld, and the failure of a Party to respond to a written request for approval shall be deemed an approval after ten (10) business days following receipt of the request. Either Party shall have the right to withdraw its prior approval for any use of its Marks by providing written notice to the other Party, in which event the other Party shall take all reasonable steps to cease use of the objected-to material as soon as possible. The licenses granted herein are non-assignable, and shall not include the right of either Party to grant sublicenses to use the Marks. Upon termination of this Agreement, each Party will promptly cease and desist its use of the other's name, logo, mark or any other likeness in any and all written materials of any kind, and shall refrain from representing orally or in writing, that it is affiliated with the other Party.

7. **Taxes.** Each party assumes full responsibility for the payment of all applicable federal, state and local taxes it incurs as a result of this Agreement.

8. **Graduation Ceremony.** University Center Students who receive a bachelor's degree upon completion of a Program subject to this Agreement will be invited to participate in both MCC's graduation ceremony and the University's graduation ceremony.

F.   FINANCIAL ARRANGEMENTS

1. **Non-instructional Space and Services.** College will assess the University a fee for office space exceeding one office, non-instructional space, catering, and other direct services not otherwise offered at no cost pursuant to this Agreement, according to the College's established fee schedule.

2. **Student Billing.** The University will be responsible for billing participating University Center Students for and collecting tuition and fees applicable to the Programs the University offers pursuant to this Agreement.

3. **Cost Structure.**

    Bachelor's Degrees. The University shall remit to MCC **20%** of billed tuition (including tuition billed to both University Center Students and accepted non-University Center Students, pursuant to Paragraph B.4) for the University's courses taught pursuant to this

Agreement. If a University Center Student takes AU online or main campus courses, AU should also remit to MCC 20% of billed tuition. Course enrollment will be determined by the 5th week of classes. At that time, MCC will generate and provide the University with an invoice for the amount owed, and the University will pay said invoice within 30 days.

Graduate Degrees. The University shall remit to MCC **15**% of billed tuition (including tuition billed to both University Center Students and accepted non-University Center Students, pursuant to Paragraph B.4) for the University's courses taught pursuant to this Agreement. Course enrollment will be determined by the 5th week of classes. At that time, MCC will generate and provide the University with an invoice for the amount owed, and the University will pay said invoice within 30 days.

Other. The University shall pay a mutually agreed space rental fee for the use of any classrooms used for courses in Programs not covered by this Agreement. At the beginning of each semester, an invoice will be generated by MCC and paid by the University within 30 days of the beginning of each semester.

G.   **INSURANCE AND LIMITATION OF LIABILITY**

Each Party shall maintain, either commercially or through a self-insurance program, coverage for professional and general liability insurance for personal injury and property damage caused by negligent acts or omissions of its employees, agents and officers, in minimum coverage amounts of $1,000,000 per occurrence or $3,000,000 in the aggregate. Upon request, certificates of insurance shall be provided by each Party naming the other as an additional insured for the purposes of this Agreement.

Each Party shall maintain worker's compensation insurance within statutory limits as required by applicable state law covering each Party's employees providing services under this Agreement.

Subject to applicable state law, neither Party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other Party. This Section shall survive the expiration or earlier termination of this Agreement. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

H.   **PROPRIETARY AND CONFIDENTIAL INFORMATION**

Each Party shall maintain all of the other Party's proprietary and/or confidential information in confidence, and shall not disclose it, by any means, to any person, unless disclosure is required in the performance of services under this Agreement. Proprietary and/or confidential information includes information that is marked or otherwise identified as proprietary or confidential at the time of disclosure, or that by its nature would be understood by a reasonable person to be proprietary or confidential. In such case, such disclosure shall only be with the owner's prior written approval and only to the extent necessary to perform services under this Agreement. This prohibition also applies to the Parties' employees, agents and subcontractors, and each Party shall ensure and be responsible for compliance with this provision by its employees, agents and subcontractors. Upon termination of this Agreement, each Party will return any proprietary and/or confidential information of the

13

other Party in its possession (including all confidential information in the possession of its employees, agents and subcontractors) or destroy such information as instructed by the other Party.

I.   INTELLECTUAL PROPERTY

1.   The Parties shall retain all of their respective pre-existing intellectual property rights including, without limitation, all trademarks and logos, patents, copyrights, trade secrets, and proprietary technology, owned prior to the execution of this Agreement.

2.   Any Party that creates intellectual property during the term of this Agreement shall retain sole intellectual property rights, including, without limitation, all trademarks and logos, patents, copyrights, trade secrets, and proprietary technology, obtained in connection with said intellectual property. Any license granted by one Party owning intellectual property to the other Party, authorizing the other Party to use that intellectual property for educational or other permitted purposes, will be memorialized in a separate writing by the Parties, setting forth the terms, conditions and duration of any such license, *provided that*, no such licensing agreement may limit, modify, or affect the intellectual property rights of individual faculty or staff creators of intellectual property unless those individuals also execute the licensing agreement.

3.   All information, data, and materials, including but not limited to, any written, printed, graphic, or electronically or magnetically recorded information furnished by a Party for the other Party's use, are the sole property of the furnishing Party.

J.   TERM AND TERMINATION

1.   **Term.** The initial term of the Agreement is three years ("Initial Term"), commencing on the date the Agreement is fully executed by the Parties, unless terminated earlier in accordance with this Agreement. Once the Initial Term commences, the Agreement will be reviewed on an annual basis to ensure that no significant programmatic, institutional or academic changes have occurred that may compromise the Agreement terms. After the Initial Term, this Agreement shall automatically renew for two additional one-year terms, unless termination is initiated as describe in section J.2.

2.   **Termination.** the University or College may terminate this Agreement for any reason (with or without cause) by providing 60 days' advance written notice to the other Party. Teach out and confidentiality obligations shall survive the termination of this Agreement.

3.   **Students' Completion of Program if Agreement is Terminated.** In the event this Agreement expires or is terminated by either College or the University, the Parties shall timely develop a plan to allow all currently enrolled participating University Center Students to complete their Program of study and obtain their degree under the terms of this Agreement, provided that they continue to meet Program requirements and otherwise remain eligible to participate. College will continue to provide the University with facilities and services as provided or in this Agreement so as to enable Program completion by University Center Students.

K.   COMPLIANCE WITH HIGHER EDUCATION LAWS AND STANDARDS

14

It is the intention of the Parties to fully comply with applicable higher education laws and standards, as well as with general federal, state, and local laws, including but not limited to federal regulations and guidance issued by the U.S. Department of Education as well as applicable state education law and accreditation standards. To the extent the aforementioned laws or standards change during the term of this Agreement, the Parties shall amend this Agreement with the goal of ensuring continued compliance with general as well as higher education laws and standards.

L.   NOTICES

All notices required pursuant to the terms of this Agreement shall be in writing and shall be deemed duly given if delivered in person; or sent by facsimile transmittal with confirmed delivery, or by reputable express courier, or by certified mail properly addressed with proper postage prepaid and return receipt requested. Notices shall be addressed or otherwise sent to the intended recipient Party at its address shown below, or at such address as such Party may in the future notify the other Party in writing:

If to MCC:

Dr. Daniela Broderick
Dean of Arts and Humanities
Interim Associate Vice President
for the University Center at MCC
8900 U.S. Highway 14
Crystal Lake, IL 60012

dbroderick@mchenry.edu

With a copy to legal counsel:

Emily Bothfeld
Robbins Schwartz
55 W. Monroe, Suite 800
Chicago, IL 60602

ebothfeld@robbins-schwartz.com

If to the University:

Sharon W. Maxwell
Sr. Vice President for Business & Finance
347 S. Gladstone Avenue
Aurora, IL 60506

smaxwell@aurora.edu

With a copy to legal counsel:

Ellen Babbitt
Husch Blackwell
120 S. Riverside Plaza, Suite 2200
Chicago, IL 60606

ellen.babbitt@huschblackwell.com

M.   MISCELLANEOUS PROVISIONS

1.   **Entire Agreement.** This Agreement constitutes the entire understanding and agreement between the Parties with respect to the subject matter set forth herein, and supersedes any and all prior agreements, understandings, promises, warranties, and representations, oral or written, not incorporated herein.

2.   **Amendments and Waivers.** This Agreement may not be amended, modified, altered, supplemented or changed in any way and no provision may be waived except in writing specifically referring to this Agreement, signed by the Parties and attached hereto as an

15

amendment.

3.   **Assignment.** Neither Party may assign this Agreement, in whole or in part, without prior consent of the other Party.

4.   **No Third-party Beneficiaries.** Nothing contained herein shall be construed as creating or conferring any right of action or other right or benefit upon any third party.

5.   **Governing Law.** This Agreement (including without limitation any and all attachments and amendments hereto) and any dispute arising thereunder shall be governed by and construed according to the laws of the State of Illinois without regard to its conflict-of-laws principles. The exclusive venue for litigation arising hereunder shall be a court of competent jurisdiction sitting in the State of Illinois.

6.   **Signers' Authority to Bind.** The individuals signing this Agreement on behalf of the Parties hereby warrant that they have the necessary authority to bind their respective Party to this Agreement.

IN WITNESS WHEREOF, the Parties have executed this Agreement by their duly authorized, respective officers, and by doing so, hereby affirm that the terms and conditions herein are mutually enforceable on behalf of and against each party as of the date first written above.

MCHENRY COUNTY COLLEGE

DocuSigned by:

Dr. Clinton E. Gabbard

7121C12FF1014C2...

President Dr. Clint Gabbard

McHenry County College

Date: 7/11/2023

AURORA UNIVERSITY

DocuSigned by:

Dr. Susana Rivera-Mills

3E4B433A3C5642D...

President Dr. Susana Rivera-Mills

Aurora University

Date: 7/11/2023

16

Appendix A

The University agrees to offer the following programs of study in the University Center at MCC (MCC main campus) starting in the Summer of 2023:

- Bachelor of Social Work
- Bachelor of Arts in Elementary Education

The University agrees to offer the following programs of study starting in the Fall of 2024 (University Center at MCC Woodstock campus):

- Bachelor of Social Work
- Bachelor of Arts in Elementary Education
- Bachelor of Science in Nursing

The University agrees to pursue offering the following programs of study on the University Center at MCC Woodstock campus upon recruitment of a minimum cohort of 15 students:

- Master of Arts in Education (Curriculum and Instruction, Education Leadership, Educational Technology, Reading Instruction, Teaching)
- Education Endorsements (Director of Special Education, Principal Endorsement, ESL/Bilingual Endorsement)
- Masters of Social Work

Transfer Pathways for each of these programs to be inserted to Appendix A once finalized.

17

Appendix B

[the University to insert tuition and fees information]

18

McHenry County College and Northern Illinois University Partnership Agreement

This Agreement is entered into this 12th day of April, 2023 by and between the Board of Trustees of Community College District No. 528, an Illinois public community college district having territory in parts of McHenry County and portions of surrounding counties, Illinois, hereinafter referred to as "McHenry County College", "MCC", or "College", and the Board of Trustees of Northern Illinois University, hereinafter referred to as "Client" or "NIU" (collectively, the "Parties").

WHEREAS, McHenry County College desires to provide a wider range of educational opportunities to residents of District 528 and to students who enroll at the College, and is authorized under Section 3-40 of the Public Community College Act (110 ILCS 805/3-40) to enter into contracts with any person, organization, educational institution, association or governmental agency to provide or secure educational services; and

WHEREAS, McHenry County College offers associate degree programs, and desires to offer students the opportunity to complete bachelor's degrees and, if applicable, graduate degrees, through collaborations with four-year institutions; and

WHEREAS, McHenry County College is willing to serve as host to colleges and universities which wish to provide educational programming beyond the associate degree level at MCC; and

WHEREAS, Client wishes to collaborate with McHenry County College to provide educational programming which would enable MCC students, MCC alumni, and other residents of District 528 to take bachelor's degree courses and programs and, if applicable, graduate degree courses and programs, in the community in which they live; and

WHEREAS, McHenry County College and Client have determined that establishing the partnership described herein will result in enhanced educational benefits and opportunities for the communities they serve.

NOW, THEREFORE, in consideration of the mutual covenants set out in this Agreement, the Parties agree to be bound by the following terms and conditions.

A.   **INCORPORATION OF PREAMBLE RECITALS; SCOPE OF AGREEMENT**

1.   **Preamble Recitals.** The preamble recitals set forth above are incorporated in and made a part of this Agreement.

2.   **Scope of Agreement.** The scope of this Agreement is limited to the transfer articulation pathways identified in Appendix A, which is incorporated by reference and attached hereto.

B.   **ADMINISTRATION OF AND POLICIES APPLICABLE TO THE PROGRAM**

1.   **Program Availability.** Except as provided in Section B.4 or Appendix A, the educational programming offered under this Agreement (the "Program") shall be available to: 1) current MCC students who have ideally earned a minimum of 45 credit hours, 2) students who self-elect to transfer prior to earning 45 credit hours, 3) adult learners from the community who have earned some college credit but do not have a degree and to residents of District 528 who have completed an Associate's Degree at MCC or any other community college ("Eligible Participants"). An Eligible Participant who enrolls at Client to participate in programming offered under this Agreement shall be referred to as a "University Center Student."

2.   **Transfer Articulation.** The Parties agree to take all appropriate actions to allow for the maximum transfer between Client and MCC of credits earned by University Center Students who successfully complete the Program. All credits earned in courses which are required for an Associate's Degree at MCC will apply toward Bachelor's Degrees at Client as identified in the transfer articulation pathway(s) in Appendix A. Client agrees to provide a detailed semester by semester transfer pathway in Appendix A. A University Center Student who successfully completes a transfer articulation pathway will be awarded the corresponding Bachelor's Degree by Client upon successful fulfillment of all academic graduation requirements. Client and MCC agree to review and update the transfer articulation pathway(s) annually. Each transfer articulation pathway associated with this Agreement is intended be a 2+2 pathway, with no fewer than 60 semester credit hours of MCC courses and no more than 60 semester credit hours of Client courses. A minimum of 120 semester hours that can be applied toward the degree is required for graduation at NIU. While most programs have requirements that can be satisfied in 120 hours, a limited number of programs have established through the curricular process their need to require more than 120 hours. See departmental sections of this catalog for a semester-hour breakdown and total for each major.

3.   **Elective Options.** Where electives are defined in the transfer pathway, Client shall preselect a set that will allow University Center Students to complete their elective coursework at the University Center or online. While additional electives may be available on Client's campus, University Center Students will be first advised of those courses available at the University Center and online.

4.   **Course Availability.** Client commits to offer a timely sequence of courses for the primary benefit of University Center Students, provided that there is sufficient demand for such courses by University Center Students. Client will provide MCC with advance written notice of the minimum course enrollment for each course offered pursuant to this Agreement. MCC and Client may, within their discretion, permit enrollment by non-University Center

Students in classes where the total number of enrolled University Center Students is less than the maximum capacity for the course. On average, a majority of students enrolled for all courses offered by Client in any given semester must be University Center Students, and preference will be given to University Center Students at the time of admission and registration. When courses for specific programs consistently fail to enroll a majority of University Center Students, the Parties will reevaluate the viability of said program.

5. **Course Withdrawal.** University Center Students who are seeking to withdraw from an NIU course or semester, they must contact the central advising office of the college for the pursuing major. Once all the proper course or semester withdrawal procedures have been followed , the Office of the Bursar will make any appropriate adjustments to the student's financial account. The formal withdrawal process listed in Appendix B.

6. **Financial Aid.** Client is responsible for awarding and administering all applicable financial aid for Client's courses offered to University Center Students pursuant to this Agreement.

7. **Admission and Matriculation Standards.** University Center Students participating in the Program will be subject to each Party's applicable matriculation and degree requirements.

8. **Accreditations.** Each Party shall maintain all necessary and required accreditations, including state and regional accreditations, with the appropriate accreditation agencies. In the event either party's accreditation is revoked or otherwise limited this Agreement may be terminated immediately upon written notice by the other party. In the event of such termination for loss of accreditation, the institution which remains appropriately accredited shall apply reasonable administrative efforts to accommodate all participating students. The Party that lost accreditation shall pay the other Party its reasonable costs incurred in providing such accommodations.

9. **Concurrent enrollment.** Students will be permitted to enroll concurrently at Client and MCC to complete a degree program, provided they have earned a minimum of 45 credit hours in an approved program of study, or they are a MCC alumnus who has completed an associate's degree. Exceptions require approval by MCC and Client. Students who enroll concurrently at Client and MCC will be under a consortium agreement for financial aid purposes.

10. **Reverse Transfer for Associate's Degree Completion.** For MCC students who enroll in the Program and who have not completed an Associate's Degree, MCC and Client will implement a process to allow for the reverse transfer of coursework for the completion of the Associate's Degree at MCC. This process will be in compliance with the Student Transfer Achievement Reform Act (110 ILCS 150/).

11. **Data Sharing and Release of Information.** The Parties acknowledge that student education records and the personally identifiable information contained therein are considered confidential under the Family Educational Rights and Privacy Act of 1974 ("FERPA"), 20 U.S.C. § 1232g. In carrying out its respective obligations under this Agreement, each Party and its employees shall maintain the confidentiality of all personally identifiable information concerning enrolled students of the other Party, and shall adhere to

all applicable federal, State and local laws, rules and regulations now in effect or later adopted relating to the confidentiality of student records and information, including but not limited to FERPA. With regard to any education records and information to which a Party and/or its employees may be granted access under this Agreement, that Party and its employees shall be deemed "school officials" with legitimate educational interests in such records and information. The Party and its employees shall have the right to access and use such records and information solely for the purpose of performing the Party's obligations under this Agreement. The Party and its employees shall not re-disclose personally identifiable student information that is received under this Agreement to any third party, except as directed or permitted by the other Party, or as required by law. Each Party shall have in place reasonable policies and procedures, which the other Party may monitor or audit upon request and with reasonable notice, to prevent such re-disclosure.

a. **Prospecting Data**

Client shall provide MCC with the following student data pertaining to all applicants of the Program within five (5) business days of (inquiries, student engagement, advising session, info session, etc.) acquisition for purposes of tracking student interest, enrollment and progress in the Program:

Student Name (last, first, middle initial)
Date of Birth (month, day, year)
Program Start Date
Program of Study Term
GPA
Current Area of Study
Credit Hours Attempted and Earned
Email Address
Phone Number

Additionally, Client will provide enrollment management data including: application counts per program of study, yield rate per program, contact rate for inquiries. Client will provide enrollment management data to MCC at mid-term each semester or quarter.

b. **Data for Invoicing and Persistence**

Client will provide MCC with the following enrollment data for participating University Center Students by Client's census date each term, but no later than 30 days from the start of the term. Data file will have one record per student per term.

Field	Description of Field
UC-IC	ID from Client school
From MCC	Y/N flag to identify former MCC students
Semester Code	Term (mapped to MCC semesters)

School	Client School
Program Code	Client School program code
Cohort	Client School cohort
Birth Date	Student date of birth (used to calculate age at various points in time)
Gender	Student gender
Ethnicity	Student primary Race-Ethnicity
Credits	Student credits enrolled

c. Student Success/Completion Data

Client will provide MCC with the following success/completion data for participating University Center Students no later than 30 days from the end of each term. Data file will have one record per student per course per term. Students will need to sign a waiver to allow for data sharing.

Field	Description of Field
UC-IC	ID from Client school
Semester Code	Term (mapped to MCC semesters)
School	Client School
Course ID	Course subject and number (e.g., BUS 101)
Course Section	Course section identifier
Term GPA	Grade Point Average for the term

12. **Maintenance of Records.** Client shall maintain appropriate educational records for students admitted to the Program or individual courses pursuant to this Agreement.

13. **Graduation requirements and changes to same.** Graduation requirements for students participating in a program pursuant to this Agreement will be provided in the respective Party's

catalogs in effect at the time the student is admitted to the program. Students must continue to progress toward a degree in accordance with the policies and regulations of the Party offering the program involved. The Parties acknowledge that certain degree programs may include requirements established by accreditation bodies or other outside entities which modify those requirements without regard to the terms of this Agreement. In the event of such changes, the Parties shall make reasonable efforts to accommodate the affected students' continuous progress toward graduation. If such changes to the curricular requirements work to a participating student's advantage, that student may elect to adhere to the modified requirements in lieu of those described in the catalog of the Party involved.

14. **Program Discontinuation.** In the event that Client discontinues an academic program offered pursuant to this Agreement, or College discontinues an academic program for which enrolled University Center Students would have been able to earn credit through reverse transfer participating University Center students already enrolled and actively pursuing that program shall be permitted to complete it within four (4) years from the date of discontinuation in the case of a Client Bachelor's Degree program and within two years from the date of discontinuation in the case of a College Associate's Degree program. In the event that Client decides to discontinue an academic program offered pursuant to this Agreement, Client must provide to the College advance written notification of the discontinuation, along with a teach out plan for currently enrolled University Center Students to complete the program. This notification must be provided at least 60 calendar days prior to the discontinuation of the academic program.

15. **Correspondence.** Enrolled University Center Students, as defined in Section B.1, shall be placed on mailing lists for MCC and Client and shall receive correspondence from each of them in a timely fashion.

16. **Student Conduct Rules and Disciplinary Procedures.** University Center Students, as defined in Section B.1, are responsible to comply with policies and rules of MCC as well as those of Client. The Parties will cooperate regarding an appropriate response to alleged misconduct by a University Center Student, taking into consideration the nature of the alleged misconduct, the parties involved and the location and context in which the alleged misconduct occurred.

17. **Nondiscriminatory access and ADA compliance.** MCC and Client are committed to the policy all persons shall have equal access to their programs, facilities, and employment without regard to race, color, creed, religion, natural origin, sex, marital status, disability, public assistance status, veteran status or sexual orientation, and will maintain facilities that are compliant with the Americans with Disabilities Act, as amended.

The Parties will cooperate regarding an appropriate response to any report of alleged discrimination or harassment, including sexual harassment, involving University Center Students or employees participating in courses or involved in programs offered under this Agreement, taking into consideration the nature of the report, the parties involved and the location and context in which the alleged discrimination or harassment occurred.

18. **Advising and Registration.** MCC and Client will work together to ensure that University Center Students and MCC students who are interested in pursuing a program offered under this Agreement receive coordinated advising from both Parties, as appropriate. MCC students pursuing a program offered under this Agreement will receive academic advising, registration and related program information through Client representatives, either in person or through

other means, such as telephone, email or video conferencing.

19. **Co-advising.** Students who identify as prospective University Center Students while enrolled at MCC will be co-advised by MCC and Client. Joint advising can be done via phone, virtually or in person at the University Center offices as appropriate. Prior to their enrollment at Client, students will be provided a referral from their MCC advisor to meet with University Center at MCC's staff, who will work with the student in collaboration with Client to ensure students are meeting all benchmarks to enroll in the Program. Once a student enrolls in a Client program, academic advising shall be the responsibility of Client.

20. **Contingency Plan of Operations.** In case of natural disaster or force majeure, including pandemic or infectious disease outbreak, MCC and Client acknowledge and agree that they may need to execute contingency plans or operations outside of what is outlined in this Agreement. Contingency plans may be utilized with respect to matters including, but not limited to, academic instruction, final exams, advising, data sharing, and student recruitment.

C.   RESPONSIBILITIES OF MCC

1. **Workspace and Related Amenities; Classrooms.** College will provide Client with furnished workspace within facilities at the University Center at MCC, including telephone, printing, and internet access. College will also provide Client with classroom space with internet-connected computer and projection equipment within MCC facilities at the University Center and main campus if/when needed. The number of classrooms provided in a given semester will depend upon the number of Client classes offered and conducted for that semester. Classroom requests must be submitted in writing by Client 60 days prior to the start of each semester. MCC will designate an individual to coordinate technology, workspace, facility, classroom and instructional needs with assigned program counterparts at Client to coordinate resource needs each semester. Both workspace and classrooms will be provided "as is." MCC and Client will evaluate costs and responsibility for purchase on a case-by-case basis when there are specific equipment needs for the Client's proprietary programs.

2. **AV Services.** MCC will provide audio-visual equipment, upon request and when reasonable available, for Client instruction conducted at the University Center, adhering to MCC's policies and procedures relating to the use of this equipment.

3. **Technology/Lab Requests.** Any requests for modification of base technology in the classroom must be made a minimum of 60 days prior to the start of each semester. Technology requests will be evaluated on a case-by-case basis.

4. **Library services.** MCC will provide library services, on the same basis they are made to MCC employees and students, to the client faculty who are teaching courses in the Program, client staff associated with those courses , and participating students. Client shall provide any additional library materials which it determines are needed to support Client courses **Information Services.** College will provide information resources, on the same basis they are made available to MCC employees and students, to Client faculty who are teaching courses in the Program, Client staff associated with those courses, and participating students. Client shall provide any additional library materials which it determines are needed to support Client courses on the University Center.

D.   RESPONSIBILITIES OF CLIENT

1.   **Faculty.** Client will provide faculty for Client courses taught at the University Center at MCC. When appropriately credentialed and experienced, Client will give fair consideration to MCC faculty for assignment to teach Client's courses at the University Center at MCC.

2.   **Program Completion.** Client will allow a participating University Center Student who begins the Program to complete the Program provided that the Student continues to meet all applicable eligibility requirements.

3.   **Programs Offered.** Client will provide Bachelor's Degree courses to University Center Students on site at the University Center, or in blended/online format if mutually approved by MCC and Client, in the areas as set forth above and in Appendix A. Client will provide at least 50% of Client credit/programming hours are offered on site at the University Center, as opposed to online or in a blended format as much as possible. For blended courses, the on-site portion must be offered at the University Center, unless the Parties agree otherwise based upon low enrollment. Client will provide University Center Students with a predictable sequence of courses including program recommended electives. The modality (on site, blended or online) of each course will be mutually agreed upon by the Parties. Client reserves the right to determine whether each particular academic program will have rolling admission or a determined start date. Failure to comply with this requirement may result in termination of this Agreement.

4.   **Program Selection.** New Bachelor's Degree programs will be selected through a process defined by McHenry County College to serve MCC students and alumni and residents of District 528. Client, and any other universities with which MCC is partnering to offer Bachelor's Degree and/or graduate degree programs at the University Center, will be given first right of refusal on the introduction of new programs. MCC reserves the right to select among its partnering universities when two or more universities are interested in offering the same program. If no partnering university is interested in offering a select program proposed by MCC, MCC reserves the right to partner with additional institution(s) for the delivery of the program.

   MCC will not permit directly competing programs at the University Center. This is done for the purposes of better serving the needs of the students and to ensure that Client and any other university with which MCC partners each have a viable market for University Center programs.

5.   **Program Sustainability.** Client agrees to launch the first University Center Bachelor's Degree programs in the Fall 2024 semester, and to launch any subsequent programs within one (1) year of its agreement with MCC to launch said programs. If Client is unable to launch a program within this established timeframe due to of low enrollment or other factors, the College reserves the right to cancel the program and reassign the program to another partnering university. Furthermore, Client is required to continuously run cohorts after the launch of a new Bachelor's Degree program, at a minimum of one new cohort per year for the initial term of the Agreement. After the initial term, Client will continuously run cohorts until the Agreement is terminated in accordance with section J2. Cohort or course size will be ideally 15, but Client agrees to run courses with 12 students, especially during the first 2 years of a new program.

6.   **Course Scheduling.** Client will schedule courses at the University Center on a basis consistent with its academic calendar, and arrange them in planned sequences so as to allow participating University Center Students to progress towards the degrees identified in Appendix A.

7.   **Course Cycle.** Client will make all efforts to best align its academic schedule with MCC's academic calendar. Client may offer courses, services or events at the College when the University Center is closed only with College's prior permission and may incur additional costs if applicable.

8.   **Tuition Charges.** Client will charge tuition and fees for Client's courses offered under this Agreement as outlined in Appendix **B** and shall inform MCC officials and prospective University Center Students the prevailing rates of tuition and fees per semester credit hour for each Client course offered under this Agreement prior to delivery. Client shall notify MCC in writing of any change in the structure of course charges not less than 60 days prior to the effective date of the change. For non-public universities, the maximum rate of charge per semester credit hour plus credit hour fees shall be within 5% of the median tuition rate plus credit hour fees for public universities in Illinois for the same program.

9.   **ADA Accommodations.** Client will provide reasonable accommodations, services, and access to guests and students with disabilities who enroll in Client courses offered pursuant to this Agreement in accordance with federal/state law and Client policy. Client may contact MCC's Center for Access and Disability Services for referrals to third party contractors who may be available to provide the requested accommodations or services. Classrooms will be ADA compliant and accessible.

10.   **Compliance with College Policies.** Client's employees and students who visit the University Center or otherwise participate in the Program shall be required to comply with all applicable MCC policies, procedures and rules, including but not limited to Board Policy 2.8 (Firearms Policy), Board Policy 6.1.3 (Drug-Free Schools and Communities Act Policy), Board Policy 6.1.4 (Drug and Alcohol-Free Workplace Policy), and Board Policy 6.1.5 (Smoke and Tobacco-Free Campus Policy). It is the responsibility of Client to inform its students and employees of the existence and substance of all applicable MCC policies to which they must adhere before said employees or students visit the University Center or MCC's campus.

11.   **Criminal Background Checks**. Client agrees to provide College upon request with a certification that criminal background checks have been conducted on each of its employees (as well as employees of its subcontractors, if applicable) assigned to work under this Agreement. The minimum background check process shall include, but not be limited to, the following: Social Security Number Trace; and Federal, State and County Criminal Background Checks National Sex Offender Registry. The initial criminal background checks performed by Client will be performed at Client's expense, and per Client's policies and applicable law. Should Client determine a need to perform subsequent/additional background checks on its employees, they shall be performed at Client's expense. The College may request that Client perform additional background checks of any Client employee (or Client subcontractor employee, if applicable) assigned to work under this Agreement at the College's own expense. The Client will invoice College for the expenses of running additional background checks at the request of the College, and College promises to pay said invoice within thirty (30) days of receipt. The Client shall review the results of any additional background checks ordered by the College per Client's

policies and applicable law. Should the results of an additional background check present a substantial relationship between the criminal offenses and the employee's job duties or pose an unreasonable risk to property or to the safety or welfare of specific individuals or the general public (after following applicable policy and law), that individual shall not be allowed to continue working at the University Center or in connection with this Agreement. Additionally, the Client reserves the right to take additional action that may be deemed appropriate or necessary under the circumstances.

E.   RESPONSIBILITIES OF BOTH PARTIES

1.   **Promotion of Program and Recruitment of Students.** MCC and Client will promote the academic programs and courses offered pursuant to this Agreement on their respective websites, physical spaces and other promotional mediums. McHenry County College assumes the responsibility of marketing and promoting the University Center brand. Client agrees to work collaboratively with MCC to promote Client programs. This will include an annual marketing plan for the programs jointly created by the Parties. Quarterly status meetings will be held to evaluate the plan.

2.   **Designation of Representatives to Monitor Implementation of Agreement.** Each Party shall designate an individual or individuals to serve as its representative to monitor and facilitate implementation of this Agreement, and shall notify the other Party in writing of the responsible individual's name and contact information at least four weeks before each semester.

3.   **Additional   Fees.   NIU's   tuition   and   Fees   are   available   at** **https://www.niu.edu/bursar/tuition/index.shtml**

4.   **Parties' Use of Each Other's Names and Logos.** The Parties may use each other's name or logo in published materials (including without limitation in their respective website and catalog content) to refer to and publicize this Agreement. Client grants to MCC a nonexclusive license to use Client's institutional trademarks, service marks, tradenames and logos (the "Marks") in any advertising, marketing or promotional materials in connection with MCC's marketing and promotion of academic courses and programs pursuant to this, and MCC grants to Client a nonexclusive license to use MCC's trademarks, service marks, trade names and logos (the "Marks") in any advertising, marketing or promotional materials in connection with Client's marketing and promotion of academic courses and programs pursuant to this Agreement; provided, however, that each Party must approve in writing the content and text of all such promotional information prior to its use by the other Party. The request for use of a Party's Marks shall not be unreasonably denied or withheld, and the failure of a Party to respond to a written request for approval shall be deemed an approval after ten (10) business days following receipt of the request. Either Party shall have the right to withdraw its prior approval for any use of its Marks by providing written notice to the other Party, in which event the other Party shall take all reasonable steps to cease use of the objected-to material as soon as possible. The licenses granted herein are non-assignable, and shall not include the right of either Party to grant sublicenses to use the Marks. Upon termination of this Agreement, each Party will promptly cease and desist its use of the other's name, logo, mark or any other likeness in any and all written materials of any kind, and shall refrain from representing orally or in writing, that it is affiliated with the other Party.

5.   **Taxes.** Each party assumes full responsibility for the payment of all applicable federal, state and local taxes it incurs as a result of this Agreement.

6.   **Graduation Ceremony.** University Center Students who receive a Bachelor's Degree upon completion of the Program outlined herein will be invited to participate in both MCC's graduation ceremony and Client's graduation ceremony.

F.   FINANCIAL ARRANGEMENTS

1.   **Non-instructional Space and Services.** College will assess Client a fee for office space exceeding one office, non-instructional space, catering, and other direct services not otherwise offered at no cost pursuant to this Agreement, according to the College's established fee schedule.

2.   **Student Billing.** Client will be responsible for billing participating University Center Students for and collecting tuition and fees applicable to the courses that Client offers pursuant to this Agreement.

3.   **Revenue Sharing.**

   Bachelor's Degrees. Client shall provide MCC 15% of the collected tuition for all course modalities offered through the MCC University Center.

   Differential tuition, NIU scholarships and fees are not part of the revenue share agreement term. A link to NIU differential tuition is provided in Appendix B.

   Course enrollment will be determined by the 10th week of classes. At that time, MCC will generate and provide Client with an invoice for the amount owed, and Client will pay said invoice within 60 days.

G.   INSURANCE

   Each Party shall maintain, either commercially or through a self-insurance program, coverage for professional and general liability insurance for personal injury and property damage caused by negligent acts or omissions of its employees, agents and officers, in minimum coverage amounts of $1,000,000 per occurrence or $10,000,000 in the aggregate. Upon request, certificates of insurance shall be provided by each Party naming the other as an additional insured for the purposes of this Agreement.

H.   PROPRIETARY AND CONFIDENTIAL INFORMATION

   Each Party shall maintain all of the other Party's proprietary and/or confidential information in confidence, and shall not disclose it, by any means, to any person, unless disclosure is required in the performance of services under this Agreement or pursuant to state or federal law. Proprietary and/or confidential information includes information that is marked or otherwise identified as proprietary or confidential at the time of disclosure, or that by its nature would be understood by a reasonable person to be proprietary or confidential. In such case, such disclosure shall only be with the owner's prior written approval and only to the extent necessary to perform services under this Agreement. This prohibition also applies to the Parties' employees, agents and subcontractors, and each Party shall ensure and be responsible for compliance with this provision by its employees, agents and subcontractors.

Upon termination of this Agreement, each Party will return any proprietary and/or confidential information of the other Party in its possession (including all confidential information in the possession of its employees, agents and subcontractors).

I. INTELLECTUAL PROPERTY

1. The Parties shall retain all of their respective pre-existing intellectual property rights including, without limitation, all trademarks and logos, patents, copyrights, trade secrets, and proprietary technology, owned prior to the execution of this Agreement.

2. Any Party that creates any intellectual property during the term of this Agreement shall retain sole intellectual property rights, including, without limitation, all trademarks and logos, patents, copyrights, trade secrets, and proprietary technology, obtained in connection with said intellectual property.

3. All information, data, and materials, including but not limited to, any written, printed, graphic, or electronically or magnetically recorded information furnished by a Party for the other Party's use are the sole property of the furnishing Party.

J. TERM AND TERMINATION

1. **Term.** The initial term of the Agreement is three years ("Initial Term"), commencing on the date the Agreement is fully executed by the Parties, unless terminated earlier in accordance with this Agreement. Once the Initial Term commences, the Agreement will be reviewed on an annual basis to ensure that no significant programmatic, institutional or academic changes have occurred that may compromise the Agreement terms. After the Initial Term, this Agreement shall automatically renew for two additional one-year terms, unless termination is initiated as describe in section J.2.

2. **Termination.** Client or College may terminate this Agreement for any reason (with or without cause) by providing 60 days' advance written notice to the other Party.

3. **Students' Completion of Program if Agreement is Terminated.** In the event this Agreement expires or is terminated by either College or Client, the Parties shall timely develop a plan to allow all currently enrolled participating University Center Students to complete their program of study and obtain their degree under the terms of this Agreement, provided that they continue to meet Program requirements and otherwise remain eligible to participate. College will continue to provide Client with facilities and services as provided or in this Agreement so as to enable Program completion by such Students.

K. NOTICES

All notices required pursuant to the terms of this Agreement shall be in writing and shall be deemed duly given if delivered in person; or sent by facsimile transmittal with confirmed delivery, or by reputable express courier, or by certified mail properly addressed with proper postage prepaid and return receipt requested. Notices shall be addressed or otherwise sent to the intended recipient Party at its address shown below, or at such address as such Party may in the future notify the other Party in writing:

If to MCC: If to Client:

Daniela Broderick   Ronald Smith
Associate Vice President of Academic Affairs   Director, Community College
                                                             Partnerships

With a copy to legal counsel: With a copy to legal counsel
Robbins Schwartz   Bryan Perry
55 W. Monroe, Suite 800   1425 W. Lincoln Avenue
Chicago, IL 60602   Altgeld Hall, 335
ebothfeld@robbins-schwartz.com   DeKalb, IL 60115
                                                             bperry3@niu.edu

L.   MISCELLANEOUS PROVISIONS

1.   **Entire Agreement.** This Agreement constitutes the entire understanding and agreement between the Parties with respect to the subject matter set forth herein, and supersedes any and all prior agreements, understandings, promises, warranties, and representations, oral or written, not incorporated herein.

2.   **Amendments and Waivers.** This Agreement may not be amended, modified, altered, supplemented or changed in any way and no provision may be waived except in writing specifically referring to this Agreement, signed by the Parties and attached hereto as an amendment.

3.   **Assignment.** Neither Party may assign this Agreement, in whole or in part, without prior consent of the other Party.

4.   **No Third-party Beneficiaries.** Nothing contained herein shall be construed as creating or conferring any right of action or other right or benefit upon any third party.

5.   **Governing Law.** This Agreement (including without limitation any and all attachments and amendments hereto) and any dispute arising thereunder shall be governed by and construed according to the laws of the State of Illinois without regard to its conflict-of-laws principles. The exclusive venue for litigation arising hereunder shall be a court of competent jurisdiction sitting in the State of Illinois.

6.   **Signers' Authority to Bind.** The individuals signing this Agreement on behalf of the Parties hereby warrant that they have the necessary authority to bind their respective Party to this Agreement.

IN WITNESS WHEREOF, the Parties have executed this Agreement by their duly authorized, respective officers, and by doing so, hereby affirm that the terms and conditions herein are mutually enforceable on behalf of and against each party as of the date first written above.

MCHENRY COUNTY COLLEGE

President Dr. Clinton E. Gabbard

McHenry County College

Date: September 1, 2023

NORTHERN ILLINOIS UNIVERSITY

President Dr. Lisa C. Freeman

Northern Illinois University

Date: September 1, 2023

Appendix A

Client agrees to offer the following programs of study in the University Center at MCC:

- Psychology – B.A. and B.S.
- Computer Science – B.S. Software Development
- Business Administration – B.S.
- Public Health with Health Administration Emphasis – B.S.
- Early Childhood – B.S. in Early Childhood Education with Professional Education Licensure through Illinois State Board of Education

Degree Pathways for each of these programs to be inserted to Appendix A - E once finalized.

Appendix B

- NIU Tuition and Fees are available at the following:
  https://www.niu.edu/bursar/tuition/index.shtml

- Differential tuition information is available at the following:
  https://www.niu.edu/bursar/tuition/index.shtml

- NIU course withdrawal procedures are available at the following:
  https://www.niu.edu/bursar/tuition/index.shtml

McHenry County College and Roosevelt University Partnership Agreement

This Agreement is entered into this 11th day of April, 2023 by and between the Board of Trustees of Community College District No. 528, an Illinois public community college district having territory in parts of McHenry County and portions of surrounding counties, Illinois, hereinafter referred to as "McHenry County College", "MCC", or "College", and the Board of Trustees of Roosevelt University, hereinafter referred to as "Client" or "Roosevelt" (collectively, the "Parties").

WHEREAS, McHenry County College desires to provide a wider range of educational opportunities to residents of District 528 and to students who enroll at the College, and is authorized under Section 3-40 of the Public Community College Act (110 ILCS 805/3-40) to enter into contracts with any person, organization, educational institution, association or governmental agency to provide or secure educational services; and

WHEREAS, McHenry County College offers associate degree programs, and desires to offer students the opportunity to complete bachelor's degrees and, if applicable, graduate degrees, through collaborations with four-year institutions; and

WHEREAS, McHenry County College is willing to serve as host to colleges and universities which wish to provide educational programming beyond the associate degree level at MCC; and

WHEREAS, Client wishes to collaborate with McHenry County College to provide educational programming which would enable MCC students, MCC alumni, and other residents of District 528 to take bachelor's degree courses and programs and, if applicable, graduate degree courses and programs, in the community in which they live; and

WHEREAS, McHenry County College and Client have determined that establishing the partnership described herein will result in enhanced educational benefits and opportunities for the communities they serve.

NOW, THEREFORE, in consideration of the mutual covenants set out in this Agreement, the Parties agree to be bound by the following terms and conditions.

A. **INCORPORATION OF PREAMBLE RECITALS; SCOPE OF AGREEMENT**

1. **Preamble Recitals.** The preamble recitals set forth above are incorporated in and made a part of this Agreement.

2. **Scope of Agreement.** The scope of this Agreement is limited to the transfer articulation pathways identified in Appendix A, which is incorporated by reference and attached hereto.

B. **ADMINISTRATION OF AND POLICIES APPLICABLE TO THE PROGRAM**

1. **Program Availability.** Except as provided in Section B.4 or Appendix A, the educational programming offered under this Agreement (the "Program") shall be available to current MCC students who have earned a minimum of 45 credit hours (unless otherwise specified) and have identified an approved program of study and to residents of District 528 who have completed an Associate's Degree at MCC or any other community college ("Eligible Participants"). An Eligible Participant who enrolls at Client to participate in programming offered under this Agreement shall be referred to as a "University Center Student."

2. **Transfer Articulation.** The Parties agree to take all appropriate actions to allow for the maximum transfer between Client and MCC of credits earned by University Center Students who successfully complete the Program. All credits earned in courses which are required for an Associate's Degree at MCC will apply toward Bachelor's Degrees at Client as identified in the transfer articulation pathway(s) in Appendix A. Client agrees to provide a detailed semester by semester transfer pathway in Appendix A. A University Center Student who successfully completes a transfer articulation pathway will be awarded the corresponding Bachelor's Degree by Client upon successful fulfillment of all academic graduation requirements. Client and MCC agree to review and update the transfer articulation pathway(s) annually. Each transfer articulation pathway associated with this Agreement must be a 2+2 pathway, with no fewer than 60 semester credit hours of MCC courses and no more than 60 semester credit hours of Client courses.

3. **Elective Options.** Where electives are defined in the transfer pathway, Client shall preselect a set that will allow University Center Students to complete their elective coursework at the University Center or online. While additional electives may be available on Client's campus, University Center Students will be first advised of those courses available at the University Center and online.

4. **Course Availability.** Client commits to offer a timely sequence of courses for the primary benefit of University Center Students, provided that there is sufficient demand for such courses by University Center Students. Client will provide MCC with advance written notice of the minimum course enrollment for each course offered pursuant to this Agreement. MCC and Client may, within their discretion, permit enrollment by non-University Center Students in classes where the total number of enrolled University Center Students is less than the maximum capacity for the course. On average, a majority of students enrolled for all courses offered by Client in any given semester must be University Center Students, and preference will be given to University Center Students at the time of admission and registration. In the event of an online class offered to University Center students through a location other than the University Center (e.g. Client's main campus or another extended

location), Client will guarantee that sufficient seats are reserved for University Center students. When University Center courses consistently fail to enroll a majority of University Center Students, the Parties will reevaluate the terms of this Agreement.

5. **Course Withdrawal.** University Center Students who are seeking to withdraw from a course offered pursuant to this Agreement must adhere to the formal withdrawal process listed in Appendix B.

6. **Financial Aid.** Client is responsible for awarding and administering all applicable financial aid for Client's courses offered to University Center Students pursuant to this Agreement.

7. **Admission and Matriculation Standards.** University Center Students participating in the Program will be subject to each Party's applicable matriculation and degree requirements.

8. **Accreditations and Compliance with Appropriate Regulatory Agencies.** Each Party shall maintain all necessary and required accreditations, including state and regional accreditations, with the appropriate accreditation agencies and/or will seek and maintain necessary approvals to operate, to grant degrees, and to provide financial aid from all appropriate regulatory agencies . In the event either party's accreditation is revoked or otherwise limited this Agreement may be terminated immediately upon written notice by the other party. In the event of such termination for loss of accreditation, the institution which remains appropriately accredited shall apply reasonable administrative efforts to accommodate all participating students. The Party that lost accreditation shall pay the other Party its reasonable costs incurred in providing such accommodations.

9. **Concurrent enrollment.** Students will be permitted to enroll concurrently at Client and MCC to complete a degree program, provided they have earned a minimum of 45 credit hours in an approved program of study, or they are a MCC alumnus who has completed an associate's degree. Exceptions require approval by MCC and Client.

10. **Reverse Transfer for Associate's Degree Completion.** For MCC students who enroll in the Program and who have not completed an Associate's Degree, MCC and Client will implement a process to allow for the reverse transfer of coursework for the completion of the Associate's Degree at MCC. This process will be in compliance with the Student Transfer Achievement Reform Act (110 ILCS 150/).

11. **Data Sharing and Release of Information.** The Parties acknowledge that student education records and the personally identifiable information contained therein are considered confidential under the Family Educational Rights and Privacy Act of 1974 ("FERPA"), 20 U.S.C. § 1232g. In carrying out its respective obligations under this Agreement, each Party and its employees shall maintain the confidentiality of all personally identifiable information concerning enrolled students of the other Party, and shall adhere to all applicable federal, State and local laws, rules and regulations now in effect or later adopted relating to the confidentiality of student records and information, including but not limited to FERPA. With regard to any education records and information to which a Party and/or its employees may be granted access under this Agreement, that Party and its employees shall be deemed "school officials" with legitimate educational interests in such records and information. The Party and its employees shall have the right to access and use such records

and information solely for the purpose of performing the Party's obligations under this Agreement. The Party and its employees shall not re-disclose personally identifiable student information that is received under this Agreement to any third party, except as directed or permitted by the other Party, or as required by law. Each Party shall have in place reasonable policies and procedures, which the other Party may monitor or audit upon request and with reasonable notice, to prevent such re-disclosure.

a. Prospecting Data

Client shall provide MCC with the following student data pertaining to all applicants of the Program within five (5) business days of acquisition for purposes of tracking student interest, enrollment and progress in the Program:

Student Name (last, first, middle initial)
Date of Birth (month, day, year)
Program Start Date
Program of Study Term
GPA
Current Area of Study
Credit Hours Attempted and Earned
Email Address
Phone Number

Additionally, Client will provide enrollment management data including: application counts per program of study, yield rate per program, contact rate for inquiries. Client will provide enrollment management data to MCC at mid-term each semester or quarter.

b. Data for Invoicing and Persistence

Client will provide MCC with the following enrollment data for participating University Center Students by Client's census date each term, but no later than 30 days from the start of the term. Data file will have one record per student per term.

Field	Description of Field
UC-IC	ID from Client school
From MCC	Y/N flag to identify former MCC students
Semester Code	Term (mapped to MCC semesters)
School	Client School
Program Code	Client School program code
Cohort	Client School cohort
Birth Date	Student date of birth (used to calculate age at

various points in time)

Gender	Student gender
Ethnicity	Student primary Race-Ethnicity
Credits	Student credits enrolled

c. Student Success/Completion Data

Client will provide MCC with the following success/completion data for participating University Center Students no later than 30 days from the end of each term. Data file will have one record per student per course per term.

Field	Description of Field
UC-IC	ID from Client school
Semester Code	Term (mapped to MCC semesters)
School	Client School
Course ID	Course subject and number (e.g., BUS 101)
Course Section	Course section identifier
Term GPA	Grade Point Average for the term

12. **Maintenance of Records.** Client shall maintain appropriate educational records for students admitted to the Program or individual courses pursuant to this Agreement.

13. **Graduation requirements and changes to same.** Graduation requirements for students participating in a program pursuant to this Agreement will be provided in the respective Party's catalogs in effect at the time the student is admitted to the program. Students must continue to progress toward a degree in accordance with the policies and regulations of the Party offering the program involved. The Parties acknowledge that certain degree programs may include requirements established by accreditation bodies or other outside entities which modify those requirements without regard to the terms of this Agreement. In the event of such changes, the Parties shall make reasonable efforts to accommodate the affected students' continuous progress toward graduation. If such changes to the curricular requirements work to a participating student's advantage, that student may elect to adhere to the modified requirements in lieu of those described in the catalog of the Party involved.

14. **Program Discontinuation.** In the event that Client discontinues an academic program offered pursuant to this Agreement, or College discontinues an academic program for which enrolled University Center Students would have been able to earn credit through reverse transfer

participating University Center students already enrolled and actively pursuing that program shall be permitted to complete it within four (4) years from the date of discontinuation in the case of a Client Bachelor's Degree program and within two years from the date of discontinuation in the case of a College Associate's Degree program. In the event that Client decides to discontinue an academic program offered pursuant to this Agreement, Client must provide to the College advance written notification of the discontinuation, along with a teach out plan for currently enrolled University Center Students to complete the program. This notification must be provided at least 60 calendar days prior to the discontinuation of the academic program.

15. **Correspondence.** Enrolled University Center Students, as defined in Section B.1, shall be placed on mailing lists for MCC and Client and shall receive correspondence from each of them in a timely fashion.

16. **Student Conduct Rules and Disciplinary Procedures.** University Center Students, as defined in Section B.1, are responsible to comply with policies and rules of MCC as well as those of Client. The Parties will cooperate regarding an appropriate response to alleged misconduct by a University Center Student, taking into consideration the nature of the alleged misconduct, the parties involved and the location and context in which the alleged misconduct occurred.

17. **Nondiscrimination; Response to Reports of Alleged Discrimination or Harassment.** MCC and Client agree to comply with all applicable federal and state nondiscrimination and equal opportunity laws, rules and regulations. MCC and Client shall not engage in unlawful discrimination or harassment against any person based on race, color, ancestry, national origin, religion, pregnancy, sexual orientation, order of protection status, gender identity or expression, age, marital status, disability, genetic information, unfavorable military discharge, veteran status, or sex (including sexual harassment, sexual violence, sexual assault, domestic violence, dating violence and/or stalking), or any other legally protected category.

The Parties will cooperate regarding an appropriate response to any report of alleged discrimination or harassment, including sexual harassment, involving University Center Students or employees participating in courses or involved in programs offered under this Agreement, taking into consideration the nature of the report, the parties involved and the location and context in which the alleged discrimination or harassment occurred.

18. **Advising and Registration.** MCC and Client will work together to ensure that University Center Students and MCC students who are interested in pursuing a program offered under this Agreement receive coordinated advising from both Parties, as appropriate. MCC students pursuing a program offered under this Agreement will receive academic advising, registration and related program information through Client representatives, either in person or through other means, such as telephone, email or video conferencing.

19. **Co-advising.** Students who identify as prospective University Center Students while enrolled at MCC will be co-advised by MCC and Client. Joint advising can be done via phone, virtually or in person at the University Center offices as appropriate. Prior to their enrollment at Client, students will be provided a referral from their MCC advisor to meet with University Center at MCC's staff, who will work with the student in collaboration with Client to ensure students are meeting all benchmarks to enroll in the Program. Once a student enrolls in a Client program, academic advising shall be the responsibility of Client.

20. **Contingency Plan of Operations.** In case of natural disaster or force majeure, including pandemic

or infectious disease outbreak, MCC and Client acknowledge and agree that they may need to execute contingency plans or operations outside of what is outlined in this Agreement. Contingency plans may be utilized with respect to matters including, but not limited to, academic instruction, final exams, advising, data sharing, and student recruitment.

C. RESPONSIBILITIES OF MCC

1. **Workspace and Related Amenities; Classrooms.** College will provide Client with furnished workspace within facilities at the University Center at MCC, including telephone, printing, and internet access. College will also provide Client with classroom space within MCC facilities at the University Center and main campus if/when needed. The number of classrooms provided in a given semester will depend upon the number of Client classes offered and conducted for that semester. Classroom requests must be submitted in writing by Client 60 days prior to the start of each semester. Both workspace and classrooms will be provided "as is." Any modifications or special equipment may be provided at a cost to Client. Estimates will be provided to Client prior to initiation of work or purchases.

2. **AV Services.** MCC will provide audio-visual equipment, upon request and when reasonable available, for Client instruction conducted at the University Center, adhering to MCC's policies and procedures relating to the use of this equipment.

3. **Technology Requests.** Any requests for modification of base technology in the classroom must be made a minimum of 60 days prior to the start of each semester. Technology requests will be evaluated by the College and estimates will be provided to Client.

4. **Information Services.** College will provide information resources, on the same basis they are made available to MCC employees and students, to Client faculty who are teaching courses in the Program, Client staff associated with those courses, and participating students. Client shall provide any additional library materials which it determines are needed to support Client courses on the University Center.

D. RESPONSIBILITIES OF CLIENT

1. **Faculty.** Client will provide faculty for Client courses taught at the University Center at MCC. When appropriately credentialed and experienced, Client will give fair consideration to MCC faculty for assignment to teach Client's courses at the University Center at MCC.

2. **Program Completion.** Client will allow a participating University Center Student who begins the Program to complete the Program provided that the Student continues to meet all applicable eligibility requirements.

3. **Programs Offered.** Client will provide Bachelor's Degree courses to University Center Students on site at the University Center, or in blended/online format if mutually approved by MCC and Client, in the areas as set forth above and in Appendix A, provided that at least 50% of Client credit hours are offered on site at the University Center, as opposed to online or in a blended format. For blended courses, the on-site portion must be offered at the University Center, unless the Parties agree otherwise based upon low enrollment. Client will provide

University Center Students with a predictable sequence of courses including program recommended electives. The modality (on site, blended or online) of each course will be mutually agreed upon by the Parties. Client reserves the right to determine whether each particular academic program will have rolling admission or a determined start date. Failure to comply with this requirement may result in termination of this Agreement.

4. **Program Selection.** New Bachelor's Degree programs will be selected through a process defined by McHenry County College to serve MCC students and alumni and residents of District 528. Client, and any other universities with which MCC is partnering to offer Bachelor's Degree and/or graduate degree programs at the University Center, will be given first right of refusal on the introduction of new programs. MCC reserves the right to select among its partnering universities when two or more universities are interested in offering the same program. If no partnering university is interested in offering a select program proposed by MCC, MCC reserves the right to partner with additional institution(s) for the delivery of the program.

MCC will make every effort not to permit directly competing programs at the University Center. This is done for the purposes of better serving the needs of the students and to ensure that Client and any other university with which MCC partners each have a viable market for University Center programs.

5. **Program Sustainability.** Client agrees to launch the first University Center Bachelor's Degree programs in the Fall 2024 semester, and to launch any subsequent programs within one (1) year of its agreement with MCC to launch said programs. If Client is unable to launch a program within this established timeframe due to of low enrollment or other factors, the College reserves the right to cancel the program and reassign the program to another partnering university. Furthermore, Client is required to continuously run cohorts after the launch of a new Bachelor's Degree program, at a minimum of one new cohort per year.

6. **Course Scheduling.** Client will schedule courses at the University Center on a consistent basis, and arrange them in planned sequences so as to allow participating University Center Students to progress towards the degrees identified in Appendix A.

7. **Course Cycle.** Client will make all efforts to best align its academic schedule with MCC's academic calendar. Client may offer courses, services or events at the College when the University Center is closed only with College's prior permission and may incur additional costs if applicable.

8. **Tuition Charges.** Client will charge tuition and fees for Client's courses offered under this Agreement as outlined in Appendix **B** and shall inform MCC officials and prospective University Center Students the prevailing rates of tuition and fees per semester credit hour for each Client course offered under this Agreement prior to delivery. Client shall notify MCC in writing of any change in the structure of course charges not less than 60 days prior to the effective date of the change. For non-public universities, the maximum rate of charge per semester credit hour plus credit hour fees shall be within 5% of the median tuition rate plus credit hour fees for public universities in Illinois for the same program.

Graduate programs offered through the University Center may have a different fee structure from Bachelor's Degree programs.

9. **ADA Accommodations.** Client will provide reasonable accommodations, services, and access to guests and students with disabilities who enroll in Client courses offered pursuant to this Agreement in accordance with federal/state legislation and Client policy. Client may contact MCC's Center for Access and Disability Services for referrals to third party contractors who may be available to provide the requested accommodations or services.

10. **Compliance with College Policies.** Client's employees and students who visit the University Center or otherwise participate in the Program shall be required to comply with all applicable MCC policies, procedures and rules, including but not limited to Board Policy 2.8 (Firearms Policy), Board Policy 6.1.3 (Drug-Free Schools and Communities Act Policy), Board Policy 6.1.4 (Drug and Alcohol-Free Workplace Policy), and Board Policy 6.1.5 (Smoke and Tobacco-Free Campus Policy). It is the responsibility of Client to inform its students and employees of the existence and substance of all applicable MCC policies to which they must adhere before said employees or students visit the University Center or MCC's campus.

11. **Criminal Background Checks.** Client agrees to provide College upon request with an affidavit stating that criminal background checks have been conducted on each of its employees, as well as employees of its subcontractors. College may request new background checks of any employee at any time. Such criminal background checks will be performed at Client's expense. If objectionable information, as determined in College's sole discretion, is discovered regarding any Client employee in a background check, that individual shall not be allowed to continue working at the University Center or in connection with this Agreement. The minimum background check process shall include, but not be limited to, the following:

Social Security Number Trace

Federal, State and County Criminal Background Checks National

Sex Offender Registry

12. **Mandated Reporter Status of Employees.** All higher education personnel are considered "mandated reporters" under the Illinois Abused and Neglected Child Reporting Act 325 ILCS 5/4]. Upon request, Client shall provide College with an affidavit stating that any employee involved in the offering of courses or programs under this Agreement has signed the DCFS Acknowledgement of Mandated Reporter Status Form confirming that he or she will comply with requirements of the Act.

E. **RESPONSIBILITIES OF BOTH PARTIES**

1. **Promotion of Program and Recruitment of Students.** MCC and Client will promote the academic programs and courses offered pursuant to this Agreement on their respective websites, physical spaces and other promotional mediums. McHenry County College assumes the responsibility of marketing and promoting the University Center brand. Client agrees to work collaboratively with MCC to promote Client programs. This will include an annual marketing plan for the programs jointly created by the Parties. Quarterly status meetings will be held to evaluate the plan.

2. **Designation of Representatives to Monitor Implementation of Agreement.** Each Party shall designate an individual or individuals to serve as its representative to monitor and facilitate

implementation of this Agreement, and shall notify the other Party in writing of the responsible individual's name and contact information at least four weeks before each semester.

3. **Additional Fees.** Client will not charge University Center Students any additional fees beyond those fees ordinarily charged to students who enroll in courses on Client's main campus.

4. **Parties' Use of Each Other's Names and Logos.** The Parties may use each other's name or logo in published materials (including without limitation in their respective website and catalog content) to refer to and publicize this Agreement. Client grants to MCC a nonexclusive license to use Client's institutional trademarks, service marks, tradenames and logos (the "Marks") in any advertising, marketing or promotional materials in connection with MCC's marketing and promotion of academic courses and programs pursuant to this, and MCC grants to Client a nonexclusive license to use MCC's trademarks, service marks, trade names and logos (the "Marks") in any advertising, marketing or promotional materials in connection with Client's marketing and promotion of academic courses and programs pursuant to this Agreement; provided, however, that each Party must approve in writing the content and text of all such promotional information prior to its use by the other Party. The request for use of a Party's Marks shall not be unreasonably denied or withheld, and the failure of a Party to respond to a written request for approval shall be deemed an approval after ten (10) business days following receipt of the request. Either Party shall have the right to withdraw its prior approval for any use of its Marks by providing written notice to the other Party, in which event the other Party shall take all reasonable steps to cease use of the objected-to material as soon as possible. The licenses granted herein are non-assignable, and shall not include the right of either Party to grant sublicenses to use the Marks. Upon termination of this Agreement, each Party will promptly cease and desist its use of the other's name, logo, mark or any other likeness in any and all written materials of any kind, and shall refrain from representing orally or in writing, that it is affiliated with the other Party.

5. **Taxes.** Each party assumes full responsibility for the payment of all applicable federal, state and local taxes it incurs as a result of this Agreement.

6. **Graduation Ceremony.** University Center Students who receive a Bachelor's Degree upon completion of the Program outlined herein will be invited to participate in both MCC's graduation ceremony and Client's graduation ceremony.

F. **FINANCIAL ARRANGEMENTS**

1. **Non-instructional Space and Services.** College will assess Client a fee for office space exceeding one office, non-instructional space, catering, and other direct services not otherwise offered at no cost pursuant to this Agreement, according to the College's established fee schedule.

2. **Student Billing.** Client will be responsible for billing participating University Center Students for and collecting tuition and fees applicable to the courses that Client offers pursuant to this Agreement.

3. **Revenue Sharing.**

   Bachelor's Degrees. Client shall provide MCC with **1 5** % of the collected tuition (including

tuition collected from both University Center Students only) for Client's courses taught at the University Center at MCC and online. Course enrollment will be determined by the 10th week of classes. At that time, MCC will generate and provide Client with an invoice for the amount owed, and Client will pay said invoice within 60 days.

Graduate Degrees. Client shall provide MCC with **5 %** of the collected tuition (including tuition collected from both University Center Students only) for Client's courses taught at the University Center at MCC and online. Course enrollment will be determined by the 10th week of classes. At that time, MCC will generate and provide Client with an invoice for the amount owed, and Client will pay said invoice within 60 days.

G. **INSURANCE**

Each Party shall maintain, either commercially or through a self-insurance program, coverage for professional and general liability insurance for personal injury and property damage caused by negligent acts or omissions of its employees, agents and officers, in minimum coverage amounts of $1,000,000 per occurrence or $25,000,000 in the aggregate. Upon request, certificates of insurance shall be provided by each Party naming the other as an additional insured for the purposes of this Agreement.

H. **PROPRIETARY AND CONFIDENTIAL INFORMATION**

Each Party shall maintain all of the other Party's proprietary and/or confidential information in confidence, and shall not disclose it, by any means, to any person, unless disclosure is required in the performance of services under this Agreement. Proprietary and/or confidential information includes information t at is marked or otherwise identified as proprietary or confidential at the time of disclosure, or that by its nature would be understood by a reasonable person to be proprietary or confidential. In such case, such disclosure shall only be with the owner's prior written approval and only to the extent necessary to perform services under this Agreement. This prohibition also applies to the Parties' employees, agents and subcontractors, and each Party shall ensure and be responsible for compliance with this provision by its employees, agents and subcontractors. Upon termination of this Agreement, each Party will return any proprietary and/or confidential information of the other Party in its possession (including all confidential information in the possession of its employees, agents and subcontractors).

I. **INTELLECTUAL PROPERTY**

1. The Parties shall retain all of their respective pre-existing intellectual property rights including, without limitation, all trademarks and logos, patents, copyrights, trade secrets, and proprietary technology, owned prior to the execution of this Agreement.

2. Any Party that creates any intellectual property during the term of this Agreement shall retain sole intellectual property rights, including, without limitation, all trademarks and logos, patents, copyrights, trade secrets, and proprietary technology, obtained in connection with said intellectual property.

3. All information, data, and materials, including but not limited to, any written, printed, graphic, or electronically or magnetically recorded information furnished by a Party for the other Party's use are the sole property of the furnishing Party.

J. **TERM AND TERMINATION**

1. **Term.** The initial term of the Agreement is three years ("Initial Term"), commencing on the date the Agreement is fully executed by the Parties, unless terminated earlier in accordance with this Agreement. Once the Initial Term commences, the Agreement will be reviewed on an annual basis to ensure that no significant programmatic, institutional or academic changes have occurred that may compromise the Agreement terms. After the Initial Term, this Agreement shall automatically renew for two additional one-year terms, unless termination is initiated as describe in section J.2.

2. **Termination.** Client or College may terminate this Agreement for any reason (with or without cause) by providing 60 days' advance written notice to the other Party.

3. **Students' Completion of Program if Agreement is Terminated.** In the event this Agreement expires or is terminated by either College or Client, the Parties shall timely develop a plan to allow all currently enrolled participating University Center Students to complete their program of study and obtain their degree under the terms of this Agreement, provided that they continue to meet Program requirements and otherwise remain eligible to participate. College will continue to provide Client with facilities and services as provided or in this Agreement so as to enable Program completion by such Students.

K. **NOTICES**

All notices required pursuant to the terms of this Agreement shall be in writing and shall be deemed duly given if delivered in person; or sent by facsimile transmittal with confirmed delivery, or by reputable express courier, or by certified mail properly addressed with proper postage prepaid and return receipt requested. Notices shall be addressed or otherwise sent to the intended recipient Party at its address shown below, or at such address as such Party may in the future notify the other Party in writing:

If to MCC: If to Client:

[Insert name/title/contact]   [Insert name/title/contact]

With a copy to legal counsel:
Robbins Schwartz
55 W. Monroe, Suite 800
Chicago, IL 60602
ebothfeld@robbins-schwartz.com

L. **MISCELLANEOUS PROVISIONS**

1. **Entire Agreement.** This Agreement constitutes the entire understanding and agreement between the Parties with respect to the subject matter set forth herein, and supersedes any and all prior agreements, understandings, promises, warranties, and representations, oral or written, not incorporated herein.

2. **Amendments and Waivers.** This Agreement may not be amended, modified, altered, supplemented or changed in any way and no provision may be waived except in writing

specifically referring to this Agreement, signed by the Parties and attached hereto as an amendment.

3. **Assignment.** Neither Party may assign this Agreement, in whole or in part, without prior consent of the other Party.

4. **No Third-party Beneficiaries.** Nothing contained herein shall be construed as creating or conferring any right of action or other right or benefit upon any third party.

5. **Governing Law.** This Agreement (including without limitation any and all attachments and amendments hereto) and any dispute arising thereunder shall be governed by and construed according to the laws of the State of Illinois without regard to its conflict-of-laws principles. The exclusive venue for litigation arising hereunder shall be a court of competent jurisdiction sitting in the State of Illinois.

6. **Signers' Authority to Bind.** The individuals signing this Agreement on behalf of the Parties hereby warrant that they have the necessary authority to bind their respective Party to this Agreement.

IN WITNESS WHEREOF, the Parties have executed this Agreement by their duly authorized, respective officers, and by doing so, hereby affirm that the terms and conditions herein are mutually enforceable on behalf of and against each party as of the date first written above.

MCHENRY COUNTY COLLEGE

President Dr. Clint Gabbard

McHenry County College

Date: 5/9/23

ROOSEVELT UNIVERSITY

President Dr. Ali R. Malekzadeh

Roosevelt University

Date: 5.8.23

Erica Poremba

Erica Poremba, Executive Director of Academic Partnerships

Roosevelt University

Date 5-8-2023

Appendix A

Client agrees to offer the following programs of study in the University Center at MCC:

- Criminal Justice
- Graphic Design
- Business Administration with a Human Resource Management major (BSBA) with accelerated MBA option
- Bachelor's in Marketing (BSBA) with accelerated MBA option
- Bachelor's in Finance (BSBA) with accelerated MBA option
- MBA (Full-time and Part-time options)

Degree Pathways for each of these programs to be inserted to Appendix A once finalized.

Appendix B

[Client to insert tuition and fees information and course withdrawal procedures]

Tuition and Fees: https://www.roosevelt.edu/tuition-aid/tuition-2023-2024
Withdraw procedures: https://www.roosevelt.edu/current-students/academics/register-classes/register-for-classes

McHenry County College and Southern Illinois University Affiliation Agreement

This Agreement is entered into this 12th day of April, 2023 by and between the Board of Trustees of Community College District No. 528, an Illinois public community college district having territory in parts of McHenry County and portions of surrounding counties, Illinois, hereinafter referred to as "McHenry County College", "MCC", or "College", and the Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale, hereinafter referred to as "SIU" (collectively, the "Parties").

WHEREAS, McHenry County College desires to provide a wider range of educational opportunities to residents of District 528 and to students who enroll at the College, and is authorized under Section 3-40 of the Public Community College Act (110 ILCS 805/3-40) to enter into contracts with any person, organization, educational institution, association or governmental agency to provide or secure educational services; and

WHEREAS, pursuant to the Southern Illinois University Management Act, 110 ILCS 520/0.01 *et seq.*, SIU is authorized to enter into contracts with other entities in order to further its mission of providing higher education services;

WHEREAS, McHenry County College offers associate degree programs, and desires to offer students the opportunity to complete bachelor's degrees and, if applicable, graduate degrees, through collaborations with four-year institutions; and

WHEREAS, McHenry County College is willing to serve as host to colleges and universities which wish to provide educational programming beyond the associate degree level at MCC; and

WHEREAS, SIU wishes to collaborate with McHenry County College to provide educational programming which would enable MCC students, MCC alumni, and other residents of District 528 to take certain bachelor's degree courses and programs and, if applicable, graduate degree courses and programs, in the community in which they live; and

WHEREAS, McHenry County College and SIU have determined that establishing the relationship described herein will result in enhanced educational benefits and opportunities for the communities they serve.

NOW, THEREFORE, in consideration of the mutual covenants set out in this Agreement, the Parties agree to be bound by the following terms and conditions.

Page **1** of **21**

A. **INCORPORATION OF PREAMBLE RECITALS; SCOPE OF AGREEMENT**

1. **Preamble Recitals.** The preamble recitals set forth above are incorporated in and made a part of this Agreement.

2. **Scope of Agreement.** The scope of this Agreement is limited to the transfer articulation pathways identified in Appendix A, which is incorporated by reference and attached hereto.

B. **ADMINISTRATION OF AND POLICIES APPLICABLE TO THE PROGRAM**

1. **Program Availability.** Except as provided in Section B.4 or Appendix A, the educational programming offered under this Agreement (the "Program") shall be available to current MCC students who have earned a minimum of 45 credit hours (unless otherwise specified) and have identified an approved program of study and to residents of District 528 who have completed an Associate's Degree at MCC or any other community college ("Eligible Participants"). An Eligible Participant who enrolls at SIU to participate in programming offered under this Agreement shall be referred to as a "University Center Student."

2. **Transfer Articulation.** The Parties agree to take all reasonable and appropriate actions to allow for the maximum transfer between SIU and MCC of credits earned by University Center Students who successfully complete the Program. All credits earned in courses which are required for an Associate's Degree at MCC will apply toward Bachelor's Degrees at SIU as identified in the transfer articulation pathway(s) in Appendix A. SIU agrees to provide a detailed semester by semester transfer pathway in Appendix A. A University Center Student who successfully completes a transfer articulation pathway will be awarded the corresponding Bachelor's Degree by SIU upon successful fulfillment of all academic graduation requirements. SIU and MCC agree to review and update the transfer articulation pathway(s) annually. Each transfer articulation pathway associated with this Agreement must be a 2+2 pathway, with no fewer than 60 semester credit hours of MCC courses and no more than 60 semester credit hours of SIU courses.

3. **Elective Options.** Where electives are defined in the transfer pathway, SIU shall preselect a set that will allow University Center Students to complete their elective coursework at the University Center or online. While additional electives may be available on SIU's campus, University Center Students will be first advised of those courses available at the University Center and online.

4. **Course Availability.** SIU commits to offer a timely sequence of courses for the primary benefit of University Center Students, provided that there is sufficient demand for such courses by University Center Students. SIU will provide MCC with advance written notice of the minimum course enrollment for each course offered pursuant to this Agreement. MCC and SIU may, within their discretion, permit enrollment by non-University Center Students in classes where the total number of enrolled University Center Students is less than the maximum capacity for the course. On average, a majority of students enrolled for all courses offered by SIU in any given semester must be University Center Students, and preference will be given to University Center Students at the time of admission and registration.

When courses consistently fail to enroll a majority of University Center Students, the Parties will reevaluate the terms of this Agreement.

5. **Course Withdrawal.** University Center Students who are seeking to withdraw from a course offered pursuant to this Agreement must adhere to the formal withdrawal process listed in Appendix B.

6. **Financial Aid.** SIU is responsible for awarding and administering all applicable financial aid for SIU's courses offered to University Center Students pursuant to this Agreement.

7. **Admission and Matriculation Standards.** University Center Students participating in the Program will be subject to each Party's applicable matriculation and degree requirements.

8. **Accreditations.** Each Party shall maintain all necessary and required accreditations, including state and regional accreditations, with the appropriate accreditation agencies. In the event either party's accreditation is revoked or otherwise limited this Agreement may be terminated immediately upon written notice by the other party. In the event of such termination for loss of accreditation, the institution which remains appropriately accredited shall apply reasonable administrative efforts to accommodate all participating students. The Party that lost accreditation shall pay the other Party its reasonable costs incurred in providing such accommodations.

9. **Concurrent enrollment.** Students will be permitted to enroll concurrently at SIU and MCC to complete a degree program, provided they have earned a minimum of 45 credit hours in an approved program of study, or they are a MCC alumnus who has completed an associate's degree. Exceptions require approval by MCC and SIU.

10. **Reverse Transfer for Associate's Degree Completion.** For MCC students who enroll in the Program and who have not completed an Associate's Degree, MCC and SIU will implement a process to allow for the reverse transfer of coursework for the completion of the Associate's Degree at MCC. This process will be in compliance with the Student Transfer Achievement Reform Act (110 ILCS 150/).

11. **Data Sharing and Release of Information.** The Parties acknowledge that student education records and the personally identifiable information contained therein are considered confidential under the Family Educational Rights and Privacy Act of 1974 ("FERPA"), 20 U.S.C. § 1232g. In carrying out its respective obligations under this Agreement, each Party and its employees shall maintain the confidentiality of all personally identifiable information concerning enrolled students of the other Party, and shall adhere to all applicable federal, State and local laws, rules and regulations now in effect or later adopted relating to the confidentiality of student records and information, including but not limited to FERPA. With regard to any education records and information to which a Party and/or its employees may be granted access under this Agreement, that Party and its employees shall be deemed "school officials" with legitimate educational interests in such records and information. The Party and its employees shall have the right to access and use such records and information solely for the purpose of performing the Party's obligations under this Agreement. The Party and its employees shall not re-disclose personally identifiable student

information that is received under this Agreement to any third party, except as directed or permitted by the other Party, or as required by law. Each Party shall have in place reasonable policies and procedures, which the other Party may monitor or audit upon request and with reasonable notice, to prevent such re-disclosure.

a. Prospecting Data

SIU shall provide MCC with the following student data pertaining to all applicants of the Program within five (5) business days of acquisition for purposes of tracking student interest, enrollment and progress in the Program:

Student Name (last, first, middle initial)
Date of Birth (month, day, year)
Program Start Date
Program of Study Term
GPA
Current Area of Study
Credit Hours Attempted and Earned
Email Address
Phone Number

Additionally, SIU will provide enrollment management data including: application counts per program of study, yield rate per program, contact rate for inquiries. SIU will provide enrollment management data to MCC at mid-term each semester or quarter.

b. Data for Invoicing and Persistence

SIU will provide MCC with the following enrollment data for participating University Center Students by SIU's census date each term, but no later than 30 days from the start of the term. Data file will have one record per student per term.

Field	Description of Field
UC-IC	ID from SIU
From MCC	Y/N flag to identify former MCC students
Semester Code	Term (mapped to MCC semesters)
School	SIU School
Program Code	SIU School program code
Cohort	SIU School cohort
Birth Date	Student date of birth (used to calculate age at

Page **4** of **21**

various points in time)

Gender	Student gender
Ethnicity	Student primary Race-Ethnicity
Credits	Student credits enrolled

c. Student Success/Completion Data

SIU will provide MCC with the following success/completion data for participating University Center Students no later than 30 days from the end of each term. Data file will have one record per student per course per term.

Field	Description of Field
UC-IC	ID from SIU school
Semester Code	Term (mapped to MCC semesters)
School	SIU School
Course ID	Course subject and number (e.g., BUS 101)
Course Section	Course section identifier
Term GPA	Grade Point Average for the term

12. **Maintenance of Records.** SIU shall maintain appropriate educational records for students admitted to the Program or individual courses pursuant to this Agreement.

13. **Graduation requirements and changes to same.** Graduation requirements for students participating in a program pursuant to this Agreement will be provided in the respective Party's catalogs in effect at the time the student is admitted to the program. Students must continue to progress toward a degree in accordance with the policies and regulations of the Party offering the program involved. The Parties acknowledge that certain degree programs may include requirements established by accreditation bodies or other outside entities which modify those requirements without regard to the terms of this Agreement and which such modifications must be adhered to by the applicable degree program. In the event of such changes, the Parties shall make reasonable efforts to accommodate the affected students' continuous progress toward graduation. If such changes to the curricular requirements work to a participating student's advantage, that student may elect to adhere to the modified requirements in lieu of those described in the catalog of the Party involved.

14. **Program Discontinuation.** In the event that SIU discontinues an academic program offered

pursuant to this Agreement, or College discontinues an academic program for which enrolled University Center Students would have been able to earn credit through reverse transfer participating University Center students already enrolled and actively pursuing that program shall be permitted to complete it within four (4) years from the date of discontinuation in the case of a SIU Bachelor's Degree program and within two years from the date of discontinuation in the case of a College Associate's Degree program. In the event that SIU decides to discontinue an academic program offered pursuant to this Agreement, SIU must provide to the College advance written notification of the discontinuation, along with a teach out plan for currently enrolled University Center Students to complete the program. This notification must be provided at least 60 calendar days prior to the discontinuation of the academic program.

15. **Correspondence.** Enrolled University Center Students, as defined in Section B.1, shall be placed on mailing lists for MCC and SIU and shall receive correspondence from each of them in a timely fashion.

16. **Student Conduct Rules and Disciplinary Procedures.** University Center Students, as defined in Section B.1, are responsible to comply with policies and rules of MCC as well as those of SIU. The Parties will cooperate regarding an appropriate response to alleged misconduct by a University Center Student, taking into consideration the nature of the alleged misconduct, the parties involved and the location and context in which the alleged misconduct occurred.

17. **Nondiscrimination; Response to Reports of Alleged Discrimination or Harassment.** MCC and SIU agree to comply with all applicable federal and state nondiscrimination and equal opportunity laws, rules and regulations. MCC and SIU shall not engage in unlawful discrimination or harassment against any person based on race, color, ancestry, national origin, religion, pregnancy, sexual orientation, order of protection status, gender identity or expression, age, marital status, disability, genetic information, unfavorable military discharge, veteran status, or sex (including sexual harassment, sexual violence, sexual assault, domestic violence, dating violence and/or stalking), or any other legally protected category.

The Parties will cooperate regarding an appropriate response to any report of alleged discrimination or harassment, including sexual harassment, involving University Center Students or employees participating in courses or involved in programs offered under this Agreement, taking into consideration the nature of the report, the parties involved and the location and context in which the alleged discrimination or harassment occurred.

18. **Advising and Registration.** MCC and SIU will work together to ensure that University Center Students and MCC students who are interested in pursuing a program offered under this Agreement receive coordinated advising from both Parties, as appropriate. MCC students pursuing a program offered under this Agreement will receive academic advising, registration and related program information through SIU representatives, either in person or through other means, such as telephone, email or video conferencing.

19. **Co-advising.** Students who identify as prospective University Center Students while enrolled at MCC will be co-advised by MCC and SIU. Joint advising can be done via phone, virtually or in person at the University Center offices as appropriate. Prior to their enrollment at SIU, students will be provided a referral from their MCC advisor to meet with University Center at MCC's staff, who will work with the student in collaboration with SIU to ensure students

Page **6** of **21**

are meeting all benchmarks to enroll in the Program. Once a student enrolls in a SIU program, academic advising shall be the responsibility of SIU.

20. **Contingency Plan of Operations.** In case of natural disaster or force majeure, including pandemic or infectious disease outbreak, MCC and SIU acknowledge and agree that they may need to execute contingency plans or operations outside of what is outlined in this Agreement. Contingency plans may be utilized with respect to matters including, but not limited to, academic instruction, final exams, advising, data sharing, and student recruitment.

C. RESPONSIBILITIES OF MCC

1. **Workspace and Related Amenities; Classrooms.** At no cost to SIU, College will provide SIU with furnished workspace within facilities at the University Center at MCC, including telephone, printing, and internet access. College will also provide SIU with classroom space within MCC facilities at the University Center and main campus if/when needed. The number of classrooms provided in a given semester will depend upon the number of SIU classes offered and conducted for that semester. Classroom requests must be submitted in writing by SIU 60 days prior to the start of each semester. Both workspace and classrooms will be provided "as is." Any modifications or special equipment may be provided at a cost to SIU. Estimates will be provided to SIU prior to initiation of work or purchases.

2. **AV Services.** At no cost to SIU, MCC will provide audio-visual equipment, upon request and when reasonable available, for SIU instruction conducted at the University Center, adhering to MCC's policies and procedures relating to the use of this equipment.

3. **Technology Requests.** Any requests for modification of base technology in the classroom must be made a minimum of 60 days prior to the start of each semester. Technology requests will be evaluated by the College and estimates will be provided to SIU.

4. **Information Services.** College will provide information resources, on the same basis they are made available to MCC employees and students, to SIU faculty who are teaching courses in the Program, SIU staff associated with those courses, and participating students. SIU shall provide any additional library materials which it determines are needed to support SIU courses on the University Center.

D. RESPONSIBILITIES OF SIU

1. **Faculty.** SIU will provide faculty for SIU courses taught at the University Center at MCC. When appropriately credentialed and experienced, SIU will give fair consideration to MCC faculty for assignment to teach SIU's courses at the University Center at MCC.

2. **Program Completion.** SIU will allow a participating University Center Student who begins the Program to complete the Program provided that the Student continues to meet all applicable eligibility requirements.

3. **Programs Offered.** SIU will provide Bachelor's Degree courses to University Center Students

on site at the University Center, or in blended/online format if mutually approved by MCC and SIU, in the areas as set forth above and in Appendix A, provided that at least 50% of SIU credit hours are offered on site at the University Center, as opposed to online or in a blended format. For blended courses, the on-site portion must be offered at the University Center, unless the Parties agree otherwise in writing. SIU will provide University Center Students with a predictable sequence of courses including program recommended electives. The modality (on site, blended or online) of each course will be mutually agreed upon by the Parties. SIU reserves the right to determine whether each particular academic program will have rolling admission or a determined start date. Failure to comply with this requirement may result in termination of this Agreement.

4. **Program Selection.** New Bachelor's Degree programs will be selected through a process defined by McHenry County College to serve MCC students and alumni and residents of District 528. SIU, and any other universities with which MCC is affiliating to offer Bachelor's Degree and/or graduate degree programs at the University Center, will be given first right of refusal on the introduction of new programs. MCC reserves the right to select among its affiliating universities when two or more universities are interested in offering the same program. If no affiliating university is interested in offering a select program proposed by MCC, MCC reserves the right to affiliate with additional institution(s) for the delivery of the program.

MCC will make every effort not to permit directly competing programs at the University Center. This is done for the purposes of better serving the needs of the students and to ensure that SIU and any other university with which MCC partners each have a viable market for University Center programs.

5. **Program Sustainability.** SIU agrees to launch the first University Center Bachelor's Degree programs in the Fall 2024 semester, and to launch any subsequent programs within one (1) year of its agreement with MCC to launch said programs. If SIU is unable to launch a program within this established timeframe due to of low enrollment or other factors, the College reserves the right to cancel the program and reassign the program to another affiliating university. Furthermore, SIU is required to continuously run cohorts after the launch of a new Bachelor's Degree program, at a minimum of one new cohort per year.

6. **Course Scheduling.** SIU will schedule courses at the University Center on a consistent basis, and arrange them in planned sequences so as to allow participating University Center Students to progress towards the degrees identified in Appendix A.

7. **Course Cycle.** SIU will make reasonable efforts to align its academic schedule with MCC's academic calendar. SIU may offer courses, services or events at the College when the University Center is closed only with College's prior permission and may incur costs for such use if applicable.

8. **Tuition Charges.** SIU will charge tuition and fees for SIU's courses offered under this Agreement as outlined in Appendix **B** and shall inform MCC officials and prospective University Center Students the prevailing rates of tuition and fees per semester credit hour for each SIU course offered under this Agreement prior to delivery. SIU shall notify MCC in writing of any change in the structure of course charges not less than 60 days prior to the effective date of the change. For non-public universities, the maximum rate of charge per

semester credit hour plus credit hour fees shall be within 5% of the median tuition rate plus credit hour fees for public universities in Illinois for the same program.

Graduate programs offered through the University Center may have a different fee structure from Bachelor's Degree programs.

9. **ADA Accommodations.** SIU will provide reasonable accommodations, services, and access to guests and students with disabilities who enroll in SIU courses offered pursuant to this Agreement in accordance with federal/state legislation and SIU policy. SIU may contact MCC's Center for Access and Disability Services for referrals to third party contractors who may be available to provide the requested accommodations or services.

10. **Compliance with College Policies.** SIU's employees and students who visit the University Center pursuant to this Agreement or otherwise participate in the Program at University Center shall be required to comply with all applicable MCC policies, procedures and rules, including but not limited to Board Policy 2.8 (Firearms Policy), Board Policy 6.1.3 (Drug-Free Schools and Communities Act Policy), Board Policy 6.1.4 (Drug and Alcohol-Free Workplace Policy), and Board Policy 6.1.5 (Smoke and Tobacco-Free Campus Policy). It is the responsibility of SIU to inform its students and employees visiting the University Center pursuant to this Agreement or otherwise participating in the Program at University Center of the existence and substance of all applicable MCC policies to which they must adhere before said employees or students visit the University Center or MCC's campus.

11. **Criminal Background Checks.** Subject to SIU policy and applicable law, including without limitation the Illinois Human Rights Act, SIU agrees to conduct criminal background checks on its employees who will be assigned to the University Center pursuant to this Agreement.

12. **Mandated Reporter Status of Employees.** All higher education personnel are considered "mandated reporters" under the Illinois Abused and Neglected Child Reporting Act 325 ILCS 5/4]. Upon request, SIU shall provide College with an affidavit stating that any employee involved in the offering of courses or programs under this Agreement has signed the DCFS Acknowledgement of Mandated Reporter Status Form confirming that he or she will comply with requirements of the Act.

E. **RESPONSIBILITIES OF BOTH PARTIES**

1. **Promotion of Program and Recruitment of Students.** MCC and SIU will promote the academic programs and courses offered pursuant to this Agreement on their respective websites, physical spaces and other promotional mediums. McHenry County College assumes the responsibility of marketing and promoting the University Center brand. SIU agrees to work collaboratively with MCC to promote SIU programs. This will include an annual marketing plan for the programs jointly created by the Parties. Quarterly status meetings will be held to evaluate the plan.

2. **Designation of Representatives to Monitor Implementation of Agreement.** Each Party shall designate an individual or individuals to serve as its representative to monitor and facilitate implementation of this Agreement and shall notify the other Party in writing of the responsible

individual's name and contact information at least four weeks before each semester.

3.   **Additional Fees.** SIU will not charge University Center Students any additional fees beyond those fees ordinarily charged to students who enroll in courses on SIU's main campus.

4.   **Parties' Use of Each Other's Names and Logos.** The Parties may use each other's name or logo in published materials (including without limitation in their respective website and catalog content) to refer to and publicize this Agreement. SIU grants to MCC a nonexclusive license to use SIU's institutional trademarks, service marks, tradenames and logos (the "Marks") in any advertising, marketing or promotional materials in connection with MCC's marketing and promotion of academic courses and programs pursuant to this, and MCC grants to SIU a nonexclusive license to use MCC's trademarks, service marks, trade names and logos (the "Marks") in any advertising, marketing or promotional materials in connection with SIU's marketing and promotion of academic courses and programs pursuant to this Agreement; provided, however, that each Party must approve in writing the content and text of all such promotional information prior to its use by the other Party. The request for use of a Party's Marks shall not be unreasonably denied or withheld, and the failure of a Party to respond to a written request for approval shall be deemed an approval after ten (10) business days following receipt of the request. Either Party shall have the right to withdraw its prior approval for any use of its Marks by providing written notice to the other Party, in which event the other Party shall take all reasonable steps to cease use of the objected-to material as soon as possible. The licenses granted herein are non-assignable, and shall not include the right of either Party to grant sublicenses to use the Marks. Upon termination of this Agreement, each Party will promptly cease and desist its use of the other's name, logo, mark or any other likeness in any and all written materials of any kind, and shall refrain from representing orally or in writing, that it is affiliated with the other Party.

5.   **Taxes.** Each party assumes full responsibility for the payment of all applicable federal, state and local taxes it incurs as a result of this Agreement.

6.   **Graduation Ceremony.** University Center Students who receive a Bachelor's Degree upon completion of the Program outlined herein will be invited to participate in both MCC's graduation ceremony and SIU's graduation ceremony.

F.   **FINANCIAL ARRANGEMENTS**

1.   **Non-instructional Space and Services.** College will assess SIU a fee for office space exceeding one office, non-instructional space, catering, and other direct services not otherwise offered at no cost pursuant to this Agreement, according to the College's established fee schedule.

2.   **Student Billing.** SIU will be responsible for billing participating University Center Students for and collecting tuition and fees applicable to the courses that SIU offers pursuant to this Agreement.

3.   **Revenue Sharing.**

Bachelor's Degrees. SIU shall provide MCC with **1 5** % of the collected tuition (including tuition collected from both University Center Students and non-University Center Students) for

SIU's courses taught at the University Center at MCC. Course enrollment will be determined by the 10th week of classes. At that time, MCC will generate and provide SIU with an invoice for the amount owed, and SIU will pay said invoice within 30 days.

Graduate Degrees. SIU shall provide MCC with **1 5 %** of the collected tuition (including tuition collected from both University Center Students and non-University Center Students) for SIU's courses taught at the University Center at MCC. Course enrollment will be determined by the 10th week of classes. At that time, MCC will generate and provide SIU with an invoice for the amount owed, and SIU will pay said invoice within 30 days.

G.   **INSURANCE**

Each Party shall maintain, either commercially or through a self-insurance program, coverage for professional and general liability insurance for personal injury and property damage caused by negligent acts or omissions of its employees, agents and officers, in minimum coverage amounts of $1,000,000 per occurrence or $3,000,000 in the aggregate.

H.   **PROPRIETARY AND CONFIDENTIAL INFORMATION**

Each Party shall maintain all of the other Party's proprietary and/or confidential information in confidence, and shall not disclose it, by any means, to any person, unless disclosure is required in the performance of services under this Agreement. Proprietary and/or confidential information includes information that is marked or otherwise identified as proprietary or confidential at the time of disclosure, or that by its nature would be understood by a reasonable person to be proprietary or confidential. In such case, such disclosure shall only be with the owner's prior written approval and only to the extent necessary to perform services under this Agreement. This prohibition also applies to the Parties' employees, agents and subcontractors, and each Party shall ensure and be responsible for compliance with this provision by its employees, agents and subcontractors. Upon termination of this Agreement, each Party will return any proprietary and/or confidential information of the other Party in its possession (including all confidential information in the possession of its employees, agents and subcontractors). Notwithstanding the foregoing, all obligations pursuant to this Section are subject to applicable law and the order(s) of any court or governmental authority of competent jurisdiction.

I.   **INTELLECTUAL PROPERTY**

1.   The Parties shall retain all of their respective pre-existing intellectual property rights including, without limitation, all trademarks and logos, patents, copyrights, trade secrets, and proprietary technology, owned prior to the execution of this Agreement.

2.   Any Party that creates any intellectual property during the term of this Agreement shall retain sole intellectual property rights, including, without limitation, all trademarks and logos, patents, copyrights, trade secrets, and proprietary technology, obtained in connection with said intellectual property.

3.   All information, data, and materials, including but not limited to, any written, printed, graphic, or electronically or magnetically recorded information furnished by a Party for the other Party's use are the sole property of the furnishing Party.

J.   **TERM AND TERMINATION**

1. **Term.** The initial term of the Agreement is three years ("Initial Term"), commencing on the date the Agreement is fully executed by the Parties and continuing through the date immediately preceding the third anniversary of the date of full execution unless terminated earlier in accordance with section J.2 below. Once the Initial Term commences, the Agreement will be reviewed on an annual basis to ensure that no significant programmatic, institutional or academic changes have occurred that may compromise the Agreement terms. After the Initial Term, this Agreement shall automatically renew for two additional one-year terms, unless termination is initiated as described in section J.2 below.

2. **Termination.** SIU or College may terminate this Agreement for any reason (with or without cause) by providing 60 days' advance written notice to the other Party.

3. **Students' Completion of Program if Agreement is Terminated.** In the event this Agreement expires or is terminated by either College or SIU, the Parties shall timely develop a plan to allow all currently enrolled participating University Center Students to complete their program of study and obtain their degree under the terms of this Agreement, provided that they continue to meet Program requirements and otherwise remain eligible to participate. College will continue to provide SIU with facilities and services as provided or in this Agreement so as to enable Program completion by such Students.

K. NOTICES

All notices required pursuant to the terms of this Agreement shall be in writing and shall be deemed duly given if delivered in person; or sent by facsimile transmittal with confirmed delivery, or by reputable express courier, or by certified mail properly addressed with proper postage prepaid and return receipt requested. Notices shall be addressed or otherwise sent to the intended recipient Party at its address shown below, or at such address as such Party may in the future notify the other Party in writing:

If to MCC:	If to SIU:
With a copy to legal counsel:	Susan Wegmann, Executive Director
Robbins Schwartz	SIU Extended Campus
55 W. Monroe, Suite 800	850 Lincoln Drive, Mail Code 6513
Chicago, IL 60602	Carbondale, IL 62901
ebothfeld@robbins-schwartz.com	Susan.wegmann@siu.edu
	618-453-3430
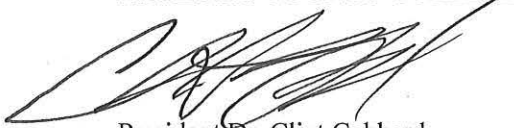
L. MISCELLANEOUS PROVISIONS

1. **Entire Agreement.** This Agreement constitutes the entire understanding and agreement between the Parties with respect to the subject matter set forth herein, and supersedes any and all prior agreements, understandings, promises, warranties, and representations, oral or written, regarding same.

2. **Amendments and Waivers.** This Agreement may not be amended, modified, altered, supplemented or changed in any way and no provision may be waived except in writing specifically referring to this Agreement, signed by the Parties and attached hereto as an amendment.

Page **12** of **21**

3. **Assignment.** Neither Party may assign this Agreement, in whole or in part, without prior consent of the other Party.

4. **No Third-party Beneficiaries.** Nothing contained herein shall be construed as creating or conferring any right of action or other right or benefit upon any third party.

5. **Governing Law.** This Agreement (including without limitation any and all attachments and amendments hereto) and any dispute arising thereunder shall be governed by and construed according to the laws of the State of Illinois without regard to its conflict/choice-of-laws principles. The exclusive venue for litigation arising hereunder shall be a court of competent jurisdiction sitting in the State of Illinois.

6. Relationship of the Parties. The relationship of the Parties created by this Agreement is strictly that of independent contractors.

7. **Signers' Authority to Bind.** The individuals signing this Agreement on behalf of the Parties hereby warrant that they have the necessary authority to bind their respective Party to this Agreement.

IN WITNESS WHEREOF, the Parties have executed this Agreement by their duly authorized, respective officers, and by doing so, hereby affirm that the terms and conditions herein are mutually enforceable on behalf of and against each party as of the date first written above.

MCHENRY COUNTY COLLEGE

President Dr. Clint Gabbard

McHenry County College

Date 4/24/23

THE BOARD OF TRUSTEES OF
SOUTHERN ILLINOIS UNIVERSITY

Chancellor Dr. Austin A. Lane

Southern Illinois University

Date

SIU Approved as to Legal Form

Douglas J Mc Carty
Digitally signed by
Douglas J Mc Carty
Date: 2023.04.21
11:15:02 -05'00'

Page **13** of **21**

Appendix A

SIU agrees to offer the following programs of study in the University Center at MCC:

- Accounting
- Industrial Management and Applied Engineering
- Information Technology

Degree Pathways for each of these programs to be inserted to Appendix A once finalized.

Appendix B

[SIU to insert tuition and fees information and course withdrawal procedures]

Tuition and Fees:

The following tuition and fees are effective as of April 13, 2023, and are subject to change. For the most up to date information regarding tuition and fees, please visit tuition.siuc.edu

These charges do not apply to students in the College of Business and Analytics:

Undergraduate		
Tuition	$321.25	Per semester hour
General Student Fee	$72.60	Per semester hour
STS Grant Fee (student can opt out)	$3.00	Flat rate per semester

Active-Duty Undergraduate		
Tuition	$250.00	Per semester hour

These charges apply only to students in the College of Business and Analytics:

Undergraduate – College of Business and Analytics		
Tuition	$369.50	Per semester hour
General Student Fee	$72.60	Per semester hour
STS Grant Fee (student can opt out)	$3.00	Flat rate per semester

Active-Duty Undergraduate – College of Business and Analytics		
Tuition	$250.00	Per semester hour

Page **15** of **21**

Withdrawal Process:

The following information is pulled from the 2023-24 Undergraduate Catalog:

Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being charged as well as receiving a failing grade for those classes. An official withdrawal must be initiated by the student, and processed by the Registrar's office. Outlined below are the procedures to be followed for course drops and for withdrawing from the University.

Deadline Dates

If Classes Meet for	Deadline for Withdrawal to Receive Full Refund	Deadline to Withdraw
13–16 weeks	2nd week	10th week
9–12 weeks	2nd week	8th week
8 weeks	2nd week	5th week
7 weeks	1st week	4th week
4–6 weeks	1st week	3rd week
2–3 weeks	1st day	1st week
Less than 2 weeks	1st day	2nd day

Course Drops

Effective Fall 2009 all students that wish to officially add or drop classes will do so within the SalukiNet portal. Unless a student has processed an authorized drop from a course by the deadline in the schedule above, the student will not be allowed to drop the course. It is the student's responsibility to ensure that the drop process is officially completed. It is probable that a student, who does not drop by the deadlines, but stops attending during the second half of the semester, will receive a grade of *WF*. Note: ceasing to attend a course may affect a student's financial aid eligibility and the *WF* counts as an *F* in the calculation of the GPA. Students who drop courses after the full refund deadline, but remain enrolled in the University, will not receive any refund.

Withdrawal From the University

Students registered for academic work must obtain a withdrawal if they contemplate leaving the University. Semester withdrawal occurs when all courses for which the student is registered are dropped. If a housing contract has been purchased, the student must contact University Housing to cancel the contract.

Withdrawal from the University is a serious decision, which, in many cases, affects financial assistance status, housing contracts, and academic records. Semester withdrawal is processed through the Registrar's Office. A withdrawal will not be issued beyond the tenth week of the semester unless the reasons for the withdrawal are beyond the student's control and verified in writing. Warning: if a student obtains a withdrawal after the 100% refund period and is receiving financial assistance, the student may be in violation of the Satisfactory Progress for Financial Assistance policy since no academic credit will be earned for the semester. The table above provides the deadline dates for withdrawal. All credits or refunds are determined by the effective date of the withdrawal and are subject to the direction of the USDOE for the distribution of Title IV funds if applicable.

Students receiving a withdrawal from a full semester length course within the first two weeks will, under normal circumstances, receive a refund of all tuition and fees paid by the student or family. Some or all financial assistance funds, depending on the source, will be returned to their original sources if the student withdraws during the 100% period.

Students who withdraw after the full refund deadline will receive an account credit equal to the appropriate refund of tuition and fees. An administrative fee will be assessed to all students who withdraw from the University and receive a refund beyond the full refund period. The amount of the fee will be a fixed charge of $100. See the following:

Refund Schedule for withdrawals from the University (Effective Fall 2011)
SIU Refund Policy

This chart is based on refunding for full semester length courses.

Percentage of Refund	Tuition	Fees
Week One	100%	100%
Week Two	100%	100%
Week Three	50%	100%
Week Four	50%	0%
Week Five and after	0%	0%

No tuition refund will be given after week four; no refund of fees will be given after week three. Student medical benefit fee cannot be refunded after week two and payment has been made to carrier. Student fees are charged as a condition of enrollment. Further explanation of tuition and fee refunding may be found at: registrar.siu.edu/schedclass.

Students who officially withdraw from school by the specific withdrawal deadline will receive a credit to their University account. Immediate cash refunds are not given for withdrawal from the University, reduction in credit-hour loads, or overpayment of account. The Bursar processes refunds at least once a week (twice a week during the week before the start of a semester and the first week of a semester) from an automated listing reflecting those accounts with a credit balance. No refunding of tuition and fees is made for a withdrawal occurring after the deadlines, except as described in the section titled Tuition and Fee Refund Policy and Procedures.

Military Service Withdrawal

Special consideration is extended to individuals who leave school for extended military service (six months or longer). These students may choose to withdraw completely. If withdrawing during the third through tenth weeks of school, these students may receive *WMS* grades in all classes, with the appropriate refund. When the withdrawal occurs after the tenth week, students will receive both grades and credit hours for the courses in which they are passing. In all instances, a copy of the military orders or a letter from the commanding officer is required for verification of impending military service. To be eligible for these benefits students must remain in school to within 10 days of their military reporting date.

Students in military service with the State of Illinois pursuant to the orders of the Governor have the right to receive a full monetary credit or refund for funds paid to any Illinois public university, college or community college if the person is placed into a period of military service with the State of Illinois in the event of state emergencies pursuant to the orders of the Governor and is unable to attend the university or

college for a period of seven or more days. Students may elect to receive course credit for all of their courses rather than a refund.

Withdrawal from the University does not relieve the student from housing contract obligations. Each student who has a contract with the University must contact University Housing and resolve the contract issue with that office.

All students seeking a withdrawal must contact the Registrar's Office in person or by mail. The effective date of the withdrawal is based on the date the student initiates the withdrawal process, provided the student completes the requirements for the withdrawal. Incomplete applications for withdrawal will be denied. Any student who fails to comply with the withdrawal procedures will receive grades for the semester and must satisfy the financial obligations for the semester.

The following information was pulled from https://registrar.siu.edu/students/withdraw.php on April 13, 2023.

HOW DO I WITHDRAW FROM ALL OF MY SIU CLASSES?

I'm in SalukiNet Self-Service right now ... what should I do?

If your intention is to be removed from all of your classes for the term so that you are no longer actively registered for the term, you can **not** drop **all** of your classes on your own. So please do not drop **any** of your classes. Instead, please contact one of the following offices to initiate the withdrawal process:

- *Undergrads.* .... Registrar's Office at withdraw@siu.edu;

Undergraduates in off-campus and military programs should now use the above contact information to begin a withdrawal request.

Can't I just drop most of my classes now and clean things up later?

That is not the most efficient way to complete the entire process. Plus, due to federal rules especially related to financial aid and to enrollment reporting, the three offices noted above really need to be completely involved in what happens.

In other words, the University has to be absolutely certain that you are trying to withdraw rather than simply trying to reduce your load to just one class. SalukiNet Self-Service does not really allow for that, which is why we would rather hear from you directly if you are trying to withdraw before you attempt to do anything yourself.

Why don't you just allow me to drop ALL of my classes myself?

Withdrawing is a serious decision that will have different impacts on different students. Before finalizing a withdrawal, you really need to speak with staff who can look at your individual situation and let you know the implications of a decision to withdraw, whether they be academic or financial or both.

For example, there may be financial penalties that you are not able to afford at this time. And if those mean that you cannot afford to pay down your Bursar bill, you will not be able to get an SIU transcript that would allow you to take classes elsewhere in the future, hurting your chances at continuing your education even if SIU isn't the best fit for you.

Obviously the final decision to withdraw is one that you will have to make. But we want to make sure that you understand what may lie in front of you, and hopefully be able to point you to an option that will work best for you.

But I'm faced with an official SIU deadline to drop right now!

Then please initiate the e-mail or phone call right now. For example, if you send out the e-mail on a weekend, even if the appropriate office does not read it until the next weekday, they will consider your e-mailed request to have been initiated during the weekend. Please don't wait to send that e-mail request if you truly wish to withdraw now.

What if I'm not so sure if I want to withdraw?

Withdrawal from the University is a serious decision. Not only will it affect your academic progress, but it can affect your financial aid, your University Housing contract, and your student health insurance. While a withdrawal is the appropriate decision for some students, simply reducing their course load for the term is a more appropriate decision for other students. In any event, you should not make this decision without first consulting others who can assist you in understanding the implications of the decision.

Undergraduate students should first consult their academic advisor before contacting the Registrar's Office. Graduate students should contact the Graduate School, while Law students should contact the School of Law. All students should also review their appropriate catalog to get more information about withdrawing. Students who are receiving financial aid are encouraged to also contact the Financial Aid Office.

Illinois Community College Board

INTERGOVERNMENTAL AGREEMENT BETWEEN LINCOLN LAND COMMUNITY COLLEGE AND THE DEPARTMENT OF INNOVATION TECHNOLOGY

In an effort to address labor market challenges, streamline administrative burden, promote consistency in programming and training outcomes, and to fill in demand roles with skilled talent, the Illinois Department of Innovation and Technology (DoIT) is partnering with Lincoln Land Community College (LLCC) to implement a training program for DoIT new hires. DoIT maintains its primary headquarters in Springfield, which is in LLCC's district, though they have offices throughout the state. DoIT will be recruiting candidates from across the state to enroll in the program.

Upon being hired, DoIT will hold recruitment events in the Springfield and Chicago areas to hire people into fulltime, salaried 'Trainee' positions where they will spend their first several months on the job being enrolled in online coursework at LLCC. All Trainees will complete a set of foundational courses delivered by LLCC. Upon foundational course completion, DoIT will assign trainees to one of five tracks where they'll complete coursework specific to the job functions within DoIT.

DoIT became an agency by statute on July 20, 2018, being charged with responsibility for the information technology functions of agencies under the jurisdiction of the governor. They deliver statewide technology, innovation and telecommunication services to state government agencies, boards and commissions as well as policy and standards development, lifecycle investment planning, enterprise solutions and privacy and security management.

RECOMMENDED ACTION

It is recommended that the following motion be made and adopted:

The Illinois Community College Board hereby approves the Intergovernmental Agreement between Lincoln Land Community College and the Department of Innovation Technology.

INTERGOVERNMENTAL AGREEMENT BETWEEN

Lincoln Land Community College

AND

Department of Innovation and Technology

This Intergovernmental Agreement ("IGA" or "Agreement") is entered into between Illinois Department of Innovation and Technology ("DOIT" and or "State"), and The Board of Trustees of Lincoln Land Community College ("LLCC" and or "Public Agency"), pursuant to the Illinois Constitution (Art. VII, Sec. 10) and the Intergovernmental Cooperation Act (5 ILCS 220/3 *et seq.*). DOIT and LLCC are collectively referred to herein as "Parties" or individually as a "Party".

Recitals/Description of Supplies or Services

1.   The parties hereby agree that LLCC shall provide training courses and classes and tertiary items to DOIT employees/Trainees in a curriculum focused on IT such as coding, database, networking, cybersecurity, and enterprise infrastructure and associated items as further described in Addendum A.

2.   The parties hereby agree that DOIT shall pay to LLCC the tuition for such courses and classes as set forth in Addendum A.

Pricing

3.   The costs associated with the exchange of consideration between the parties is described in Addendum A.

Provisions

4.   **TERM:** This IGA has a term of five years, beginning the date this Agreement is fully executed, and the State has the option to renew for an additional five-year period.

5.   **TERMINATION FOR CAUSE:** The State may terminate this IGA, in whole or in part, immediately upon notice to the Public Agency if: (a) the State determines that the actions or inactions of Public Agency, its agents, employees or subcontractors have caused, or reasonably could cause, jeopardy to health, safety, or property, or (b) Public Agency has notified the State that it is unable or unwilling to perform the IGA.
If either the State or Public Agency fails to perform the services described in Addendum A to the other party's satisfaction, fails to perform any other material requirement of this IGA, is in violation of a material provision of this IGA, or it is determined that either Public Agency or the State lacks the financial resources to perform the duties and requirements described above, the non-breaching party shall provide written notice to the breaching party to cure the problem identified within the reasonable period of time specified in the non-breaching party's written notice. If not cured by that date the non-breaching party may either: (a) immediately terminate the IGA without additional written notice or (b) enforce the terms and conditions of the IGA.

For termination due to any of the causes contained in this Section, each party retains its rights to seek any available legal or equitable remedies and damages.

6. **TERMINATION FOR CONVENIENCE:** Either party may terminate this IGA for convenience upon 180 days prior written notice to the other party without payment of any penalty or incurring further obligation. The Public Agency shall be entitled to compensation upon submission of invoices and proof of claim for supplies and services provided in compliance with this IGA up to and including the date of termination.

7.4 **PAYMENT TERMS**

This IGA is for an exchange of services provided by the Public Agency and DOIT, detailed in Addendum A.

Payments, including late payment charges, will be paid in accordance with the State Prompt Payment Act (30 ILCS 540) and rules (74 Ill. Adm. Code 900) when applicable. This shall be Public Agency's sole remedy for late payments by the State. Payment terms contained on Public Agency's invoices shall have no force and effect.

8.5 **ASSIGNMENT AND SUBCONTRACTING:** This IGA may not be assigned, transferred in whole or in part by the Public Agency without the prior written consent of the State.

9.6 **DISCLAIMER OF WARRANTIES FOR SUPPLIES AND SERVICES:**

9.1 PUBLIC AGENCY AND DOIT MAKE NO WARRANTIES OR REPRESENTATIONS, EXPRESS OR IMPLIED, REGARDING ITS PERFORMANCE UNDER THIS AGREEMENT. PUBLIC AGENCY AND DOIT DISCLAIM ALL REPRESENTATIONS AND WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT IN RELATION TO THE SERVICES AND ANY MATERIALS PROVIDED UNDER THIS AGREEMENT AND AS OTHERWISE SET FORTH IN ADDENDUM A.

10 **AVAILABILITY OF APPROPRIATION (30 ILCS 500/20-60):** This IGA is contingent upon and subject to the availability of funds. The State, at its sole option, may terminate or suspend this IGA, in whole or in part, without penalty or further payment being required, if (1) the Illinois General Assembly or the federal funding source fails to make an appropriation sufficient to pay such obligation, or if funds needed are insufficient for any reason, (2) the Governor decreases DOIT's funding by reserving some or all of DOIT's appropriation(s) pursuant to power delegated to the Governor by the Illinois General Assembly; or (3) DOIT determines, in its sole discretion or as directed by the Office of the Governor, that a reduction is necessary or advisable based upon actual or projected budgetary considerations. LLCC will be notified in writing of the failure of appropriation or of a reduction or decrease.

11. **AUDIT/RETENTION OF RECORDS:** Public Agency shall maintain books and records relating to the performance of the IGA and necessary to support amounts charged to the State under the IGA. Books and records, including information stored in databases or other computer systems, shall be maintained by the Public Agency for a period of three years from the later of the date of final payment under the IGA or completion of the IGA. If federal funds are used to pay IGA costs, the Public Agency must retain its records for five years. Books and records shall be available for review or audit by representatives of: the DOIT, the Auditor General, the Executive Inspector General, State of Illinois internal auditors or other governmental entities with monitoring authority, upon reasonable notice and during normal business hours. Public Agency shall cooperate fully with any such audit and with any investigation conducted by any of

these entities. Failure to maintain books and records shall establish a presumption in favor of the State for the recovery of any funds paid by the State under the IGA for which adequate books and records are not available to support the purported disbursement. The Public Agency shall not impose a charge for audit or examination of the Public Agency's books and records.

12. **FORCE MAJEURE:** Failure by either Party to perform its duties and obligations will be excused by unforeseeable circumstances beyond its reasonable control and not due to its negligence including acts of nature, acts of terrorism, riots, labor disputes, fire, flood, explosion, and governmental prohibition. The non-declaring Party may cancel the IGA without penalty if performance does not resume within 30 days of the declaration.

13. **CONFIDENTIAL INFORMATION:** Each Party, including its agents, to this IGA may have or gain access to confidential data or information owned or maintained by the other Party in the course of carrying out its responsibilities under this IGA. Public Agency shall presume all information received from the State or to which it gains access pursuant to this IGA is confidential. Public Agency information, unless clearly marked as confidential and exempt from disclosure under the Illinois Freedom of Information Act, shall be considered public. No confidential data collected, maintained, or used in the course of performance of the IGA shall be disseminated except as authorized by law and with the written consent of the disclosing Party, either during the period of the IGA or thereafter. The receiving Party must return any and all data collected, maintained, created or used in the course of the performance of the IGA, in in an accessible form, promptly at the end of the IGA, or earlier at the request of the disclosing Party, or notify the disclosing Party in writing of its destruction. The foregoing obligations shall not apply to confidential data or information lawfully in the receiving Party's possession prior to its acquisition from the disclosing Party; received in good faith from a third-party not subject to any confidentiality obligation to the disclosing Party; now is or later becomes publicly known through no breach of confidentiality obligation by the receiving Party; or is independently developed by the receiving Party without the use or benefit of the disclosing Party's confidential information If receiving Party receives a demand to disclose Confidential Information under authority of law, including but not limited to an order of a court of competent jurisdiction or administrative body, a subpoena, or a valid records request, to the extent legally permissible and as soon as practicable, receiving party will notify the disclosing party of the demand and will disclose only such Confidential Information as the demand requires. In no event will receiving party be in breach of this IGA for its good faith compliance with law or inability to notify the disclosing Party before a disclosure required by law.

14. **USE AND OWNERSHIP:** N/A

15. **INDEMNIFICATION AND LIABILITY:**

Each Party shall be responsible for all damages, including to third parties, to the extent arising out of: 1) the negligence, recklessness and willful misconduct of that Party's employees; 2) for the State, the acts or omissions of its employees in furtherance of this Agreement; 3) For the Public Agency, the acts or omissions of its employees in furtherance of this Agreement; and 3) For the Public Agency, the use of the State's property, equipment or leases spaces, broadband network, including any misuse or unauthorized access. Notwithstanding the foregoing, neither Party shall be liable for incidental, special, consequential or punitive damages.

16. **INSURANCE:** Public Agency shall, at all times during the term and any renewals, maintain the insurance coverages and limits listed below. Prior to the start of the Agreement and any renewals thereafter Public Agency shall provide a Certificate(s) of Insurance as evidence. General Liability shall name the State as additional insured. Certificates may not be modified or canceled until at least 30 days' notice has been provided to the State. Public Agency shall provide: (a) General Commercial Liability-occurrence form in amount of $1,000,000 per occurrence (Combined Single Limit Bodily Injury and Property Damage) and $2,000,000 Annual Aggregate; (b) Auto Liability, including Hired Auto and Non-owned Auto, (Combined Single Limit Bodily Injury and Property Damage) in amount of $1,000,000 per occurrence; and (c) Worker's Compensation Insurance in amount required by law.

17. *(Reserved)*

18. **APPLICABLE LAW:** This IGA shall be construed in accordance with and is subject to the laws and rules of the State of Illinois. The Department of Human Rights' Equal Opportunity requirements (44 Ill. Adm. Code 750) are incorporated by reference. Any claim against the State arising out of this IGA must be filed exclusively with the Illinois Court of Claims (705 ILCS 505/1). The State shall not enter into binding arbitration to resolve any IGA dispute. Neither the State of Illinois nor Public Agency waives any sovereign immunity by entering into this IGA. The official text of cited statutes is incorporated by reference (An unofficial version can be viewed at *http://www.ilga.gov/legislation/ilcs/ilcs.asp*). In compliance with the Illinois and federal Constitutions, the Illinois Human Rights Act, the U. S. Civil Rights Act, and Section 504 of the federal Rehabilitation Act and other applicable laws and rules the State does not unlawfully discriminate in employment, contracts, or any other activity.

19. **CONTRACTUAL AUTHORITY:** DOIT shall be the only State entity responsible for performance and payment under the IGA.

20. **NOTICES:** Notices and other communications provided for herein shall be given in writing to the persons at the addresses below, by: registered or certified mail, return receipt requested, by receipted hand delivery, by courier (UPS, Federal Express or other similar and reliable carrier), by e-mail, or by fax showing the date and time of successful receipt. Each such notice shall be deemed to have been provided at the time it is actually received. By giving notice, either Party may change the contact information.

    Department of Innovation and Technology
    General Counsel
    120 West Jefferson
    Springfield, IL60702
    DoIT.GeneralCounsel@illinois.govDoIT.IGA@illinois.gov

    With copy to:
    Department of Innovation and Technology
    Director of Human Resources
    120 West Jefferson
    Springfield, IL 60702
    jason.barth@illinois.gov

    The Board of Trustees of LLCC Community College
    [insert physical and email address]

21. **MODIFICATIONS AND SURVIVAL:** Amendments, modifications and waivers must be in writing and signed by authorized representatives of the Parties. Any provision of this IGA officially declared void,

unenforceable, or against public policy, shall be ignored and the remaining provisions shall be interpreted, as far as possible, to give effect to the Parties' intent. All provisions that by their nature would be expected to survive, shall survive termination. In the event of any difference, omission or conflict between the State's and the LLCC's terms, conditions, documents and attachments, the State's terms, conditions, documents and attachments shall prevail.

22. **ATTACHMENTS:**

Standard Certification for Intergovernmental Agreements
Taxpayer Identification Number
Addendum A – Definition and Value of Services Being Rendered

IN WITNESS THEREOF, the PARTIES have executed this AGREEMENT on the dates indicated.

Department of Innovation and Technology
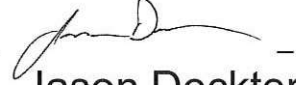
By: **Sanjay Gupta**
Digitally signed by Sanjay Gupta
Date: 2023.09.05 17:11:46 -05'00'

Date: __09/05/2023__

Name: Sanjay Gupta

Title: Acting Secretary and CIO

By: _____

Date: _____

Name: Margaret van Dijk

Title: General Counsel

By: _____

Date: _____

Name: Mary Feagans

Title: Chief Fiscal Officer
Reviewed as to legal clause sufficiency, JKL 9.5.23

Lincoln Land Community College

By: _____

Date: 9/7/23

Name: ___Charlotte Warren___ Title: ___President___

By: _____

Date: 9/7/23

Name: ___Jason Dockter___ Title: Vice President, Academic Services

By: _____

Date: _____

Name: _____ Title: _____

STANDARD CERTIFICATIONS FOR INTERGOVERNMENTAL AGREEMENTS

Public Agency acknowledges and agrees that compliance with this section and each subsection for the term of the Agreement and any renewals is a material requirement and condition of this contract. By executing this Agreement Public Agency certifies compliance with this section and each subsection and is under a continuing obligation to remain in compliance and report any non-compliance.

If this Agreement extends over multiple fiscal years including the initial term and all renewals, Public Agency shall confirm compliance with this section in the manner and format determined by the State by the date specified by the State and in no event later than July 1 of each year that this Agreement remains in effect.

If the Parties determine that any certification in this section is not applicable to this Agreement it may be stricken without affecting the remaining subsections.

1.   As part of each certification, Public Agency acknowledges and agrees that should Public Agency provide false information, or fail to be or remain in compliance with the Standard Certification requirements, one or more of the following sanctions will apply:
- the Agreement may be void by operation of law,
- the State may void the Agreement, and
- the Public Agency or its agents may be subject to one or more of the following: suspension, debarment, denial of payment, civil fine, or criminal penalty.
- Identifying a sanction or failing to identify a sanction in relation to any of the specific certifications does not waive imposition of other sanctions or preclude application of sanctions not specifically identified.

2.   Public Agency certifies it and its employees will comply with applicable provisions of the U.S. Civil Rights Act, Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) and applicable rules in performance under this Agreement.

3   If Public Agency employs 25 or more employees and this Agreement is worth more than $5000, Public Agency certifies it will provide a drug free workplace pursuant to the Drug Free Workplace Act. (30 ILCS 580)

4.   Public Agency certifies that the Public Agency is not participating or shall not participate in an international boycott in violation of the U.S. Export Administration Act of 1979 or the applicable regulations of the U.S. Department of Commerce. This applies to Agreements that exceed $10,000 (30 ILCS 582).

5.   Public Agency certifies it complies with the Illinois Department of Human Rights Act and rules applicable to public contracts, including equal employment opportunity, refraining from unlawful discrimination, and having written sexual harassment policies (775 ILCS 5/2-105).

6.   Public Agency certifies it does not pay dues to or reimburse or subsidize payments by its employees for any dues or fees to any "discriminatory club" (775 ILCS 25/2).

7.   Public Agency warrants and certifies that it and, to the best of its knowledge, its subcontractors, if any, have and will comply with Executive Order No. 1 (2007). The Order generally prohibits Contractors and subcontractors from hiring the then-serving Governor's family members to lobby procurement activities of the State, or any other unit of government in Illinois including local governments if that procurement may result in a contract valued at over $25,000. This prohibition also applies to hiring for that same purpose any former State employee who had procurement authority at any time during the one-year period preceding the procurement lobbying activity.

8.   Public Agency certifies that information technology, including electronic information, software, systems and equipment, developed or provided under this contract will comply with the applicable requirements of the

Illinois Information Technology Accessibility Act Standards as published at www.dhs.state.il.us/iitaa. (30 ILCS 587)

TAXPAYER IDENTIFICATION NUMBER

I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and

2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and

3. I am a U.S. person (including a U.S. resident alien).

- *If you are an individual, enter your name and SSN as it appears on your Social Security Card.*
- *If you are a sole proprietor, enter the owner's name on the name line followed by the name of the business and the owner's SSN or EIN.*
- *If you are a single-member LLC that is disregarded as an entity separate from its owner, enter the owner's name on the name line and the d/b/a on the business name line and enter the owner's SSN or EIN.*
- *If the LLC is a corporation or partnership, enter the entity's business name and EIN and for corporations, attach IRS acceptance letter (CP261 or CP277).*
- *For all other entities, enter the name of the entity as used to apply for the entity's EIN and the EIN.*

Name: The Board of Trustees of Lincoln Land Community College

Business Name: Lincoln Land Community College

Taxpayer Identification Number:

Social Security Number _____

or

Employer Identification Number 37-0900960

Legal Status (*check one*):

☐ Individual   ☒ Governmental

☐ Sole Proprietor   ☐ Nonresident alien

☐ Partnership   ☐ Estate or trust

☐ Legal Services Corporation   ☐ Pharmacy (Non-Corp.)

☐ Tax-exempt (Corp.)   ☐ Pharmacy/Funeral   Home/Cemetery

☐ Corporation providing or billing
applicable tax classification)
    medical and/or health care services

☐ Limited Liability Company (select

    ☐ D = disregarded entity

☐ C = corporation

☐ Corporation NOT providing or billing
medical and/or health care services

    ☐ P = partnership

9/7/23

Signature: _____   **Date:** _____

<p align="center">**Addendum A**</p>

<p align="center">**Lincoln Land Community College and DOIT**
Inter-Governmental Agreement</p>

Services Provided

- LLCC will provide training courses to the agency's IT Trainee title as outlined within the Trainee's program. Specifically, LLCC will prove the proscribed Foundations and Track courses as outlined in the training program.
- LLCC will provide the instructors and guidance for the IT Trainee program.
- LLCC will provide, curriculum, pedagogy, materials, eBook license, and proctor/instructor guidance for each of the courses outlined.
- LLCC will provide course instruction that are track specific to the program.
- LLCC will manage and coordinate all associated certification exams that Trainees are eligible to sit for after completion of relevant courses in the attached course outline. Pricing per certification varies. Certification exams and related administrative fees for coordination shall be mutually agreed upon in writing and signed by authorized DOIT and LLCC representatives. Such agreement may be accomplished without the need for a formal amendment. All agreed to exam and administrative fees will be paid by DOIT in accordance with Section 7 of the Agreement.
- LLCC will manage the enrollment of the IT Trainees into the LLCC system via a DOIT specific LLCC application.
- DOIT Trainees will be required to provide personal information in the LLCC application such as date of birth, address, social security number, and phone number.
- LLCC will include Trainee records release consent language in the DOIT Trainee specific LLCC application. The consent must provide for FERPA compliance and shall be mutually agreed upon in writing by DOIT and LLCC.
- LLCC will provide and obtain consent documentation to allow DOIT to view final grades of each class. LLCC will assist in process any FERPA documents granting permission for DOIT to access and receive Trainee course grades.
- LLCC will accept all DOIT designated Trainees both in and out of the school district. In the event a Trainee has been previously expelled from LLCC, LLCC will work with DOIT to determine that person's eligibility for the program.
- LLCC will oversee grading, course completion rates and transfer of knowledge of each of the IT Trainee.
- To determine the success or failure of the Trainee in LLCC course work, a designated DOIT representative may request LLCC relevant records.
- LLCC will provide instruction, guidance, materials and other items associated with the mentorship of Trainees by DOIT managers or mentors. These services are not included in course tuition or fees. The scope and pricing of LLCC's mentorship services including manager or mentor training, development of manage or mentor guides, and coordination of mentors or managers and Trainees shall be mutually agreed upon in writing and signed by authorized DOIT and LLCC representatives.

- DOIT will provide Trainee into the IT Trainee program per the State of Illinois hiring practices.
- DOIT will provide the supervision and management of the IT Trainees during the entirety of the program.

- DOIT trainees are subject to LLCC student rights and responsibilities as stated in Chapter 5 of LLCC's Board Policy Manual. https://www.llcc.edu/board-trustees/board-policy. LLCC must notify DOIT of any violation of such rights and responsibilities. LLCC may remove a student from a class section due to a violation of the student rights and responsibilities. DOIT has the right to remove a DOIT trainee from the training program based on employee rights and responsibilities applicable to employees of the State of Illinois.
- DOIT will oversee salary compensation of the IT Trainee pursuant to the eligibility of the IT Trainee position.
- DOIT will provide all computer hardware and software to the IT Trainees.
- LLCC will provide DoIT one classroom free of charge for up to 20 people at LLCC-Medical District, 130 W. Mason Street, Springfield, IL for Trainees to use while completing program specific coursework. The classroom will be available Monday-Friday from 8 a.m.-4:30 p.m. All items must be removed from the room each day with nothing left overnight. Additional classroom space can be rented by DOIT for $105/day, based on room availability.
- In conjunction with normal hiring practices, DOIT will oversee all recruiting and hiring of the IT Trainee program.
- LLCC agrees to supply resources for use in any DOIT sponsored recruitment events. LLCC resources for events outside of LLCC's district may be provided remotely. DOIT shall provide advance notice to LLCC of recruitment event dates where LLCC resources are needed. Any such dates chosen by DOIT shall be given priority by LLCC.
- LLCC agrees to supply resources to assist in enrollment of Trainees throughout the course of recruitment. Resource requests must be sent to LLCC inwriting and agreed upon in advance.

Program Completion and Management
- Upon request from a designated DOIT representative, LLCC will provide updated on the Trainees' course progression. LLCC will ensure progression through the prescribed coursework.
- DOIT will monitor class progression and Trainee success rate for all course work and mentor and manager lead projects.
- DOIT will remove Trainees who have failed to meet a "C" level grade of any class within the assigned curriculum.
- DOIT will inform LLCC in writing if a Trainee is removed from the program within 15 days of such removal.

Program Costs and Expectations
- LLCC will charge in-district tuition and fees for credit-bearing courses as listed on LLCC's website. Tuition and fees are subject to change each year as set forth by the LLCC Board of Trustees. LLCC must provide notice of any such changes to DOIT upon tuition and fees being set by the LLCC Board of Trustees. Adjustments in tuition and fees established by the LLCC Board of Trustees will not require a formal written amendment.
- Non-credit courses vary in pricing and do not follow the standard tuition model.
- A cohort is defined as a group of Trainees that will progress through the foundational program as a group.
- LLCC will invoice based on enrollment number within the cohort.
- Pricing schedule for Academic Year 2023-2024 is as follows for prescribed foundational and track courses:

Foundational Courses				
Cost Per Class		#Classes	Section Price Per Student	Courses in Track
Tuition ($137 per credit hr.)	$411.00	6	$2,466.00	CAS-100, CAS-105, CAS-130, CAS-260, CAS-140, CAS-125
Online Course Fee ($20 per credit hr.)	$60.00	6	$360.00	
Fees ($16 per credit hr.)	$48.00	6	$288.00	
Books/Supplies per class ($180/class)	$180.00	6	$1,080.00	
Foundational Non-Credit Project Management Class	$100.00	1	$100.00	Project Management via Coursera
Total Foundational			**$4,294.00**	
Total Cost per 3credit hr. course	$699.00			

Track Pricing				
Track	Cost per class	#Classes	Track Price Per Student	Courses in Track
Track I Help Desk & End User Computing	$699.00	3	$2,097.00	CSC-132, CSC-133, EGL 103
Track II Networking	$699.00	3	$2,097.00	CSC-131, CSC-299, CSC-240
Track III Coding & Database	$699.00	5	$3,495.00	CSC-170, CSC-150, CSC-172, CSC-270, CSC-250
Track IV Cybersecurity	$699.00	4	$2,796.00	CSC-242, CSC-241, CSC-244, CSC-243
Track V Enterprise Infrastructure				
Credit Bearing Courses	$699.00	2	$1,398.00	CSC-131, CSC-141
Non-Credit Courses	Total Price for Up to 5 Students			Length
Introduction to Cloud			$2,860.00	1 day
Managing Modern Desktop			$11,250.00	5 days
Windows Server 2022			$11,250.00	5 days
Fundamental System Skills in z/OS (Alternate/Comparable Materials)			$18,750.00	5 days
Basics of z/OS RACF Administration (Alternate/Comparable Materials)			$18,750.00	5 days
Total Non-Credit for up to 5 students			$62,860.00	
Plus Credit Bearing courses x5 students			$6,990.00	
Track V Total Cost for up to 5 students			$69,850.00	

- LLCC will invoice DOIT based on the number of total Trainees enrolled at the close of LLCC's refund period each mod. No refunds or credits will be provided after the refund period. https://www.llcc.edu/academic-calendars/important-dates

- Pricing for non-credit courses in Track V Enterprise Infrastructure are separate. Course dates, prices, cancellation and refund policies pertaining to non-credit courses shall be mutually agreed upon in writing and signed by authorized DOIT and LLCC representatives without the need for a formal amendment.

- LLCC credit-bearing courses in the course outline require a minimum of 7 students in order to run. Credit-bearing courses will be open to non-DOIT students in an effort to reach the minimum enrollment requirement. Should a course not meet the minimum enrollment requirement, DOIT can opt to pay the standard tuition rate to LLCC for the difference between actual and minimum enrollment to ensure a course will run.

- The maximum cohort level will be no greater than 20 Trainees.

- LLCC agrees to accept and admit Trainees that are considered "out of district for LLCC Community College".

Illinois Community College Board

SALUKI STEP AHEAD AGREEMENTS BETWEEN SOUTHERN ILLINOIS UNIVERSITY CARBONDALE AND HEARTLAND COMMUNITY COLLEGE AND SPOON RIVER COLLEGE

The Illinois Community College Board (ICCB) signed a statewide agreement with Southern Illinois university at Carbondale (SIUC) in September 2021 on behalf of community colleges to ensure a more seamless transfer to SIUC in six majors. The transfer areas are online and allow students to complete their baccalaureate degree within 2 years full time study. The students are also provided with a $4,000 scholarship each year with continued successful enrollment. The degree areas include Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood Education, Elementary Education, Health Care Management, History, Industrial Management and Applied Engineering, Information Technology, Nursing (RN to BSN), Psychology, and Radiologic Sciences programs.

Individual community colleges have signed individual agreements with SIUC. The individual agreements lay out individual institution obligations and plans to implement the agreement and ensure seamless transfer from their institution. The community colleges who have subsequently signed individual agreements with SIUC are provided for approval. They are:

- Heartland Community College
- Spoon River College

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the individual Saluki Step Ahead agreements between Southern Illinois University Carbondale and Heartland Community College and Spoon River College.

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood Education, Elementary Education, Health Care Management, History, Industrial Management and Applied Engineering, Information Technology, Nursing (RN to BSN), Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this fourteenth day of August, 2023 by and between Heartland Community College, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties.

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood Education, Elementary Education, Health Care Management, History, Industrial Management and Applied Engineering, Information Technology, Nursing (RN to BSN), Psychology, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.

2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.

3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
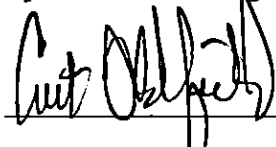Carbondale, IL 62901
Phone: 618/453-2992
josi.rawls@siu.edu

HCC Contact:

Rachel Cook
Director of Advisement/
Transfer Coordination
Heartland Community College
1500 W Raab Rd
Normal, IL 61761
Phone: 309/268-8060
rachel.cook@heartland.edu

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.
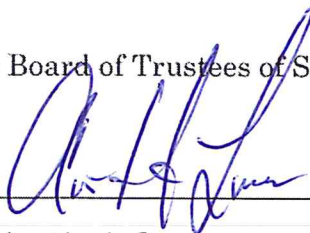
Heartland Community College

_____
Dr. Keith Cornille
President

_____8/8/23_____
Date

The Board of Trustees of Southern Illinois University

_____
Dr. Austin A. Lane
Chancellor
Southern Illinois University Carbondale

_____8/14/2023_____
Date

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood Education, Elementary Education, Health Care Management, History, Industrial Management and Applied Engineering, Information Technology, Nursing (RN to BSN), Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this first day of August, 2023 by and between Spoon River College, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties.

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood Education, Elementary Education, Health Care Management, History, Industrial Management and Applied Engineering, Information Technology, Nursing (RN to BSN), Psychology, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.

2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.

3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:	SRC Contact:
Josi Rawls	Holly Norton
Assistant Director for Transfer Relations	Vice President of Educational and
Undergraduate Admissions	Student Services
Student Services Building – MC 4710	Spoon River College
Southern Illinois University	208 S. Johnson St
1263 Lincoln Drive	Macomb, IL 61455
Carbondale, IL 62901	Phone: 309/837-6050
Phone: 618/453-2992	holly.norton@src.edu
Fax: 618/453-4609	
josi.rawls@siu.edu	

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Spoon River College

_____   08 / 02 / 2023

Dr. Curt Oldfield   Date

President

The Board of Trustees of Southern Illinois University

Austin lane
Austin lane (Aug 7, 2023 07:53 CDT)
_____   Aug 7, 2023

Dr. Austin A. Lane   Date

Chancellor

Southern Illinois University Carbondale

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

	FY 2023 Appropriation	Year -to-Date Expenditures	% Expended
STATE GENERAL FUNDS*			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	$ 104,483,300	$ 101,281,054	96.9%
ADULT EDUCATION	35,582,100	35,477,637	99.7%
GED TESTING PROGRAM	1,148,000	769,488	67.0%
CAREER & TECH EDUCATION	18,972,900	18,812,144	99.2%
OFFICE ADMINISTRATION	2,638,600	2,337,784	88.6%
TOTAL	**$ 162,824,900**	**$ 158,678,107**	**97.5%**
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	$ 158,131,300	$ 158,131,300	100.0%
TOTAL	**$ 158,131,300**	**$ 158,131,300**	**100.0%**
SPECIAL STATE FUNDS *			
CONTRACTS AND GRANTS FUND	$ 87,000,000	$ 19,119,584	22.0%
GED TESTING FUND	100,000	86,942	86.9%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	5,646	5.6%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	105,570,000	100.0%
TOTAL	**$ 192,770,000**	**$ 124,782,172**	**64.7%**
FEDERAL FUNDS*			
FEDERAL ADULT EDUCATION FUND	$ 30,249,712	$ 27,455,512	90.8%
FEDERAL CAREER & TECH ED FUND	21,812,800	18,787,842	86.1%
FEDERAL CURES FUND	10,000,000	2,653,386	26.5%
ICCB FEDERAL TRUST FUND	525,000	242,345	46.2%
TOTAL	**$ 62,587,512**	**$ 49,139,085**	**78.5%**
GRAND TOTAL, ALL FUNDS	**$ 576,313,712**	**$ 490,730,664**	**85.1%**

* See detail on following pages.

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

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

	FY 2023 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
Apprenticeship Grant		$ 789,261	
ILCCO		89,650	
CHSA Grant		21,935	
DHS Homelessness Prevention Grant		125,000	
Lumina Grant		5,900	
Tutoring Initiative		1,949,005	
ADMINISTRATION			
Apprenticeship		109,452	
Tutoring Initiative		29,066	
ILCCO		669	
	$ 10,000,000	$ 3,119,938	3.6%
STRATEGIC INITIATIVES			
Governor's Emergency Education Relief - (GEER I/II)	$ 27,000,000	$ 5,415,174	20.1%
Early Childhood	50,000,000	10,584,472	21.2%
	$ 77,000,000	$ 15,999,646	20.8%
TOTAL	**$ 87,000,000**	**$ 19,119,584**	**22.0%**
GED TESTING FUND*	**$ 100,000**	**$ 86,942**	**86.9%**
ICCB RESEARCH & TECHNOLOGY FUND*	**$ 100,000**	**$ 5,646**	**5.6%**
PERSONAL PROPERTY REPLACEMENT TAX FUND	**$ 105,570,000**	**$ 105,570,000**	**100.0%**
GRAND TOTAL, SPECIAL FUNDS	**$ 192,770,000**	**$ 124,782,172**	**64.7%**

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2022 - August 31, 2023

	FY 2023 Appropriation	Year-to-Date Expenditures	% Expended
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	$ 13,928,700	$ 13,928,700	100.0%
PATH Grants	25,000,000	23,991,135	96.0%
P-20 Council Support	150,000	-	0.0%
East St. Louis Educational Center	1,457,900	1,204,925	82.6%
Illinois Veterans Grant	4,264,400	3,419,297	80.2%
ILDS	560,300	515,375	92.0%
Lincoln's Challenge Program	60,200	6,000	10.0%
Performance Grants	359,000	358,990	100.0%
Small College	548,400	548,400	100.0%
Alternative Schools Student Re-enrollment	4,000,000	4,000,000	100.0%
Transitional Math and English Development (TIME and DEV)	1,000,000	908,778	90.9%
SWIC Lindenwood Center	5,900,000	5,900,000	100.0%
Illinois Resource Center	1,000,000	583,022	58.3%
Grow Your Own Teachers	500,000	500,000	100.0%
Mental Health Early Action on Campus Grant	6,660,000	6,653,254	99.9%
CTE Chicago	5,000,000	5,000,000	100.0%
Trade Schools	5,000,000	4,999,091	100.0%
Labor History - Heartland	150,000	-	0.0%
Labor History - SWIC	150,000	-	0.0%
Bridge and Transition	9,224,336	9,194,023	99.7%
Workforce Equity Initiative	19,570,064	19,570,064	100.0%
TOTAL	**$ 104,483,300**	**$ 101,281,054**	**96.9%**
OFFICE ADMINISTRATION	$ 2,638,600	$ 2,337,784	88.6%
TOTAL	**$ 2,638,600**	**$ 2,337,784**	**88.6%**
ADULT EDUCATION			
Adult Education Basic Grants	$ 23,783,600	$ 23,679,137	99.6%
Adult Education Performance Grants	11,798,500	11,798,500	100.0%
TOTAL	**$ 35,582,100**	**$ 35,477,637**	**99.71%**
GED TESTING PROGRAM	$ 1,148,000	$ 769,488	67.0%
TOTAL	**$ 1,148,000**	**$ 769,488**	**67.0%**
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	500,000	500,000	100.0%
CTE Administration	425,000	355,681	83.7%
CTE Formula	16,453,500	16,453,499	100.0%
CTE Early School Leavers Grants	615,000	575,000	93.5%
CTE Early School Leavers Administration	84,950	33,514	39.5%
CTE Corrections	894,450	894,450	100.0%
TOTAL	**$ 18,972,900**	**$ 18,812,144**	**99.2%**
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS			
Base Operating	$ 83,367,200	$ 83,367,200	100.0%
Equalization	74,764,100	74,764,100	100.0%
TOTAL	**$ 158,131,300**	**$ 158,131,300**	**100.0%**
GRAND TOTAL	**$ 320,956,200**	**$ 316,809,407**	**98.7%**

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

FEDERAL FUNDS*

	FY 2023 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	$ 16,880,491	$ 6,000,000	$ 21,339,037	93.3%
Federal Basic Leadership	2,053,104		2,053,104	100.0%
EL Civics Grants	2,886,575	750,011	3,202,665	88.1%
	$ 21,820,170	$ 6,750,011	$ 26,594,806	93.1%
ADMINISTRATION				
Federal Basic	$ 1,023,060	$ -	$ 532,797	52.1%
EL Civics	151,925	-	124,215	81.8%
Leadership	504,546	-	203,694	40.4%
	$ 1,679,531	$ -	$ 860,706	51.2%
TOTAL	**$ 23,499,701**	**$ 6,750,011**	**$ 27,455,512**	**90.8%**
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	$ 16,547,354	$ 1,670,718	$ 16,828,114	92.4%
Perkins Leadership	1,557,398	674,607	1,146,927	51.4%
Perkins Corrections	389,350	-	292,929	75.2%
Reserve	-	-	-	0.0%
	$ 18,494,102	$2,345,325	$ 18,267,970	87.7%
ADMINISTRATION				
CTE Federal	$ 973,373		$ 519,872	53.4%
TOTAL	**$ 19,467,475**	**$ 2,345,325**	**$ 18,787,842**	**86.1%**
ILLINOIS CURES FUND				
College Bridge Program	$ 10,000,000	$ -	$ 2,653,386	26.5%
TOTAL	**$ 10,000,000**	**$ -**	**$ 2,653,386**	**26.5%**
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	$ 525,000	$ -	$ 242,345	46.2%
TOTAL	**$ 525,000**	**$ -**	**$ 242,345**	**46.2%**
GRAND TOTAL, FEDERAL FUNDS	**$ 53,492,176**	**$ 9,095,336**	**$ 49,139,085**	**78.5%**

Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT
July 1, 2022 - August 31, 2023

		FY 2024 Appropriation	Year-to-Date Expenditures	% Expended
STATE GENERAL FUNDS*				
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 135,374,800	$ 4,321,227	3.2%
ADULT EDUCATION		35,582,100	16,066	0.0%
GED TESTING PROGRAM		1,148,000	297,057	25.9%
CAREER & TECH EDUCATION		18,972,900	120,799	0.6%
OFFICE ADMINISTRATION		3,071,900	408,313	13.3%
	TOTAL	$ 194,149,700	$ 5,163,462	2.7%
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 176,590,400	$ 25,407,033	14.4%
	TOTAL	$ 176,590,400	$ 25,407,033	14.4%
SPECIAL STATE FUNDS *				
CONTRACTS AND GRANTS FUND		$ 87,000,000	$ 36,701	0.0%
GED TESTING FUND		100,000	1,538	1.5%
ICCB RESEARCH & TECHNOLOGY FUND		100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000	26,392,500	25.0%
	TOTAL	$ 192,770,000	$ 26,430,739	13.7%
FEDERAL FUNDS*				
FEDERAL ADULT EDUCATION FUND		$ 24,591,656	$ 132,122	0.5%
FEDERAL CAREER & TECH ED FUND		20,156,025	-	0.0%
FEDERAL CURES FUND		7,653,910	3,193,204	41.7%
ICCB FEDERAL TRUST FUND		525,000	5,002	1.0%
	TOTAL	$ 52,926,591	$ 3,330,328	6.3%
	GRAND TOTAL, ALL FUNDS	$ 616,436,691	$ 60,331,562	9.8%

* See detail on following pages.

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2022 - August 31, 2023

SPECIAL STATE FUNDS*

	FY 2024 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
Apprenticeship Grant		$ -	
ILCCO		-	
CHSA Grant		-	
DHS Homelessness Prevention Grant		-	
Lumina Grant		-	
Tutoring Initiative		-	
ADMINISTRATION			
Apprenticeship		-	
Tutoring Initiative		-	
ILCCO		-	
	$ 10,000,000	$ 0	0.0%
STRATEGIC INITIATIVES			
Governor's Emergency Education Relief - (GEER I/II)	$ 27,000,000	$ -	0.0%
Early Childhood	50,000,000	36,701	0.1%
	$ 77,000,000	$ 36,701	0.0%
TOTAL	$ 87,000,000	$ 36,701	0.0%
GED TESTING FUND*	$ 100,000	$ 1,538	1.5%
ICCB RESEARCH & TECHNOLOGY FUND*	$ 100,000	$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	$ 105,570,000	$ 26,392,500	25.0%
GRAND TOTAL, SPECIAL FUNDS	$ 192,770,000	$ 26,430,739	13.7%

Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2022 - August 31, 2023

	FY 2024 Appropriation	Year-to-Date Expenditures	% Expended
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	$ 14,903,700	$ 3,725,925	25.0%
PATH Grants	25,000,000		0.0%
Bridge and Transition	9,224,336		0.0%
Workforce Equity Initiative	19,570,064		0.0%
East St. Louis Educational Center	1,457,900	21,594	1.5%
Illinois Veterans Grant	4,264,400		0.0%
ILDS	650,000	25,312	3.9%
Small College	548,400	548,396	100.0%
Performance Grants	359,000		0.0%
P-20 Council Support	150,000		0.0%
Lincoln's Challenge Program	60,200		0.0%
Alternative Schools Student Re-enrollment	4,000,000		0.0%
Transitional Math and English Development (TIME and DEV)	1,000,000		0.0%
SWIC Lindenwood Center	5,900,000		0.0%
Advanced Manufacturing & Electric Vehicles	10,000,000		0.0%
Rock Valley College - CTE Enrichment Program	500,000		0.0%
Rock Valley College - CTE Hospitality Program	500,000		0.0%
Mental Health Early Action on Campus Grant	9,218,800		0.0%
CTE Chicago	5,000,000		0.0%
Illinois Central College - CTE Enrichment Program	5,000,000		0.0%
Trade Schools	5,000,000		0.0%
Data Center Curriculum	1,000,000		0.0%
Digital Instruction for Adult Education	2,000,000		0.0%
Noncredit Workforce Program	3,150,000		0.0%
Dual Credit Grants	5,150,000		0.0%
Joliet Junior 12x12x12 Program	150,000		0.0%
City of Rockford Build Your Own Police Program	100,000		0.0%
English Language Services	750,000		0.0%
Innovative Recruitment & Training Program	768,000		0.0%
TOTAL	**$ 135,374,800**	**$ 4,321,227**	**3.2%**
OFFICE ADMINISTRATION	$ 3,071,900	$ 408,313	13.3%
TOTAL	**$ 3,071,900**	**$ 408,313**	**13.3%**
ADULT EDUCATION			
Adult Education Basic Grants	$ 23,783,600	$ 16,066	0.1%
Adult Education Performance Grants	11,798,500	-	0.0%
TOTAL	**$ 35,582,100**	**$ 16,066**	**0.05%**
GED TESTING PROGRAM	$ 1,148,000	$ 297,057	25.9%
TOTAL	**$ 1,148,000**	**$ 297,057**	**25.9%**
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	500,000	-	0.0%
CTE Administration	425,000	120,799	28.4%
CTE Formula	16,453,500	-	0.0%

CTE Early School Leavers Grants		615,000	-	0.0%
CTE Early School Leavers Administration		84,950	-	0.0%
CTE Corrections		894,450	-	0.0%
	TOTAL	**$ 18,972,900**	**$ 120,799**	**0.6%**

EDUCATION ASSISTANCE FUND

GRANTS TO COLLEGES AND PROVIDERS

Base Operating		$ 96,592,800	$ 12,074,100	12.5%
Equalization		79,997,600	13,332,933	16.7%
	TOTAL	**$ 176,590,400**	**$ 25,407,033**	**14.4%**

GRAND TOTAL	**$ 370,740,100**	**$ 30,570,495**	**8.2%**

Illinois Community College Board

FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT
Federal Funds
July 1, 2022 - August 31, 2023

FEDERAL FUNDS*

	FY 2024 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	$ 17,681,780	$ -	$ -	0.0%
Federal Basic Leadership	2,364,058		-	0.0%
EL Civics Grants	3,001,235		-	0.0%
	$ 23,047,073	$ -	$ -	0.0%
ADMINISTRATION				
Federal Basic	$ 1,071,623	$ -	$ 20,157	1.9%
EL Civics	157,960	-	14,187	9.0%
Leadership	315,000	-	97,778	31.0%
	$ 1,544,583	$ -	$ 132,122	8.6%
TOTAL	**$ 24,591,656**	**$ -**	**$ 132,122**	**0.5%**
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	$ 17,132,623		$ -	0.0%
Perkins Leadership	1,588,482		-	0.0%
Perkins Corrections	427,120		-	0.0%
Reserve	-		-	0.0%
	$ 19,148,225	$0	$ -	0.0%
ADMINISTRATION				
CTE Federal	$ 1,007,800		$ -	0.0%
TOTAL	**$ 20,156,025**	**$ -**	**$ -**	**0.0%**
ILLINOIS CURES FUND				
College Bridge Program	$ 7,653,910	$ -	$ 3,193,204	41.7%
TOTAL	**$ 7,653,910**	**$ -**	**$ 3,193,204**	**41.7%**
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	$ 525,000	$ -	$ 5,002	1.0%
TOTAL	**$ 525,000**	**$ -**	**$ 5,002**	**1.0%**
GRAND TOTAL, FEDERAL FUNDS	**$ 52,926,591**	**$ -**	**$ 3,330,328**	**6.3%**

* Expenditures from these funds cannot exceed receipts.

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
College of DuPage
➢ Medical Billing Certificate (17 credit hours)
➢ Physician Coding Certificate (19 credit hours)

Heartland Community College
➢ Manual Machining Certificate (13 credit hours)
➢ CNC Machining Certificate (16 credit hours)
➢ Machine Tool Technology Skills Certificate (22 credit hours)

Illinois Valley Community College
➢ Emergency Medical Technician (EMT) Certificate (10 credit hours)

John Wood Community College
➢ Technical Help Desk Certificate (16 credit hours)

Kaskaskia College
➢ Manufacturing Certificate (16 credit hours)

Moraine Valley Community College
➢ Cloud Networking and Virtualization Certificate (16 credit hours)

Oakton College
➢ Drone Pilot Operator Certificate (5 credit hours)

Rend Lake College
➢ Digital Agriculture Certificate (18 credit hours)

Southeastern Illinois College
➢ Industrial Maintenance Certificate (19.5 credit hours)

Southwestern Illinois College
➢ Aeronautical Information Specialist Certificate (17 credit hours)
➢ Geospatial Information Systems Certificate (17 credit hours)
➢ Sustainable Urban Agriculture Certificate (28 credit hours)

Spoon River College
➢ Assistant Teacher Certificate (18 credit hours)

Triton College
➢ Robotic Welding Certificate (22 credit hours)

Waubonsee Community College
➢ Cybersecurity Certificate (24 credit hours)

Illinois Community College Board

SPRING 2023 NEW LEGISLATION

HB 1133 (Hoffman / Belt)   **COMMUNITY COLLEGE WORKING CASH FUND   PUBLIC ACT 103-0278**
Effective Date: July 28, 2023

The bill amends the Public Community Colleges Act to provides that moneys in the working cash fund may be used for any and all community college purposes and may be transferred in whole or in part from the working cash fund to the educational fund or operations and maintenance fund. Provides that a district elects to abolish or abate its working cash fund, the district shall have the authority to increase or again create a working cash fund at any time (rather than if a district elects to abolish its working cash fund, it shall not establish another working cash fund unless approved by the voters).

Also provides that the chairman and vice chairman elected by the board of trustees shall be members of the board, but the secretary elected by the board may be either a member of the board or not a member of the board, as determined by the board. The secretary, if not a member of the board, may receive such compensation as shall be fixed by the board prior to the election of the secretary.

HB 1286 (Stuart/ Villanueva)   **ALL-GENDER MULTIPLE-OCCUPANCY RESTROOM   SENT TO GOVERNOR**
Effective Date: Upon Governor's Signature

HB 1286 is permissive legislation that would allow for all-gender multiple-occupancy restrooms designated for use by any person of any gender. These restrooms are required to have inclusive signage at the entrance of the restroom that does not indicate any specific gender, must have floor-to-ceiling stall dividers and may not have urinals.

HB 1378 (Rohr / Cervantes)   **iGROW**   **SENT TO GOVERNOR**
Effective Date: January 1, 2024

Creates Illinois Graduate and Retain Our Workforce (iGROW) Tech Act. Establishes a new program, to be administered by ISAC, through which students majoring in tech (IT, information systems management, etc.) could receive a grant up to the student's total cost of attendance. Recipients who failed to work in IL in a related field after receiving the grant would be required to repay with interest. The program is opened to students enrolled in associate or bachelor's degree programs at public or private colleges and universities.

The program is scheduled to begin no sooner than the 2024-2025 academic year. The FY 2024 budget includes an appropriation to ISAC of $2.0 million for iGROW.

HB 2297 (Olickal / Simmons)   **GENDER INCLUSIVE WORKFORCE REPORT   PUBLIC ACT 103-0304**
Effective Date: July 1, 2025

Amends the State Employment Records Act to require that the Agency Workforce Report includes specified data on employees who identify as non-binary or gender non-conforming. This report is compiled annually and submitted to the Secretary of State and Governor's office by January 1.

HB 2041 (Stuart / Villanueva)   **IBHE OMNIBUS BILL**   **PUBLIC   ACT   103-0288**

Effective Date: July 28, 2023

This is omnibus bill making drafted by IBHE to make the following statutory changes:

1) Clarifies the Higher Education Housing and Opportunities Act applies to institutions of higher education located in Illinois
2) Extends the Task Force on Campus Sexual Misconduct Climate Survey dates an additional year and provides that <u>ICCB shall perform required duties relate to community colleges</u>. The assumption of these duties requires that ICCB establish a data repository for all summaries of the sexual misconduct climate surveys and ensure survey data is available on our website. Also provides for the establishment of rules by IBHE and CCB.
3) Amends the Board of Higher Education Act to provide for 3-year terms (currently one year) for the bord member representing public university governing boards and the board member representing private college and universities boards of trustees.
4) Changes the due date for the IBHE Tuition and Fee Waiver Report from July 1 to November 1.
5) Eliminates the Private College Academic Quality Assurance Fund and directs fees to be deposited into the Academic Quality Assurance Fund.
6) Raises the maximum fee for violating the Private College Act from $100 to $10,000.

HB 2503 (Stuart / Halpin)   **CAREER AGREEMENT (agency initiative)**   **PUBLIC   ACT   103-0159**

Effective Date: January 1, 2024

Amends the Public Community College Act to CAREER Agreement within statute. Students may take advantage of programs offered at any other Illinois community college if the program is not offered in their home district. The students benefit by paying the resident tuition and fee rates, despite living outside the community college district. The bill also eliminates charges assessed to the student's in-district community college (i.e., chargebacks) when a student enrolls at a community college outside his or her district. <u>Implementation of this legislation will require regular rulemaking and perhaps an implementation guide.</u>

HB 2509 (Delgado / Harmon)   **REGISTER NURSE – EXAM/REMEDIATION**   **SENT TO GOVERNOR**

Effective Date: January 1, 2024

Amends the Nurse Practice Act to require that an applicant who graduates from a nursing on or after the effective date of the amendatory Act and does not take the licensure examination within 180 days after his or her degree is conferred by the institution of higher education or fails the licensure examination for a second time shall be required to demonstrate proof of completion of a National Council Licensure Examination preparatory class or a comparable examination preparatory program before taking a subsequent licensure examination. Alternatively, the graduate may return to the institution of higher education from which he or she graduated which must provide remedial educational resources to the graduate at no cost to the graduate. Such an applicant must contact the institution from which he or she graduated prior to retesting.

Specific to nursing education programs:

1. Changes the program effectiveness metric (or which programs can be on probation) to include a 3-year average of examination passage rates of all graduates without reference first time test takers.
2. All nursing programs in probationary status on the effective date of this amendatory Act and subject to a program revision plan shall be deemed in good standing for a period of 3 years.
3. Prior to September 1, 2026, no professional nursing program shall be placed on probationary status for failing to reach a passage rate of less than 75%.

HB 2528 (Ammons/ Faraci)   **HUNGER FREE CAMPUS**   **PUBLIC ACT 103-0435**

Effective Date: August 4, 2023

Create a hunger-free campus grant program to provide grants to public institutions of higher education designated by IBHE as hunger-free campuses. These grant funds shall be used to address student hunger, create solutions to food needs, raise awareness of current food security services, and build partnerships to address food insecurity. In order to be designated as a hunger-free campus the institution must:

1. Establish a hunger task force that meets a minimum of 3x year and sets at least 2 goals with a action plans;
2. Designating a staff member to assist student enrollment in SNAP;
3. Provide options for using SNAP benefits on campus or in surrounding areas;
4. Participate in an awareness day activity and plan a campus awareness event during the national Hunger and Homelessness Awareness Week;
5. Provide a physical food pantry or access to a local food pantry near campus
6. Develop a student meal credit donation or designate money for free meal vouchers for students; and
7. Conduct an annual student survey on hunger <u>developed by IBHE</u> and <u>submit the results of the survey to IBHE for inclusion in a comparative profile of each campus.</u>

This grant program is NOT subject to appropriation. IBHE received no funding for the grant program in the FY 24 budget.

HB 2831 (LaPointe / Johnson)   **HOME ILLINOIS**   **PUBLIC ACT 103-0269**

Effective Date: July 26, 2023

This legislation codifies in statute the Office to Prevent and End Homelessness within DHS and position of State Homelessness Chief Officer. Also established is the <u>Interagency Task Force on Homelessness</u> <u>with membership that includes the executive director of the ICCB or designee.</u> The Task Force shall meet at least 4x per year and issue a report annually starting December 1, 2024.

HB 3129 (Canty / Harmon)   **JOB POSTINGS – PAY SCALE & BENEFITS**   **SENT TO GOVERNOR**

Effective Date: January 1, 2025

This bill amends the Equal Pay Act to require that all employers with 15+ employees include salary range and description of benefits on postings of job opportunities; and to circulate internally (within 14 days) any job opportunity posting that they have posted externally. The inclusion of a hyperlink to a publicly viewable webpage that includes the pay scale and benefits satisfies the requirement for inclusion. If the employer fails to do so, they get an opportunity to cure on the first and second violations; with an increasing penalty amount if they don't cure or continue to violate.

The recordkeeping requirements under the Act are amended to require that each employer preserves records of the pay scale and benefits for each position and the job posting of each position for the required retention period of 5 years.

HB 3522 (Rohr / Villivalam)   **COLLEGE CREDIT- GLOBAL SCHOLARS**   **PUBLIC ACT 103-0352**

Effective Date: July 28, 2023

Amends the School Code. Provides that, beginning with the 2024-2025 academic year, each institution of higher education **may** award course credit to a student who has received State Global Scholar Certification. Provides that each institution of

higher education may determine whether credit will be granted for electives, general education requirements, or major requirements for students who received State Global Scholar Certification.

HB 3563 (Rashid / Peters)   **DOIT – AI TASK FORCE**   **PUBLIC ACT 103-0451**
Effective Date: August 4, 2023

Creates the Generative AI and Natural Language Processing Task Force. The purpose of the Task Force is to develop a report on "generative artificial intelligence software and natural language processing software." The report will provide recommendations for potential legislation on school policy around AI use by students and in the classroom, use to improve of public services, protection of civil liberties, effects on the workforce, and challenges for cybersecurity. Membership includes the executive director of the ICCB or designee but does not include higher education representation. The Task Force must hold at least 5 public meetings and file a report by December 31, 2024 with the Governor and General Assembly.

HB 3590 (Weaver / Anderson)   **CAREER DEVELOPMENT INSURANCE**   **PUBLIC ACT 103-0353**
Effective Date: July 28, 2023

Creates the Student Career Development Liability Insurance Advisory Committee within the Department of Commerce and Economic Opportunity. Membership of the Committee includes:
- Director of DCEO;
- One member representing ISBE, appointed by the State Superintendent;
- One member representing ICCB, appointed by the Chair of ICCB;
- 4 members of the General Assembly, one appointed by each party/chamber;
- 2 members of IMA, appointed by Governor;
- 2 members of Illinois Insurance Association, appointed by Governor;
- 2 members who represent unionized State employees; appointed by the Governor

The Committee shall issue a report to the Governor and the General Assembly no later than December 31, 2023 with recommendations for providing liability insurance to:
- Public high school students who participate in a career development experience or apprenticeship program,
- Community college students who participate in a career development experience or apprenticeship program,
- Public school teachers who participate in externship programs, and
- Community college faculty who participate in externship programs.

HB 3648 (Ammons / Harmon)   **HIGHER EDUCATION IN PRISON ACT**   **SENT TO GOVERNOR**
Effective Date: January 1, 2024

Creates the Higher Education in Prison Act. Requires each university or community college with Higher Education in Prison (HEP) degree or certificate programs to report to IBHE or ICCB, as appropriate, student-level information as part of its regular agency data-collection processes. This information shall include the correctional facility at which the HEP program is being offered along with enrollment and completion data disaggregated by race, ethnicity, gender, age, and type of degree or certificate. IBHE and ICCB shall annually make this data publicly available on their websites (the legislation does not provide for a specific date).

Likewise, the legislation requires the Department of Corrections to collect and annually publish to their website by September 1ˢᵗ a report detailing information related to higher education within the department's facilities. The report must also be filed with the Governor and General Assembly.

HB 3759 (Stuart / Halpin)   **HIGH SCHOOL STUDENT DIRECTORY INFO.**   **PUBLIC ACT 103-0204**
Effective Date: January 1, 2024

This legislation amends the School Code as follows:
1. Adds requirement that student profile information collected by the specific student assessment (i.e. SAT) shall be made available to the State's public institutions of higher education in a timely manner.
2. Adds requirement that public colleges and universities shall be granted access to high school campuses for recruitment purposes, consistent with federal student privacy laws.
3. By January 1, 2024, student directory information shall be made electronically accessible through a secure and centralized data system for official recruiting reps of the armed forces and state public institutions of higher education

HB 3760 (Stuart / Faraci)   **UNIFORM ADMISSION PROGRAM**   **PUBLIC ACT 103-0205**
Effective Date: January 1, 2024

The legislation amends the Public University Uniform Admission Pilot Program Act to state that beginning with the 2024-2025 academic year, each institution will be responsible for creating a 4-year uniform admission system pilot program guaranteeing admission to any community college transfer student who enrolled at a community college after graduating from an Illinois high school; completed 36 transferable semester hours, has a minimum GPA of 3.0, and meet the institution's English language proficiency requirements. Individual institutions may to implement a more lenient policy. If a university already has this in place (i.e. University of Illinois), they are exempt so long as the existing policy is not more restrictive than the amended language.

HB 3817 (Gordon-Booth / Sims)   **FY 24 BUDGET IMPLEMENTATION**   **PUBLIC ACT 103-0008**
Effective Date: June 7, 2023

With respect to State employee travel, provides that rates for travel reimbursement shall be at the rates established by the federal government. Transfers $9,968 from the ICCB Fed Trust Fund to the Audit Expense Fund.

Among items in the Budget Implementation Act, the following are applicable specifically to higher education:
- Provides ICCB with administrative rulemaking authority for grants appropriated by the General Assembly.
- Extends the use of PPTR for community college base operating grants to FY 2024.
- Modifies the College Insurance Program within the State Employees Group Insurance Act (SEGIA).
  - Sets rates for the College Insurance Program at .75% of salary for FY24; for FY25 and FY26 authorizes an increase does not exceed 0.1% of salary; for FY27 and onward, authorizes an increase not to exceed 105% year over year.
  - Creates a College Insurance Program Committee. This committee includes one member representing the ICCB, appointed by the Governor. The committee shall convene at least 4x per year and make recommendations on program contribution rates once the program is forecasted to have satisfied the outstanding program debt.
  - Requires CMS to present information to SURS on rate-setting methodology and utilization by April 15.

- o Authorizes interfund transfers between HIRF and CCHISF expiring on the sooner of 2032 or 96 months after the date of last transfer.
  - Extends the sunset on the AIM High Grant Pilot Program by 1 year. Funding provided in FY 24 appropriations will cover higher education which extends beyond the sunset date.
  - Initiates an annual transfer from GRF to the Illinois Higher Education Savings Program Fund the greater of $2.5 million or the fund's appropriation amounts - this will allow the treasurer's office to begin operating the program.
  - Transfers the remaining balance from the Private College Academic Quality Assurance Fund to the Academic Quality Assurance Fund (IBHE).

SB 49 (Fine / Morgan)　　　　　**STUDENT DEBT TRANSCRIPT HOLDS**　　　　**PUBLIC ACT 103-0054**
Effective Date: June 9, 2023

This legislation largely ensures that students can get official transcripts when needed for transfer or employment, even when the student owes a debt to the institution of higher education. Prior to adoption of this legislation, institutions were required to provide an official transcript to an employer or potential employer but may provide an unofficial transcript to the student who owes a debt.

Beginning with the 2023-2024 academic year, each institution of higher education shall adopt a policy that outlines the process by which a current or former student may obtain a transcript or diploma that has been withheld from the student because the student owes a debt. Provides for minimum requirements for the policy. Provides that the institution of higher education does not need to institute a new policy if the institution's current policy meets the minimum requirements. Provides that on or before July 1, 2024 and on or before each July 1 thereafter, each institution of higher education shall report to IBHE or ICCB, as appropriate the institutions policy and the number of students for whom the institution withheld official transcripts, diplomas, or registration privileges, using data from the previous academic year. Rulemaking may be necessary to enforce reporting requirements.

SB 99 (Fine / Johnson)　　　　　**STUDENT WITH DISABILITIES POLICY**　　　　**PUBLIC ACT 103-0058**
Effective Date: January 1, 2024

Creates the Removing Barriers to Higher Education Success Act. Requires community colleges and public universities to adopt a policy that makes certain documentation submitted by an enrolled or admitted student sufficient to establish that the student is an individual with a disability. Further requires the policy to be transparent and explicit regarding information about the process by which the public institution of higher education determines eligibility for accommodations for an individual with a disability and disseminate such information to students, parents, and faculty including during any student orientation and on the institutions website. Colleges and universities may establish less burdensome criteria to establish whether an enrolled or admitted student is an individual with a disability.

A public institution of higher education shall engage in an interactive process to establish reasonable accommodations, including requesting additional documentation, if needed.

SB 761 (Lightford / Collins)　　　　**EMT TRAINING, RECRUITMENT TASK FORCE PUBLIC ACT 103-0547 Effective Date:** August 11, 2023

This legislation includes changes to the EMS Systems Act to address a shortage of EMT personnel. This includes creation of the EMT Training, Recruitment, and Retention Task Force within the Department of Public Health. The Task Force membership includes on member representing the Illinois Community College System appointed by the Minority Leader of

the Senate. The Task Force shall submit its final report to the Governor and General Assembly no later than January 1, 2024.

Several items the Task Force was created to address impact EMT/Paramedic education including:

- Addressing barriers to the training, recruitment, and retention of EMTs;
- Steps the State can take, including identification of state and federal funding sources, to assist high schools, community colleges, and ambulance providers train, recruit, and retain EMTs
- Examination of the current testing mechanisms for EMRs, EMTs, and Paramedics including current pass rates by licensure level, national utilization, and test prep strategies
- How apprenticeship programs local, regional, and statewide, can be utilized to recruit and retain.

SB 0851 (Ventura / Hoffman)   **BROADBAND ADVISORY COUNCIL - DUTIES**   **PUBLIC ACT 103-0483**
Effective Date: August 4, 2023

Adds to the duties of the Broadband Advisory Council an evaluation of expanding of the Illinois Century Network (ICN) to Illinois public schools, public libraries, and state correctional institutions by January 1, 2030. The ICN study shall be supported ty the Office of Broadband within DCEO. The Council shall issue its report on findings and recommendations to the General Assembly by January 1, 2024. Under the current law, the ICCB has a seat on the Council.

SB 1235 (Martwick / Kifowit)   **SURS SERVICE CALCULATION**   **PUBLIC ACT 103-0548**
Effective Date: August 11, 2023

For active SURS members, starting 9/1/2024, one month of service credit shall be earned during a calendar month during which the participant qualifies as an employee and contributes to SURS (currently 15+ days). The bill also removes the part-time service adjustment to the calculated final rate of earnings for an employee employed at ½ time or less for 3 or more years, giving part-time employees the equivalent of full-time benefit.

SB 1558 (Murphy / Moeller)   **DSP PROGRAM OF STUDY**   **PUBLIC ACT 103-0092**
Effective Date: January 1, 2024

This bill calls upon ICCB to develop, for credit, a training program for direct support professionals (DSPs). Per the legislation, ICCB is required, in consultation with stakeholders, to develop a model program of study around DSPs that could be implemented at community colleges. Stakeholders include, but are not limited to, organizations representing community-based providers serving children and adults with intellectual or developmental disabilities, elementary and secondary education practitioners, including teachers, administrators, special education directors, and regional superintendents. The program would begin with the 2026 - 2027 academic year and continue for not less than 2 years.

SB 1611 (Joyce / Didech)   **STATE EMPLOYEE**   **PUBLIC ACT 103-0220**

FIREFIGHTER TRAINING LEAVE
Effective Date: January 1, 2024

Creates the Firefighter Training Leave of Absence Act. Provides a state employee shall be granted leave from state employment for one occasion, for up to 200 hours, to participate in fire academy training necessary to obtain Basic Operations Firefighter certification from the State Fire Marshal. Subsequently state employees shall be granted further paid annual leave of up to 80 hours per year for additional special or advanced training. During such leave employees shall

continue to receive their State compensation, although it may be offset by any compensation received through the firefighting program. Such leave may be taken after notifying the employer 14 days in advance.

SB 1875 (Cunningham / Spain)   **JCAR RULEMAKING SUBMISSIONS**   **PUBLIC ACT 103-0390**
Effective Date: July 28, 2023

Amends the Administrative Procedure Act provisions regarding general, emergency, and peremptory rulemaking by requiring that State agencies accept submissions in writing, including submissions by email, and may, in their discretion, accept oral submissions (ICCB currently accepts submissions by email). Additionally, each regulatory agenda summary must contain the email address of the agency representative who is knowledgeable about the rule.

Also amends the Uniform Electronic Transactions Act by requiring the DOIT and the Secretary of State to adopt specified administrative rules for state agency use of electronic records and electronic signatures no later than 6 months after the effective date of the amendatory Act.

SB 1907 (Villanueva / B. Hernandez)   **EMERGENCY CONTRACEPTION/ KIOSKS**   **PUBLIC ACT 103-0465**
Effective Date: August 4, 2023

This bill provides that each public university and community college in the state make available emergency contraception available through at least one wellness kiosk on each campus under its jurisdiction. The wellness kiosk must be in an area of campus where students can access the wellness kiosk during class hours. The college is required to make the emergency contraception's available at a reduced price.

As community colleges are beginning to consider implementation, the lack of definition for "campus" becoming a challenging question. Many community colleges have satellite facilities (campuses) in multiple locations throughout their district. Some of these facilities are small within a storefront or single building while others may consist of multiple buildings.

SB 2123 (Morrison / Stuart)   **ELECTIONS OMNIBUS/STATE HOLIDAY**   **PUBLIC ACT 103-0467**
Effective Date: August 4, 2023 / January 1, 2024;

This omnibus bill makes numerous changes to the Election Code. Among these changes is establishment 2024 General Election Day as a State holiday and legal school holiday under the School Code. It's worth nothing that the legislation does not amend the holidays established under the State Universities Civil Service Act (ICCB holidays).

SB 2240 (Johnson / Didech)   **COMMUNITY COLLEGE REMEDIATION DATA** **PUBLIC ACT 103-0401**
Effective Date: July 28, 2023

This legislation will require, beginning January 1, 2024, a community college district, upon a request from a school district located within the boundaries of the college district, to provide individualized disaggregated data on the enrollment of students in community college remediation courses. Data must be provided for the most recently completed academic year. A signed remediation data sharing agreement between the school district and the community college district must be entered into before sharing remediation data. The data sharing agreement must meet all the following requirements:

1. Require that data be individualized by student and that each student record be identified with the student's State identification number as provided by the school district.
2. Each student record shall include, at a minimum, any course codes, course names or titles, and the academic department for any course that is designated as remedial.
3. Each student record shall include, at a minimum, any course codes, course names or titles, and the academic department for any course that is a non-credit bearing course.
4. Format and method by which data is shared with the school district.
5. Timeline for which required data shall be provided to the school district by the community college – must be at least annually and within a reasonable amount of time following the end of the academic year
6. Provide that the data may not be used in the evaluation of licensed teachers.

The ICCB and State Board of Education are required to develop a model remediation data sharing agreement by January 1, 2024, that can be used by school districts and community college districts. If within 90 days after a school district's initial request, the school district and community college district have not reached an agreement on a data sharing agreement, the parties shall implement provisions of the model data sharing agreement. Provides for the development and use of a model remediation data sharing agreement.

SB 2288 (Castro / Howard) **IAI – TRANSFER MAJOR COURESES** **PUBLIC ACT 103-0469**

(agency initiative)

Effective Date: January 1, 2024

This legislation expands upon the Illinois Articulation Initiative (IAI) Act (110 ILCS 152) by requiring public colleges and universities to accept all major courses approved for transfer through IAI as equivalent major courses, insofar as a specific major is offered at the receiving institution. The bill also creates a major panel for elementary and secondary education.

HR 39 (Hoffman) **RECOGNIZE DENTAL HYGIENISTS** **RESOLUTION ADOPTED**

Resolution recognizing the important role that dental hygienists and assistants play in maintaining oral health. Urges the Illinois Community College Board to incentivize the dental hygienists' programs throughout the community colleges.

HR 219 (Howard) **NEURODIVERSITY IN HIGHER EDUCATION** **RESOLUTION ADOPTED**

Encourages Illinois' institutions of higher education to embrace the neurodiversity paradigm and adopt a statement of inclusivity of neurodivergent individuals that appreciates and embraces the fact that every student is different and should be encouraged to reach their full potential (ICCTA Initiative).

SJR 07 (Joyce / Kelly) **FIREFIGHTERS TASK FORCE** **RESOLUTION ADOPTED**

This legislation creates the Recruiting & Retaining Public Employee Firefighters and Paramedics Task Force to address a shortage of firefighters and paramedics. The Task Force membership includes on member representing the Illinois Community College System appointed by the Minority Leader of the Senate. The Office of the State Fire Marshal shall provide administrative support. The Task Force shall submit its final report to the Governor and General Assembly no later than January 1, 2024.

Several items the Task Force was created to address impact community colleges:

- What community colleges, the Illinois Fire Service Institute, IDPH, and OSFM can do to assist ocal governments recruit and retain public employee firefighters and paramedics;
- How MAP grants can be used to recruit and retain public employee firefighters and paramedics;
- How paramedic licensure and testing/certification requirements affect recruitment and retention;
- How apprenticeship programs can be utilized to recruit and retain public employee firefighters and paramedics; and
- How well the State provides a pathway for qualified individuals to obtain the necessary skills to seek employment as a firefighter and paramedic.

Illinois Community College Board

**SFY2023 ADULT EDUCATION AND LITERACY ADVISORY COUNCIL
RECOMMENDATIONS REPORT**

The ICCB staff is submitting to the Board the SFY2023 Adult Education and Literacy Advisory Council Recommendations Report. The ICCB, under Public Act 91-0830 is statutorily required to establish an Advisory Council for Adult Education and Literacy. Specifically, the ICCB "shall establish an advisory council consisting of all categories of eligible providers; agency partners such as the State Board of Education, the Department of Commerce, the Department of Human Services, the Illinois Department of Employment Security, the Secretary of State literacy program; and other stakeholders to identify, deliberate, and make recommendations to the State Board on adult education policy and priorities. In SFY2023 (July 1, 2023-June 30, 2024), the ICCB Adult Education and Literacy Advisory Council focused on three key priorities:

1. The Teacher and Critical Staff Shortage
2. Incentivizing Success and Accountability Through Funding Mechanisms
3. Partnerships Between Adult Education and Developmental Education

These topics were determined through feedback from the adult education field in addition to input from ICCB staff who noted common challenges across the system. This report documents the structure of the Advisory Council, committee charges, recommendations from the committee, as well as ICCB's response to each recommendation.

SFY2023 ADULT EDUCATION AND LITERACY ADVISORY COUNCIL RECOMMENDATIONS REPORT

September 2023

TABLE OF CONTENTS

1

The Illinois Community College Board (ICCB), under Public Act 91-0830 is statutorily required to establish an Advisory Council for Adult Education and Literacy. Specifically, the ICCB "shall establish an advisory council consisting of all categories of eligible providers; agency partners such as the State Board of Education, the Department of Commerce, the Department of Human Services, the Illinois Department of Employment Security, the Secretary of State literacy program; and other stakeholders to identify, deliberate, and make recommendations to the State Board on adult education policy and priorities.

In an effort to be inclusive and ensure programmatic representation, the committee includes providers ranging in size, geographic distribution, and program type. The committee is comprised of members from community-based providers, community college providers, public school or ROE providers, the Illinois Department of Corrections, the Illinois State Board of Education, the Illinois Department of Commerce and Economic Opportunity, the Illinois Secretary of State's Office, Adult Education Service Center Network, Illinois Adult and Continuing Educators Association (IACEA), and Teaching English as a Second Language (TESOL). Council membership is detailed in Appendix A.

In SFY2023 (July 1, 2023-June 30, 2024), the ICCB Adult Education and Literacy Advisory Council focused on three key priorities:
1. The Teacher and Critical Staff Shortage
2. Incentivizing Success and Accountability Through Funding Mechanisms
3. Partnerships Between Adult Education and Developmental Education

These topics were determined through feedback from the adult education field in addition to input from ICCB staff who noted common challenges across the system. The Advisory Council operates under the agreed upon bylaws (Appendix B) which were updated during the course of this year. The 30-member Council, with support from the ICCB Adult Education Staff and Adult Education Professional Development Network, met on the following dates (with additional committee meetings in between) to address the charges of the committee:
- August 30, 2022 - Location: ICCB Office, Springfield
- December 6, 2022 - Location: Virtual
- March 14, 2023 - Location: ICCB Office, Springfield
- May 23, 2023 - Location: Virtual

This report documents the structure of the Advisory Council, committee charges, recommendations from the committee, as well as ICCB's response to each recommendation. Recommendations from each committee were submitted to ICCB and the Advisory Council Chair on May 19, 2023.

2

COMMITTEE 1: TEACHER AND CRITICAL STAFF SHORTAGE

Committee Charge: Complete an environmental scan identifying issues related to adult education teacher and staff shortages and make recommendations that may address these shortages.

Guiding Questions:
- What is the extent of the adult education teacher shortage in Illinois?
- What are the causes of the shortage?
- What short and long-term strategies (recruitment, retention, pipeline) can be considered by the ICCB and providers to help mitigate these potential shortages?

To answer the guiding questions, the committee conducted a survey in the winter of 2022. The Teacher Survey and its results are included in Appendix C.

Recommendations

1. The ICCB should consider emphasizing the need for Adult Education to be included in strategic planning and presented as a key partner in our Community College system.

   ICCB Response: The ICCB will reinforce the importance of adult education at the President's Council meetings and through Adult Education presentations at Community College Events.

2. There is a need for a centralized web location for job postings for Illinois Adult Education Professionals.

   ICCB Response: The ICCB will direct the Professional Development Network to coordinate a job board using the Excellence in Adult Education website – a key resource for adult education providers.

3. In areas where distance or lack of public transportation is an issue, encourage programs to utilize distance learning models.

   ICCB Response: The ICCB sought additional state funding to address this issue and will release a competitive grant opportunity to support distance learning and technology integration during SFY2024. Additionally, a representative from the Illinois Department of Transportation will be invited to participate on the Adult Education Advisory Council moving forward to help guide the field toward solutions for transportation.

4. There is a need for mentoring of new teachers by veteran teachers and mentoring of new administrators by seasoned administrators.

   ICCB Response: The ICCB will contract with the Professional Development Network that will facilitate ongoing virtual learning communities by topic areas to aid educators in both skill development and building their professional network.

   ICCB Response: Creating a mentoring program is a component of the Administrator's Toolkit to be released September 20, 2023, at the Adult Education Administrator's Meeting.

3

5. The ICCB memorandum dated 2/6/2023 (see Appendix D) addressing on-site tutors and waivers for instructors was well-received and welcomed by the field. This variance from current policy should be continued.

> ***ICCB Response:*** *The ICCB will consider the following policy revisions from the referenced memorandum to address teacher and critical staff shortages:*
> a. *Allow individuals to provide adult education instruction who have earned up to 90 college credit hours and who are on pace to complete their bachelor's degree within one year of starting their instructional position with an ICCB funded Adult Education and Literacy provider.*
> b. *Allow the use of innovative distance learning models using a qualified teacher of record and on-site classroom paraprofessionals.*

COMMITTEE 2: INCENTIVIZING SUCCESS AND ACCOUNTABILITY THROUGH FUNDING MECHANISMS

Committee Charge: Complete a SWOT Analysis of current policies regarding generation, funding, and other fiscal policies in order to make policy recommendations to ICCB regarding mechanisms to incentivize success and accountability for adult education providers.

Guiding Questions:
- What should our fiscal and accountability policies/processes incentivize?
- What do our existing generation policies* incentivize?
- What are potential implications on adult education providers for any changes made to current policies?
- What level of flexibility is needed to ensure programs can remain adaptive, while maintaining quality instruction and services?
- What guardrails are needed to ensure providers remain accountable?

Note: Current ICCB policies on generation are included in Appendix E.

Recommendations
1. Change generation to a performance measure rather than a fiscal measure. This still maintains accountability and allows for flexibility in the case of catastrophic situations.
2. Allow distance learning to generate at the same rate as face-to-face classes.
3. Consider looking at the reimbursement rates for all subsets of students.

> ***ICCB Response***: *The ICCB will consider the elimination of the generation requirement and revise all current policies related to generation. Providers will continue to be required to expend funds in accordance with GATA and Federal Guidance.*

4. Institutionalize the change to require programs to generate 45% of their Basic funds- regardless of the total amount above 45% that is put into Direct Instruction.

4

ICCB Response: The ICCB will consider suspending the requirement for providers to allocate 45% of the total of State Basic, Federal Basic, and IELCE funds to direct instruction. The federal requirement that providers expend 95% of grant funds on instructional activities will remain. State policies identifying administrative thresholds will also remain in place. The ICCB will release guidance on any revisions or clarifications to current policy.

5. Provide a waiver for the 150-student minimum as part of the application process. Ask for a rationale for such a waiver - maintaining access to a specific target population (for example, a jail program with limits on class sizes) geographic region with a small population, etc. ensuring access for more sparsely populated areas, hard to serve populations, etc.

   ICCB Response: Funds are distributed through the state using the Index of Need. The ICCB will consider adjusting the minimum student requirement and replace this requirement with requirements that take the following into consideration:
   - *the index of need for the APC,*
   - *number of providers in the APC,*
   - *total allocation,*
   - *number of students anticipated to be enrolled in Bridge and ICAPS, and*
   - *a cost per student model.*

COMMITTEE 3: PARTNERSHIP WITH DEVELOPMENTAL EDUCATION AND ADULT EDUCATION

Committee Charge: Develop a policy framework for collaboration between Developmental Education, including Academic English Language Acquisition programs, and Adult Education programs.

Guiding Questions:
- What are the key delineations, in policy and practice, between the similar but different missions of Adult Education and Literacy and Developmental Education?
- How do we decide whether adult education or developmental education is most appropriate for the student?
- What are the existing processes or policies at the state and institution level that affect this collaboration?
- What supports or resources are needed to ensure students are appropriately referred to adult education or developmental education?

Recommendations:

1. Colleges should leverage co-requisites to transition adult education students to postsecondary sooner.
   ICCB Recommendation: The ICCB has the Ability to Benefit Alternative State Plan that address the concern that students are eligible for co-requisite models such as entering a credit-bearing courses while maintaining enrollment in adult education. The ICCB will consider other opportunities for collaboration and alignment.

5

2. Colleges should have clear policies and procedures for determining when students should enroll in adult education or developmental education and ensure that students understand the implications of both. College adult education leaders should be included in the creation and implementation of these policies and procedures. As institutions operationalize this recommendation, they should consider the following:
    a. Are there opportunities for collaboration between adult education and English/math departments for the co-requisite to span HSD coursework?
    b. How will colleges ensure that students earn their Illinois High School Diploma if they are able to transition to post-secondary before passing the GED/HiSET?
    c. Are there other academic departments that might benefit from co-requisite models for current/former adult education students (like speech, business, etc.)?
    d. Ensure High School Equivalency Exams (GED/HiSET) are accepted for placement into college-level math and/or English classes and college credit.
    e. Under DERA, colleges are required to accept GED exam scores for placement. Colleges should ensure that this requirement is operationalized, and students understand how to use their scores for placement into college level courses.
    f. Colleges should also consider awarding college credit as recommended by GED for scores over 175 (3 credits in math, 3 credits in science, 3 credits in social studies and 1 credit in humanities).
3. ICCB should require colleges to update their DERA Report responses to include Academic ESL.
4. Clarify the role of Vocational Rehabilitation Offices in supporting students into adult education or developmental education, whichever is determined more appropriate.

> **ICCB Response:** *Most of these recommendations apply to decisions made by individual institutions. However, the ICCB will review these recommendations and consider which are appropriate for further investigation, alignment, or state-level support.*

Note: The guiding questions provided by the Advisory Council are in Appendix F.

6

APPENDIX A: COUNCIL MEMBERSHIP

Individuals are appointed to the ICCB Adult Education Advisory Council per the guidelines of the council bylaws. In SFY23, the AEL Advisory Council updated the bylaws to reflect participation expectations and meeting cadence to improve participant attendance.

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  Region III APC 514

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  Region II   APC 524

- Karla Tabing, Director of Adult Education
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  Region: IV APC 530

- Chris Strohl, Director of Adult and Alternative Education
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  Region IV APC 517

- Brittany Kairis, Associate Vice Chancelor
  City Colleges of Chicago
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  Region 1   APC 508

- Ginger Harner, Director of Adult Education & Alternative Instruction
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  Region IV APC 531

7

- Jamil Steele, Director for Adult Education
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  Region III APC 526

- Angelique Maguire, Adult Education Instructional Services Director
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  Region IV APC 529

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  Region III APC 534

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  Region IV APC 531

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  Region IV APC 519

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  Region III APC 520

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- Teriann Runkel Benkse, Instructor
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8

Department of Corrections

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  Region III APC 514

- Maria A. Miller, Office of Adult Education and Vocational Services
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  Illinois Department of Corrections
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Community Based Organizations

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  Region I APC 508

- Mandy Bozart, Adult Education and Literacy Manager
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  Region I APC 508

- Andrew Buckler
  Polish American Association
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State Partners

- Illinois State Board of Education
  No attendee present

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9

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TESOL

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Illinois Continuing Adult Educators Association (IACEA)

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10

Policy and Advocacy Member

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11

Illinois Community College Board
Adult Education and Literacy
Advisory Council Bylaws

Public Act 91-0830 provides for governance of Adult Education and Literacy (AEL)by the Illinois Community College Board (ICCB), stating the agency "shall establish an advisory council consisting of all categories of eligible providers; agency partners such as the State Board of Education, the Department of Commerce, the Department of Human Services, the Illinois Department of Employment Security, the Secretary of State literacy program; and other stakeholders to identify, deliberate, and make recommendations to the State Board on adult education policy and priorities. In an effort to be inclusive regarding program representation by size, geographic distribution, and program type to provide continuity for the future, the plan for the structure and procedures by the ICCB Adult Education and Literacy Advisory Council has been developed.

There will be 30 members of The Council appointed by the ICCB. (29 Members and 1 provider Chair).
- six members from community-based providers
- six members from community college providers
- six members from public school or ROE providers
- one member from the Illinois Department of Corrections
- one member representing other stakeholders (such as a legislative member, a policy and advocacy member, an Illinois Workforce Board business member, a Head Start member, etc.)
- six members from state agencies (one each from the Illinois State Board of Education, the Illinois Department of Human Services, the Illinois Department of Commerce, Illinois Department of Employment and Security the Illinois Community College Board, and the Illinois Secretary of State's Literacy Office, Illinois Department of Employment Security)
- one member from the AEL Service Center Network
- one member from the Illinois Adult and Continuing Educators Association (IACEA)
- one member from Teaching English as a Second Language (TESOL)
- Membership should include representation from a current or former adult learner.

Duties: The duties of the Council are to identify, deliberate, and make recommendations to the ICCB on AEL policies and priorities. Matters before the council will entail the vision, mission, goals, objectives and priorities for the State's AEL system consistent with the Vision and Mission document. The Illinois Unified State Plan, The Workforce and Innovation and Opportunity Act, as well as other pieces of legislation impacting the provision and quality of AEL services, and related issues, including but not limited to:

- curriculum and instruction.
- student support and transition services.
- policy studies, research, and accountability; and
- professional development, training, recruitment and retention.

Council Procedures
- *Chairperson* – One Adult Education provider member will be appointed by the ICCB.
- *Secretary* – The secretary will be the ICCB Adult Education and Literacy Secretary.

12

- *Meeting dates and times* – Members will attend meetings quarterly. Meetings will include virtual, hybrid, and in-person options. Meetings will be conducted from 10:30 a.m. until 2:00 p.m. Committees are expected to meet outside of the regularly scheduled Advisory Council meetings, as needed, and via teleconference or webinars.
- *Committee Membership* – Each Council member will also be an active member of one committee. At the first meeting of the Council, the ICCB will appoint each Council member to a committee. Committees may include individuals who are not Council members. These individuals may be appointed by the ICCB to serve on one or more committees for a specific purpose or because of specific expertise based upon advice and recommendations by committee members. These individuals are not Council members and do not have voting rights.
- *Ad hoc Committees* – Ad hoc committees may be added by the ICCB to address specific topic areas. These committees may include members from the council or representatives outside of the council with specific areas of expertise. These individuals may be appointed by the ICCB.
- *Terms* – Each new provider member will be appointed for a two-year term and may be appointed for no more than two consecutive terms. These terms will be staggered, with half to be reappointed/ replaced in one year, and the second half in the following year. State agencies and other stakeholders will be asked to participate as part of the structure, but term limits do not apply to their appointments. The IACEA member will be the past-President and is subject to change dependent upon the election of a new President.
- *Vacancies* – Any member appointed to fill a vacancy occurring before the expiration of another member's term shall be appointed for the remainder of that term and may be appointed for additional term(s) as deemed appropriate by the ICCB. Members completing a term will be replaced at the end of the term to:
  - o emphasize continuous rotation.
  - o involve as many providers as possible; and
  - o consider diversity in demographics, geography and program type
- *Quorum* – A majority of the members shall constitute a quorum, but a lesser number may hold meetings. Any recommendation by the Council may be passed by simple majority vote of members present, provided a quorum has been reached. All members have voting rights.
- *Attendance* – Participation is an important part of membership on the Adult Education Advisory Council and its committees**. Members who miss two Advisory Council meetings without notification may be replaced.**
- *Expenses* – **Members will serve without** compensation. In unusual situations, travel expenses may be reimbursed upon request. Other expenses, such as meeting costs or the cost of consultants, will be at the discretion of the ICCB.
- *Staff Support* – ICCB will provide staff support for each of the committees.

13

APPENDIX C: TEACHER SHORTAGE MEMORANDUM

February 6, 2023

Colleagues,

The ICCB is pleased to see enrollment grow in this academic year. We are aware of the complexities of serving students in the midst of a national teacher shortage. Additionally, we are aware of the impact on adult education services for the asylum seekers and refugees arriving predominantly in the Chicagoland area. This memo is designed to provide guidance as well as temporary relief to some of your pain points.

Teacher Shortage and Wait Listed Students: The teacher shortage has led to increased wait lists for students. To mitigate this issue, the ICCB will allow the following strategies and policy changes for programming offered in State Fiscal Year 2023:
- If a provider in a specific APC has a wait list of students that cannot be served due to the teacher shortage, the students can be referred to and served by a program in an adjacent APC either in the home or away APC.
- Innovative distance learning models with on-site tutors can be implemented. An example can be modeled with a teacher of record planning and facilitating distance learning instruction while students remain on-site with a paid classroom aid or tutor.
  - The ***teacher of record*** is responsible for developing the educational plan for students, communicating instructional plans with the onsite aids or tutors. The teacher is responsible for providing targeted instructional feedback so the student can achieve their goals. The teacher is also responsible for signing all classroom attendance records.
  - The classroom aid or tutor is responsible for managing the classroom, providing instructional supports and technology assistance to learners based on the teacher of record's guidance.
- Individuals who have earned up to 90 college credit hours or who are on pace to graduate with a bachelor's degree by December 31, 2023, could be given a waiver to teach the adult education classroom. Teachers working with adult learners must meet the following criteria:
  - Complete the New Teacher Training upon hire,
  - Complete a structured and ongoing professional development sequence of training determined in partnership with the PDN, and
  - Be assigned a mentor teacher at the adult education program.
  - ICCB approval would be required for each teacher operating under the waiver.

Asylee Seekers and Refugees: Many of the asylum seekers arriving in our State have been temporarily housed in hotels and shelters in the Chicagoland area. This housing was designed to address the crisis through a temporary solution and many individuals and families will soon be relocated to more stable and longer-term housing.

We do understand many programs have already established on-site instruction or added additional classroom opportunities to support the increased student population. For the remainder of State Fiscal Year 2023, you may continue to serve currently registered and enrolled students in your adult education program regardless of their new address, if that is the desired wish of the student. It may be more beneficial for the student to transition to a different adult education program. In this case, the adult

14

education program currently providing services should create a transition plan with the student and assist the student with contacting their new adult education program and begin the enrollment process. Please note that if the student completed an official NRS Pre-Test, is transferring to a new adult education program within 120 days of the original test and provides consent for the assessment data to be shared. the official NRS Pre-Test data can be securely shared with the new program and used as the official pre-test in the new program.

This memorandum is in effect immediately through June 30, 2023, unless specifically noted.

If you have specific concerns, please contact your Program Support.

15

Teacher Shortage – Instructor Survey

The Adult Education Advisory Committee initiated a field directed survey with 45 respondents. Per the adult education data management system, DAISI, there were 1,887 active instructors.

1. **Do you have extra adult education duties that you complete outside of teaching in the classroom? If so, please explain your additional responsibilities or contributions. (i.e. reporting, assessment, recruitment, etc.)**
   a. Yes-registration, student support (via email, phone, in-person) some reporting
   b. Signing up students throughout an 8-week or 16-week course. Administering CASA's test.
   c. No
   d. Office Hours as stipulated by the union which I don't mind.
   e. Yes. I am the faculty sponsor for our chapter of the National Adult Education Honor Society.
   f. Yes, I am responsible for an extensive amount of record-keeping which takes up a lot of time (have to do daily attendance in three different systems, keep learning logs and proof of progress, keep track of post testing results). I also have to email students and help them register for CASAS and TABE post testing and follow up if they don't show up to testing. I have to do all recruitment for IETs--there is support for this, so faculty have to recruit and onboard students resulting in IETs not running due to low enrollment.
   g. No
   h. No
   i. Assessment, reporting on attendance and class activity, daily recaps, recruitment, intake paperwork, providing transportation assistance.
   j. No
   k. Reporting and DLL cohort/continuing education
   l. I am a leader in my field and am looked up too as a mentor of this institution.
   m. Curriculum development
   n. assessment, registration, reporting, admin tasks
   o. Sometimes extra lesson planning time
   p. I have additional responsibilities, but I am compensated for them. I am a part-time advisor for a program in a rural area. The advisors at our program enter attendance, run reports, recruit, do assessments, and are available for the instructors weekly. We meet with each instructor to discuss how we can help them. We also ask instructors if they need additional resources. We pay instructors for PD and they deserve the pay. We have always felt that our instructors are part-time, and we don't burden them with extra work. This has worked for our program and helped our program to be successful. We also hire many instructors who are retired teachers. One of our staff members also gives birthday cards and small gifts to instructors. It is important to make our instructors feel appreciated and this helps with retention.
   q. Internal and external reporting; pre-, post-, and alternative assessments; student onboarding and placement; leading of staff meetings; inter- and intradepartmental instructor training and development; general case management for students: wrap-

16

around, intradepartmental, workforce, and Bridge/Transitions service referrals; leading HSE curriculum development; monitoring and mitigating HSE waitlists; reviewing transcripts; liaising with staff, students, partners, and stakeholders; serve on organization-improvement committees; help develop and refine processes and procedures in the adult ed department; act as point of reference within organization for issues pertaining to HSE exams and students; help coordinate family literacy events, tutoring opportunities, and Bridge presentations within classes.

r. Maintaining online records for student information, attendance, and online learning platforms.

s. ATTENDANCE, DATA INPUT, FAMILY CONTACT, SUB DUTIES IN OTHER CLASSES

t. Record keeping; reporting; assessment

u. Registration/orientation, assessment, transitions specialist, ADA coordinator for dept, many other roles

v. None

w. assessment, intake, reporting, recruitment,

x. Recruiting students

y. Program's staff supervision, reports, outreach, intake, and assessment

z. Reporting, assessment, recruitment

aa. Reporting, assessment, recruiting, training

bb. N/A

cc. Assessment, recruiting, training tutors for Adult Literacy program

dd. Assessments, intake, attendance, test coaching/scheduling

ee. Lesson planning, phone calls, emails

ff. I am required to complete 12 hours of professional development every fiscal year, I meet with my supervisor every other week to discuss changes/questions about my class, I reach out to students if they do not attend class & often spend time searching for social service referrals for students (ie: health, legal aid, etc), I spend way more time planning for class than the allotted one hour that I am paid for.

gg. Literacy Coordinator

hh. Transition specialist and help with Spanish translation. Follow up for retention.

ii. reporting, student outreach/communication

jj. outreach, reporting, professional development

kk. Reporting, assessment, recruitment, data entry, training/onboarding new staff, connecting students to social services, teaching students how to use basic technology, contacting students over text messages/Whatsapp/email/Google Classroom, keeping up with policy changes such as from USCIS, connecting with other teachers to share ideas, etc.

ll. Handling ICCB and Harper data compliance and reporting

mm.　　occasional testing

2. **What would you consider your number one dissatisfaction with your adult education profession?**
    a. lack of consistent number of students?
    b. It is a tie between two things. First, the class is open door where students register whenever they want. The policy causes a lot of disruptions to classroom management, teacher/student relationships, and instruction time. Second, students tend to be thought of less as a student and more of as a number. The powers to be keep pushing

17

this thought that adult education students are like high school students with soaring aspirations and goal oriented. Adult Education students are people fighting a battle against negative stigma that they are worthless pieces of society. They fight against a here and now mindset. It's important to stop pushing so much on these students. Focus more on educating them for a high school equivalency and a career. Stop complicating the system through useless tests. Before any student can focus on long-term goals, we need to help them through the here and now while encouraging them to see past the next couple of years. We need to support them in a better way. Help them set goals and see a future. But we need to be realistic. Many of these students, if they choose to continue on to college, need to work and are non-traditional students. They need their focus on obtaining and maintaining employment so that they can even think of doing more like attending college for a certificate, associate's, or degree.

c. Pay
d. Lack of full-time positions
e. The lack of full-time opportunities. While I am not in a place right now where I want a FT role, I know many passionate educators who would love to make the permanent shift from K-12 to adult education, but they cannot because there are not FT jobs with adequate pay.
f. Lack of respect for the importance and need for tenured, FT faculty. Adult Ed is marginalized more now than when I started teaching back in 1994. Administrators do not value faculty voice. Programs are only focused on outcomes on post-tests and fulfilling the grant needs, not the needs of the students.
g. Pay and being respected!
h. Not dissatisfied but one challenge is the extreme mixture of levels in the class.
i. At this time, I really do not have any dissatisfaction in the adult education profession.
j. The salary
k. Poor student attendance
l. I feel that there is a lack of clarity for both learners and instructors about how the program operates, specifically about how students make advancements, how they can graduate from the program and start attending regular classes and how long they can expect the process to take. (Which varies greatly from student to student). In addition, there is not a lot of incentive for students to value attendance partly because the classes are free to them. I feel that this problem could be remedied by having students sign a contract in their native language that says they agree to attend 70% of classes for the year in order not to have to pay back the monies spent per student. In addition, many of them do not connect study outside of class, practicing English at home with future success. I think this is due largely to living and working in their native communities and the fact that their jobs are very physically demanding. There can be lack of motivation on the part of learners because they are busy adults and the program is free to them.
m. Not being noticed by the state as the Illinois teacher of the year by IACEA. I have tried 2 times with high recommendations and still have yet been noticed even being an instructor for 20 years of experience. I was even encouraged by the committee to try again and I did and still did not get it???
n. No opportunities for advancement; no full-time work; inability to support myself (this is a job only for folks with additional income sources, which means it's really a hobby). Our students are SO undervalued in our institutions, state, and society that those of us who are employed to assist them can't even earn a living doing this work.

18

o. The pay
p. I'd love to have more hours. I love this job, but I have 2 other jobs right now to make ends meet.
q. The number one dissatisfaction in this profession is the lack of motivation for some students to work on the GED and complete it. It is frustrating when you know that someone is capable of completing the GED, but things get in their way.
r. I am dissatisfied with the fact that there are so few (adequately compensated and/or full-time) professional opportunities and am disillusioned by the gross misuse of unchecked power granted to AEL-funded organizations who do offer these jobs. I've seen hardworking, passionate, and highly competent educators completely turn programs around despite years of poor management, just for the administration of these organizations to gaslight the hell out of their adult ed staff, abuse their devotion to student success, and drive them out when they start to ask questions like, "Where is our increased funding going, if we can't we buy books or hire more staff or give inflation-adjusted raises to current staff?" The sad fact is that any provided justification of administrative mistreatment essentially boils down to one rhetorical question: "Where else are you going to go." Grant-funded programs play the grant game very well, and they know what they can get away with. Because of this game, I feel like every educator comes to the point where, to preserve whatever mental health they still have intact, they have to leave teaching to stay in the field or leave the field completely.
s. No raises.
t. Salary (second choice chaotic work environment)
u. School building is not designed for people with physical challenges
v. Small programs have smaller staff who have to do everything that larger programs do, only with one or two people doing it all instead of many.
w. Working conditions - air, water, structure of facilities.
x. Having to write a grant but have no say in budget management.
y. Most Adult Ed jobs are part-time; No advertisement for Adult Ed; Student Retention; Not accepted for student loan debt forgiveness.
z. Unfair paid and lack of recognition
aa. The pay is very low. I am part-time, which I love, but with my Ed.D. I make only $1.50 more per hour than employees at our local food processing facility who do not have a GED yet.
bb. Not much pay
cc. Too many people in classes who are not really interested in learning and who are not motivated to learn.
dd. The students not showing up for class.
ee. I'm not dissatisfied
ff. Data. Treating students as numbers instead of people. Our students each have real value - even if they don't make a MSG or have consistent attendance. Not everybody makes progress on our federally and state mandated timelines, but positive growth happens, nonetheless.
gg. Rate of pay
hh. Every instructor position in adult education is part-time... Why?? I have been an ESL & Citizenship instructor for the past 8 years as well as a tutor at city colleges and I have always had to work multiple part-time jobs to support myself. I love working with students and collaborating with other teachers. As an adult ed instructor at various non-

19

profits, I have been laid off due to "budget cuts", I have been told there is no room for growth and have been expected to work outside of paid hours. I stopped working multiple part time jobs in 2022 and moved into a full-time admin position, however I recently went back to teaching part time on the weekends. In my experience, the issue is that being an instructor in adult education is NOT sustainable long term. It is undervalued and underfunded.

 ii. Benefits/pay

jj. In general, lower pay. Starting in G.E.D. this year, low effort put in by younger students that are still not in the workforce.   An alternative H.S. program I worked for required 2 hours a day of work or volunteering.   I think it gives students a wakeup call.

kk. Lack of full-time opportunities

ll. There is not a sustainable career path for us. There's not a teacher shortage. I want to teach and so many of the teachers I work with want to teach. But the wages for teachers make it unsustainable. What is communicated is: you're replaceable. This means less diversity in the field, less experience in the field, less quality teachers for students. It's all connected.

mm.   There is no way to teach and have a livable wage at the same time. The only way to get a higher wage is to become an administrator and stop teaching. The full-time teachers are not paid enough, so the only way to make money as a teacher is to find 5 different part-time jobs.

nn. no fulltime opportunities and no wage increases

oo. Lack of effort or commitment by the students.

pp. lack of accountability

qq. need more paid hours and/or health insurance for part timers

3. **What is the one thing that you appreciate most of your adult education profession?**
   a. Witnessing student progress
   b. Support from the Director.
   c. Helping others get educated.
   d. The coordinator for Adult Ed is encouraging and passionate about the field. She is helpful and responsive to questions, concerns, needs and whatever else comes up.
   e. The students!
   f. The students. 100%. I also appreciate that our state has the PDN to provide free PD for our field. I remember having to pay for it years ago, and it was a struggle for a new teacher.
   g. Working with the students, of course. They are still the primary reason I don't leave my job.
   h. The students
   i. It is rewarding and they allow me to utilize my skills to create a classroom of learning.
   j. The one thing that I appreciate the most of my adult education profession is helping the students obtain their GED.
   k. The ability to be creative in the classroom.
   l. The wonderful support from staff
   m. I love working with my students and I love that my bosses are both flexible and great listeners.
   n. Satisfaction of seeing my students finish their GED. Friendship and bond of former students.

<div align="center">20</div>

o. It is critically important work that serves the most vulnerable folks in our communities. But our job is literally to help them get better jobs than WE have.
p. My students
q. The staff is amazing, I love my students, and love my job. I wish I had more hours!
r. I appreciate the support, teamwork and guidance that staff at SRC provides.
s. While I love *everything* about the field (the people, the clientele, the work), I especially appreciate that it is actionable social justice work. Helping adults finish their basic and secondary education allows me to nurture my natural inclination towards both helping people achieve their goals and advocating for people who are treated unfairly or forgotten in society. Adult education is restoration of both the individual and the community. I firmly believe that, once our society is done caving in on itself at the national level, the overarching principles of adult education will be the foundation for our eventual redemption and rebuilding.
t. Flexibility & wonderful team to be a part of
u. Helping the students
v. The moment when students have that "AHA" moment
w. The satisfaction of seeing students grow and reach for their potentials.
x. The students appreciate me as their teacher, and I see that I make a difference.
y. The students
z. The students; The rewarding feeling of students completing
aa. Sense of fulfillment every time one of our participants accomplishes something
bb. My supervisor - Margaret is phenomenal. I feel very valued by her. I appreciate her flexibility.
cc. My students - I really love working with adults. I find the work so fulfilling and so much fun!
dd. Flexible schedule
ee. The ability to help those who want to learn.
ff. The people I've helped learn the English language
gg. My coworkers
hh. Our students are some of the best humans on the planet, and we get to support them with a fiercely kindhearted team.
ii. The people, especially administration is great to work with
jj. In this profession, I love that I am constantly learning from others. I very much appreciate the students and teachers I work with.
kk. Administration truly values and supports teachers
ll. Working with my colleagues
mm. Total support and appreciation of my efforts.
nn. Supportive staff, administrators, and fellow teachers who understand the struggles and can encourage and help
oo. The amazing teachers and students
pp. I love teaching. I love being good at my job, getting to know my students, and making the world a better place.
qq. my supervisor is incredible and supportive, the students are amazing and appreciative
rr. Seeing students work hard and earn their GED Certificate. It is with great satisfaction when I see a student master a difficult lesson.
ss. collaboration and supportive adult educators
tt. the working environment is very good

21

4. **Why did you choose adult education as a career choice?**
    a. It chose me!
    b. The career chose me. I absolutely love helping those disenfranchised within our community to help each person see their potential.
    c. To help others in the community.
    d. It fits well with my schedule and other commitments.
    e. Adult Education fell into my lap and I've loved it ever since.
    f. I accidentally ended up here, but I choose to stay here because I believe in what we do. And because we have the best learners. Hands down. (Also, not gonna lie, I love that it is a smaller field than K-12, which means a greater chance for individuals to make a lasting impact on the field.)
    g. I had begun as a volunteer teaching ESL. I fell in love with helping students achieve their educational and career goals. At that time, I was able to find a full-time tenured job. I would not recommend anyone to go into the field now because one cannot get a full-time tenured position anymore.
    h. The ability to help the marginalized and forgotten
    i. I am a retired educator for the Il. Dept. of Corrections and I love teaching adults.
    j. I am a retired Special Education Teacher. This was an opportunity to continue to help students further their education. Part-time is perfect for me as a retiree.
    k. It is fulfilling to me to help adults who want to help themselves better their lives.
    l. So, people can have their best lives possible
    m. I wanted the flexibility to teach part-time! (This is also why I put satisfactory for most answers above because there was not a "not sure" option. Your survey seems to automatically assume that everyone wants to work full-time. I put on several hours outside of my contractual time to be prepared for class as a part-time instructor. I can't imagine how much extra preparation it would take if I worked full-time hours! I also have lived overseas as a military spouse and as an exchange student, and I have a real fondness for displaced populations. This job is very rewarding to me!
    n. I feel as though I have what it takes to relate to these students and I have proof I have personally guided over 170 students in my 20 career and my goal is to get 200 and be named the teacher of the year for IACEA. Which I have yet to accomplish.
    o. LOL it's not a "career" unless there are opportunities for full-time work and/or advancement. It's a hobby. Would you consider "teaching adult education classes" as a valid career choice for an Adult Ed student? No, because it doesn't fit the criteria for full-time work or a livable income. You must see the irony.
    p. I believe everyone has the right to education and I like to meet students where they're at and guide them towards achieving their academic, professional, and personal goals.
    q. It's the best teaching job I've ever had. I love the older age of my students and the fact that they really want to be there. I hope to stay in adult education in the future!
    r. I ended up in Adult Education as an advisor. It wasn't something that I planned, but it ended up being the best career choice that I could have made. I don't have a teaching degree, but I have a MA in Human Services. I have learned so much from all of the instructors at SRC and they helped me become a great instructor. I was nervous about teaching, but I found that I was good at it. I connected with students, took every opportunity to learn how to be a better teacher, and made changes to make sure that

22

my students were successful. I have spent a lot of time and effort to make sure that our program was successful.

s. Given that I had been looking to do this job for years before I ever knew it was a job, it was evident shortly after starting as a teacher that adult education would be my life's vocation. Whether or not I stay in the field full-time, adult ed will be a string woven through my entire life. I hope I can continue making this career work for me though. I love the work. I love the mission. I love my students.

t. The evening hours, still being able to use my degree & help our community.

u. Sought a work schedule that coincides with my child's school schedule.

v. I originally went into nursing to "get away" from education (I come from a family with many educators and wanted to do something 'different"). I learned that education was my favorite part of nursing and therefore obtained a master's degree in adult education.

w. Distance from home/wanted out of k-12 public ed.

x. I enjoy helping people and by teaching ell learn English and I have loved this job ever since.

y. I was looking for a job and this position mentioned out-of-school youth, which was a population that I enjoyed working with in the past.

z. I love helping and empowering my community

aa. I was asked to cover a maternity leave and since I thought it would be nice to make some extra money, I went for it. I was then asked to remain and teach as a part of the regular staff. What keeps me choosing adult education is that I love my students! I love teaching English! We have a blast every class!

bb. I fell into it

cc. I came from a working-class family and I spent 20 years of my life working in factories and physical labor related jobs. I educated myself by attending college as a non-traditional student, part-time while working and i understand the personal, economic and spiritual rewards of having a better education. I hope that I can help others achieve a better education to understand their society, culture, history and the world around them, as well as themselves.

dd. I love teaching and this demographic really needs the help

ee. Landed here by happy accident and plan to stay.

ff. I had always planned to do this when I retired, which I have now.

gg. I fell into adult education after my undergrad. I had an experience volunteer teaching abroad and really fell in love with it. I love that I can be part of someone's language learning process, not just so that they can learn the language, but also so they can help change systemic inequities in their communities. Language learning is tied to so many other social service issues and collaborating with a learner to help them navigate systems and advocate for themselves is so valuable!

hh. I love the bright-eyed hope, perseverance, and work ethic of our ESL students.

ii. Wanting to give back to the community

jj. I am a retired public-school teacher. A.E. uses my skills and has fair compensation.

kk. Flexibility in curriculum, content, and schedule. Appeal of working with those who were underserved or had negative prior education experience

ll. I wanted to address inequity in education and lack of opportunities for low income people. I find teaching the people in my classes so meaningful and I learn so much from it.

23

mm.	I was interested in the field and I thought that it would be a viable career choice. Unfortunately, I was mistaken. While the cost of living continues to increase, wages for adult education do not keep up. Our students are struggling as well, and I wanted to contribute to the betterment of society by helping those in need. I found that this was hard to do, because the decision-makers in adult ed only care about test scores and level gains.

nn.	students are eager to learn

oo.	As a retired educator, I missed the interaction with students and trying to help them further their learning.

pp.	It started as a good work/life balance and I loved the success of the ESL students. I began to expand my role in adult education and love working not only with the students but also admin and staff who are dedicated advocates in adult education.

qq.	It chose me! I filled in then I choose to stay because I want to help others.

Region affected
45 responses

- City of Chicago
- Chicago Metro Area
- Northern Illinois
- Central Illinois
- Southern Illinois
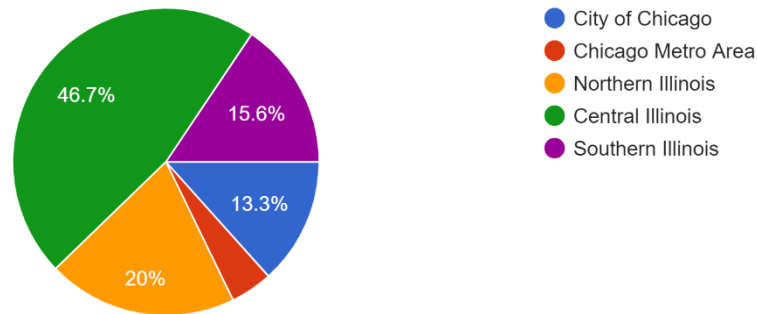
Level of Opportunities provided by your program/organization

24
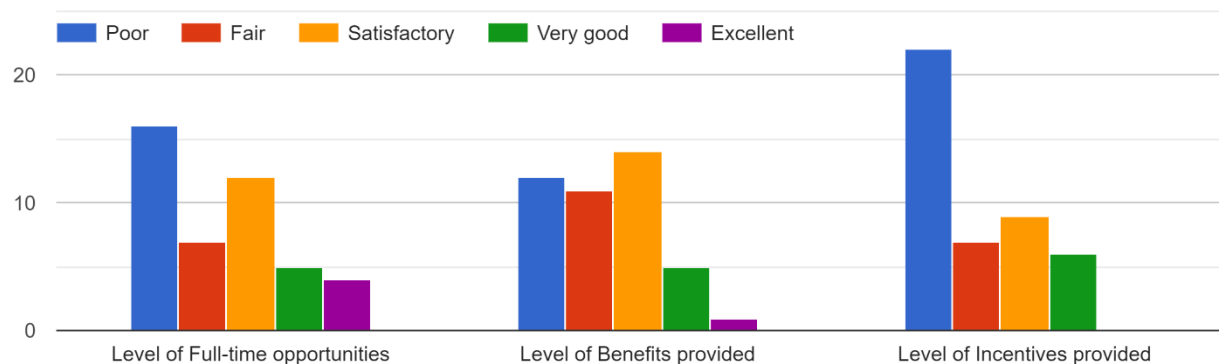
Compensation provided

Working Conditions
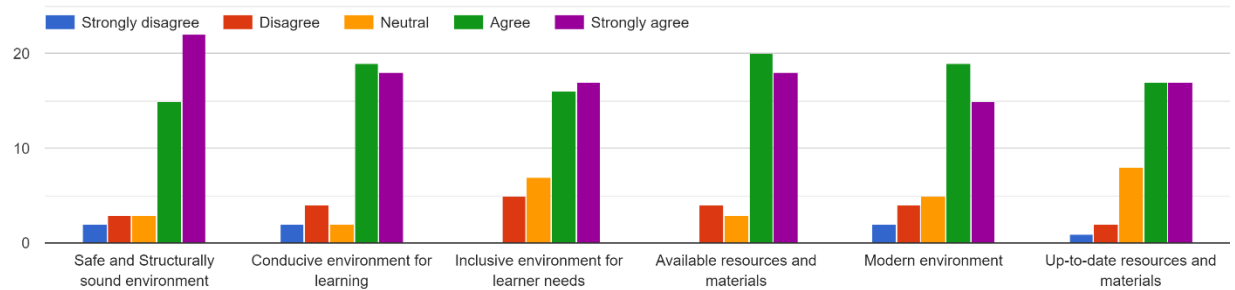
Teacher Value and Support

25
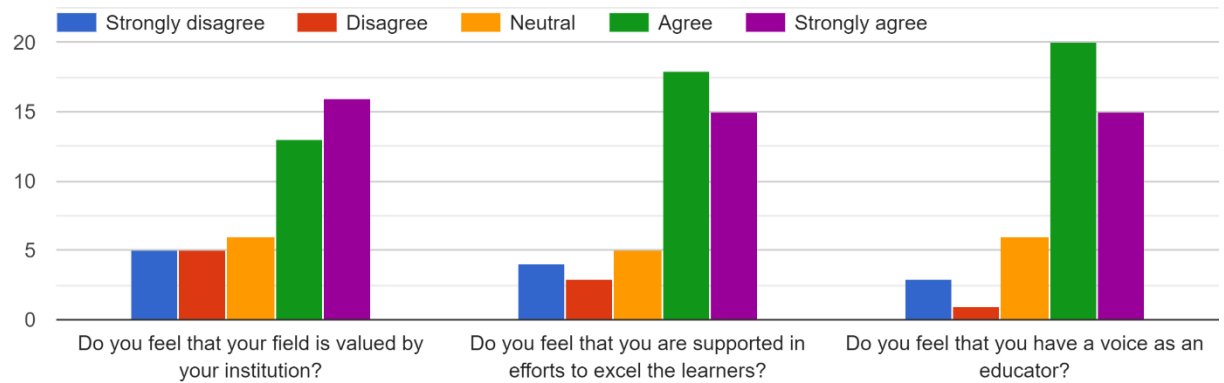
APPENDIX E: CURRENT GENERATION POLICY

Generation: Budget generation is based upon student enrollment. For every 15 enrollment hours a student earns, one unit of instruction is generated. To illustrate this, take the following example class that meets for 3 hours every Monday and Wednesday:

	M	W	M	W	M
Student Attendance	E	P	A	P	C

The example student above would accrue the following Attendance Hours, Enrollment Hours, and Units of Instruction:

Attendance Hours (AH)	**4** *days of attendance* × **3** *hours each* = **12** Attendance Hours
Enrollment Hours (EH)	**5** *days of enrollment* × **3** *hours each* = **15** Enrollment Hours
Units of Instruction (UI)	**15** *enrollment hours* ÷ **15** = **1** Unit of Instruction

Generation is then calculated by multiplying the student's total units of instruction by the base rate (a dollar value determined by statute) and the funding multiplier assigned to the instructional category. Unit of Instruction rates are determined by statute. The funding amount assigned to each instructional category is listed below:

Instructional Type	Base Rate	Funding Multiplier	Funding Amount per UI
ABE		100%	**$101.98**
ASE		90%	**$91.78**
HSCR	$101.98	90%	**$91.78**
VOC		125%	**$127.48**
ESL		100%	**$101.98**

A minimum of 45% of State Basic, Federal Basic, and IELCE budgets must be allocated for direct instruction. By the end of the fiscal year, a program must generate 100% of their direct instruction budget for each funding source (with the exception of the State Performance budget). (Illinois Policy).

26

APPENDIX F : DEVELOPMENTAL EDUCATION AND ADULT EDUCATION PARTNERSHIPS – CONSIDERATIONS AND GUIDING PRINCIPLES

Guiding Questions for institutions developing policies and procedures for academic placement in either Developmental Education or Adult Education.

- What are the placement tools required for adult education, academic English, developmental education, and college-level English and math?
- Can adult education placement tools be used for placement into academic English, developmental education, and college-level English and math? Why or why not?
- Can successful completion of adult education courses allow placement into college-level English and math?
- How should students' prior education be considered? For example, students who have been successful in adult education and/or with a high level of education in their home country have evidenced strong non-cognitive skills required for successful completion of future coursework.
- How should students' educational goals influence course placement? For example, should students interested in Career & Technical Education (CTE) programs be directed the same as students interested in earning a transfer degree?
- Students with a high school diploma are eligible for adult education if they have a demonstrated deficiency in basic skills and/or English proficiency. For these students, [when] should they enroll in adult education? [When] should they enroll in developmental education?
- Will this result in a change in adult education enrollment? If so, what are the fiscal implications of these policies?
- For programs that have limited capacity and anticipate an increase in enrollment, how will the institution ensure capacity to serve to English language learners and/or students without high school diploma?
- How will all student-facing staff be trained to ensure students are directed to the right department?
- Are there biases that need to be addressed through training? For example, do staff always direct students with an accent to adult education?
- How will students be informed of their options and the implications of their decision? For example, adult education classes do not count towards federal financial aid timeframe but do require regular standardized testing and attendance.

Guiding Questions for Academic ESL in DERA Reports

- Please describe your current standards for placement and/or enrollment in a gateway and/or entry level course.
- Please provide a description of the current developmental education models offered by the institution. If the institution does not currently offer developmental education coursework, it must provide details regarding its decision not to offer developmental education coursework and the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.
- Please provide a description of the developmental education models that will be implemented and scaled and the basis of the evidence and associated data that the institution considered in making the decision to scale each model.

27

- The legislation requires each institution to provide "baseline data and benchmarks for progress, including, but not limited to, (i) enrollment in credit-bearing English language or mathematics courses, (ii) rates of successful completion of introductory college-level English language or mathematics courses, and (iii) college-credit accumulation." To assist colleges with the reporting requirements the ICCB Research and Analytics division began collecting the developmental education model data elements from colleges as part of the annual student-level submission (A1 submission) representing Academic Year 2020-21 (AY21), Thus, ICCB will be generating the following outcomes representing the AY21 developmental education student population. However, ICCB strongly encourages colleges to provide any additional local analysis if available. Research locally may be more current and nuanced than what ICCB will be providing.
- Please provide detailed plans for scaling reforms and improving outcomes for all students placed in traditional developmental education models or models with comparable introductory college-level course completion rates. The plan shall provide details about the expected improvements in educational outcomes for Black students as result of the proposed reforms.
- Please describe how your institution expects to support continuous improvement concerning developmental education. How will the institution develop and support efforts that continuously review data, progress of students, completion rates, credit accumulation (among other variables) that ensure that the institution continues to implement developmental educational supports that maximize the probability that a student will be placed in and successfully complete introductory college-level English language or mathematics coursework within 2 semesters at the institution? What plan is the institution considering for those who may not be able to complete the developmental education sequence within two semesters?
- If there is any area in which you would like to provide an extended information or other data that you would like, please do so here.

28

Illinois Community College Board

**STATUS OF DEVELOPMENTAL EDUCATION AND COLLEGE-LEVEL COURSEWORK
PLACEMENT POLICY AND OUTCOMES IN THE ILLINOIS COMMUNITY COLLEGE
SYSTEM FISCAL YEAR 2023 REPORT**

Illinois community colleges continue to address student placement into, and student completion of developmental education. The main intent of new and innovative work within developmental education is to accelerate students into credit-bearing Gateway courses on their path to program completion. By reducing barriers to certificate and degree attainment it creates more equitable academic outcomes for underrepresented groups including Black or African American students and Hispanic/Latino students, as well as students from lower socioeconomic status.

This report provides a status update on developmental education and college-level coursework placement policy and the policy's outcomes for Illinois community colleges, as well as developmental education student outcomes by model as required by the Developmental Education Reform Act (110 ILCS 175/100). The report builds on previous developmental education work and reporting for Illinois Senate Joint Resolution 41. As formal evaluation of developmental education course delivery and outcomes has occurred, it has been noted that any reform and scaling of this work must be steeped in equity practices, a deeper dive into dis-aggregated data and intentional reform of the work that benefits those who are enrolled and most impacted by developmental education.

(110 ILCS 175/) Developmental Education Reform Act

Status of Developmental Education and College-Level Coursework Placement Policy and Outcomes in the Illinois Community College System Fiscal Year 2023

June 30, 2023

Status of Developmental Education and College-Level Coursework Placement Policy and Outcomes in the Illinois Community College System FY 2023

Compiled by ICCB
Research and Analytics Division
Academic Affairs and Student Success Division

2

Status of Developmental Education and College-Level Coursework Placement Policy and Outcomes in the Illinois Community College System FY 2023

<div style="text-align: center">**TABLE OF CONTENTS**</div>

<div style="text-align: center">3</div>

Status of Developmental Education and College-Level Coursework Placement Policy and Outcomes in the Illinois Community College System FY 2023

INTRODUCTION

Illinois community colleges continue to address student placement into, and student completion of developmental education. The main intent of new and innovative work within developmental education is to accelerate students into credit-bearing Gateway courses on their path to program completion. By reducing barriers to certificate and degree attainment it creates more equitable academic outcomes for underrepresented groups including Black or African American students and Hispanic/Latino students, as well as students from lower socioeconomic status.

Developmental education allows academically underprepared students to build skills that are necessary for preparation and success of gateway mathematics and English courses as well as other college level courses. Over time, colleges have developed and supported new models to deliver developmental education more successfully. When paired with wrap-around services, students see an even greater success in developmental education courses.

This report provides a status update on developmental education and college-level coursework placement policy and the policy's outcomes for Illinois community colleges, as well as developmental education student outcomes by model as required by the Developmental Education Reform Act (110 ILCS 175/100). The report builds on previous developmental education work and reporting for Illinois Senate Joint Resolution 41. As formal evaluation of developmental education course delivery and outcomes has occurred, it has been noted that any reform and scaling of this work must be steeped in equity practices, a deeper dive into dis-aggregated data and intentional reform of the work that benefits those who are enrolled and most impacted by developmental education.

Notable Findings on the Status of Developmental Education Reforms in the Illinois Community College System include:

- Evaluation of college placement standards indicates that more than 90% of Illinois community colleges use multiple measures in both Mathematics and English Language Arts placement.

- When examining developmental education models in both the Mathematics and English Language Arts subject areas, the co-requisite model had substantially better results in students passing a gateway course in the first or second academic year of enrollment. While enrolling less students, other innovative models such as the compressed model are exhibiting positive results as well compared to the traditional mode of delivery.

- Race/ethnicity achievement gaps are evident across many of the student outcomes and developmental education models. White students had higher rates of performance compared to their Black or African American and Hispanic/Latino peers across most measures. The co-requisite model had the best results by a substantial margin across race/ethnicities for percentage passing a Mathematics or English Language Arts gateway course with a C or higher in year one and year one and year two combined.

4

- COVID-19 impacted how Illinois community colleges approached both placement and delivery of developmental education courses in academic years 2020-21 and 2021-22. The pandemic made developmental education reform with students more difficult for a few community colleges while others furthered structures to assist with placement, including more fully adopting the statewide recommendations for placement.

The Illinois Community College Board (ICCB) is the state coordinating organization for the Illinois Community College System-the third largest in the country and the leading public workforce development trainer in the state. Illinois community colleges serve over 600,000 residents each year in credit, noncredit, and continuing education courses. Illinois is home to 48 colleges in 39 community college districts which provide high quality, accessible, and cost-effective educational opportunities to the entire state.

Data for this report derive from required reports submitted by each Illinois community college outlining their efforts for reforming and scaling delivery of developmental education, reporting of work with external partners (Partnership for College Completion; Women Employed) who have assisted with scaling identified reform efforts, and the Illinois Community College Board's (ICCB) Centralized Data System. Specifically, within the ICCB Centralized Data System, the Annual Student Enrollment and Completion (A1) student-level submission, the Annual Course Data (AC) student-level submission, and the Fall Enrollment (E1) student-level submission allow ICCB to generate data and information within the report on student enrollment and outcomes for each developmental education model. Developmental education model variables were introduced by ICCB to the annual student-level data collection in academic year 2020-21.

5

DEVELOPMENTAL EDUCATION PLACEMENT POLICIES IN COMMUNITY COLLEGES
BACKGROUND

For a number years, community colleges had significant variation in placement parameters used for placing students into credit bearing courses. Over time, this variation led to potential gaps in equitable outcomes and placement of students in college-level courses. This various led to a desire to have a more consistent approach in determining placement scores, and thus readiness for college-level coursework. In doing so, there also grew a call for an approach that accounted for multiple pathways of placement as well as a system that would lead to a more equitable approach to placement. There are several reasons to provide for a more consistent approach to placement using multiple indicators:

- Fairness & Equity: Students who can be successful should be able to avoid spending time and money in remediation.
- Motivation: Persistence is discouraged when a student is labeled as "not ready" (Cullinan, et al., 2018; Hetts, 2018).
- Positive Impact: Emerging research suggests that the use of multiple measures can have a positive effect on student outcomes (Cullinan, et al., 2018).
- Consistency: Consistent courses should have consistent placement requirements.
- Smoother Transitions: Students have more seamless transition to the community college or the university.

During fiscal year 2018, the Chief Academic Officers (CAOs), Chief Student Services Officers (CSSOs), and the Illinois Community College Board (ICCB) Academic Affairs staff engaged in a discussion about the development of a multiple measures framework for placement into college credit bearing courses, particularly in math and English language arts, heretofore referred to as the "Recommendations." After negotiation with the Illinois Math Association of Community Colleges (IMACC), the collective groups, proposed a framework to the Illinois Council of Community College Presidents (ICCCP) for consideration. On June 1, 2018, the ICCCP adopted this framework, with the following assumptions:

- The document recommended that colleges use multiple measures for placement. At that point, it was not a mandate, but a system wide agreement. Many more steps would be required to reach full implementation and complete consistency.
- The recommendation suggested a list of valid measures to choose from, including the scores on those measures.
- The recommendation charged the ICCB with doing further research about the validity of those measures.
- The recommendation charged the ICCB with putting together a working group to go over implementation issues. This working group must come from a cross-section of stakeholders in the Illinois community college system.
- The document demonstrated that the Illinois Community College system was aware of disparities in placement across the state and was actively working to correct those disparities in a collaborative manner.

6

- The ICCB has supported this effort, has been involved in high-level conversations about this work, and has worked to balance local control issues with the need for more statewide consistency on this issue (Brown & Montgomery, 2020).

Integral to the new placement policy is the recommendation that Illinois community colleges use multiple methods for placement. The policy provides a list of courses for Mathematics and English/Language Arts and placement scores across multiple placement methods. The policy specifies that the college may elect to use a lower score on one placement method when used in combination with other methods or with supports (e.g., co-requisite). Additional activities shall not infringe on a student's ability to enroll in college-level courses. Expiration of a student's scores, GPA or other method shall be no less than three years in English/Language Arts and 18 months in mathematics. The policy also recommends that students enroll in English/Language Arts and mathematics during their first semester of enrollment. Other methods that award college credit may be used to place students (e.g., AP, CLEP, IB, dual credit, etc.).

Table 1 summarizes important parts of the multiple measures placement policy adopted by the Illinois community colleges. The policy includes recommended cut-off scores for the PARCC, ACT, SAT and GED. In addition, the policy recommends a high school GPA of 3.0 on an unweighted 4.0 scale in English/Language Arts and similarly, GPA of 3.0 is recommended in mathematics. Transition math is also recommended as a component of multiple measures that a community college implements. The colleges also have the option of continuing to use placement test scores that they consider appropriate for placing students at the highest level that may be able to demonstrate their ability to succeed, meaning at college level or as close to college-level as possible.

Table 1
Recommended Test Scores and High School Grade Point Average (GPA) for Placement into College-level Course

ACT	Mathematics	22
	English/ Language Arts	19
SAT	Mathematics	530
	English/ Language Arts	480
High School GPA	Mathematics	3.0 with successful completion of 4th year of math
	English/ Language Arts	3.0 (on an unweighted 4.0 scale)
GED	165	
Transition Math Course		
Placement test with appropriate scores		

7

Status of Developmental Education and College-Level Coursework Placement Policy and Outcomes in the Illinois Community College System FY 2023

Given that the above mentioned measures are options for the public community colleges to adopt, **Table 2** shows the initial inventory results from fall of 2019 indicating that 17 colleges had fully implemented the recommendations by fall 2019, and another 12 colleges had partially implemented the recommendations with plans to fully implement by fall 2021. Seven community colleges responded to the inventory by saying they will be fully implementing the multiple measures placement policy by fall 2021, and three colleges did not respond to this requested information.

Table 2
All Public Community College District Report on Implementation of Placement Policies

Community College Districts (n=39)	Fully Implemented by Fall 2019	Partially Implemented by Fall 2019	Begin Implementation Fall 2020	Limited Response on Implementation
Black Hawk College		Yes		
Carl Sandburg College	Yes			
City Colleges of Chicago		Yes		
College of DuPage		Yes		
College of Lake County	Yes			
Danville Area CC		Yes		
Elgin Community College	Yes			
Harper College	Yes			
Heartland Community College	Yes			
Highland Community College		Yes		
Illinois Central College				Yes
Illinois Eastern CC (IECC)		Yes		
Illinois Valley CC		Yes		
John A Logan College			Yes	
John Wood CC	Yes			
Joliet Junior College	Yes			
Kankakee Community College	Yes			
Kaskaskia College	Yes			
Kishwaukee College			Yes	
Lake Land College	Yes			
Lewis & Clark CC	Yes			
Lincoln Land CC	Yes			
McHenry County College			Yes	

8

Table 2

All Public Community College District Report on Implementation of Placement Policies

Community College Districts (n=39)	Fully Implemented by Fall 2019	Partially Implemented by Fall 2019	Begin Implementation Fall 2020	Limited Response on Implementation
Moraine Valley CC			Yes	
Morton College				Yes
Oakton College		Yes		
Parkland College			Yes	
Prairie State College			Yes	
Rend Lake College	Yes			
Richland Community College	Yes			
Rock Valley College		Yes		
Sauk Valley CC			Yes	
Shawnee Community College				Yes
South Suburban College		Yes		
Southeastern Illinois College		Yes		
Southwestern Illinois College	Yes			
Spoon River College	Yes			
Triton College	Yes			
Waubonsee CC		Yes		
Grand Total	**17**	**12**	**7**	**3**

Table 3, originally reported in the *Inventory of Developmental Education in Public Community Colleges and Universities in Illinois* report from March 31, 2020, reveal the vast majority of public community colleges were following the recommended standard in terms of cut-off scores in their implementation of multiple measures policy (see again the recommended cut-off scores in Table 1 above). Similar to results shown in Table 2 above, there did appear to be a sub-set of colleges that are not responding or providing clear information about their implementation of multiple measures that needs to be addressed.

9

Table 3
Community Colleges Using Recommended Framework - 2019

Method	Number Colleges Use Recommended Standard	Number Colleges have Higher Requirement	Number Colleges Have At Least 1 Course Different from Rec Standard	Number Colleges Unknown or Unclear Approach
ACT Mathematics	36	2	5	5
ACT English/ Language Arts	33	4	5	6
SAT Mathematics	32	4	5	7
SAT English/ Language Arts	41	1	0	6

Other data gathered from the community colleges pertaining to the multiple measures recommendations include that the majority of colleges are using Accuplacer as the placement exam for English/Language Arts, and the colleges are about evenly split in using Accuplacer and ALEKS for mathematics.

Also, the community colleges report having to work through myriad of issues to be able to use high school GPA for placement purposes, including complications in computing non-weighted vs. weighted high school GPAs, doing consistent and fair computations when GPA scales differ among high schools, and getting access to high school transcripts in a timely way. Securing transitional math courses that are approved for portability has also been a challenge, as has securing GED scores. Finally, and probably most importantly, the community colleges observe that they are uncertain how to use multiple measures for holistic assessment. The colleges have limited experience using multiple methods, and they have few models and guidance on how to combine the methods in ways that help them to meet student needs in meaningful and positively impactful ways. Additional research on how multiple measures impact student outcomes is needed, as is additional research to estimate the associated cost.

STATUS OF PLACEMENT POLICY AT COLLEGES

The Developmental Education Reform Act (DERA) as part of HB2170 was signed into law in March 2021. DERA aims to address inequities in degree completion by race and income status by reforming developmental education placement and delivery. The legislation:

- Requires that on or before May 1, 2022, all community colleges use each of the following measures, as appropriate, to determine the placement of a student in introductory college-level English language or mathematics coursework and shall use the scores set forth in

10

recommendations approved by the Illinois Council of Community College Presidents on June 1, 2018:

1. A student's cumulative high school grade point average.
2. A student's successful completion of an appropriate high school transition course in mathematics or English.
3. A student's successful completion of an appropriate developmental education or introductory college-level English language or mathematics course at another postsecondary educational institution.

In determining the placement of a student in introductory college-level English language or mathematics coursework, a community college shall consider the standardized test scores provided by the student for placement. A community college should also consider other individual measures as set forth in recommendations approved by the Illinois Council of Community College Presidents.

- Requires each public institution of higher education to publicly post its placement policy in a manner that is easily accessible to both students and prospective students.

Based on the requirements of the Developmental Education Reform Act, colleges were asked to report the status of reform and scaling efforts of developmental education, including implementation of the recommended framework for placement. As of Spring 2023, all community colleges had reported using multiple measures to assess students for placement.

Across the placement for English, colleges reported using a variety of measures including Accuplacer, GED, ACT and SAT scores, GPA, Transitional Instruction course and campus-based testing. Some colleges included other measures such as Write Placer, transfer courses or self-placed methods.

For mathematics, placement methods included assessment by ALEKS, Accuplacer, transitional math course, GPA, GED, ACT and SAT scores. Other methods included local placement tests, transfer coursework and placement by major. Given that some implementation of some methods happened during the COVID-19 pandemic timeframe, a few colleges allowed students to self-place into college-level courses but provided a placement exam for them in order to provided students with base-line information on level.

Table 4 indicates placement policy websites. Per the legislation, all colleges have posted information on their placement policy publicly on their websites.

11

Table 4
Placement Policy Websites for Community Colleges

IL Community College Placement Scores by College	Website
Black Hawk College	BHC
Carl Sandburg College	CSC
City Colleges of Chicago	CCC
College of DuPage	COD
College of Lake County	CLC
Danville Area Community College	DCC
Elgin Community College	ECC
Harper College	HC
Heartland Community College	HCC
Highland Community College	HCC
Illinois Central College	ICC
Illinois Eastern Community Colleges	IECC
Illinois Valley Community College	IVCC
John A. Logan College	JALC
John Wood Community College	JWCC
Joliet Junior College	JJC
Kankakee Community College	KCC
Kaskaskia College	KC
Kishwaukee College	KC
Lake Land College	LLC
Lewis and Clark Community College	LC
Lincoln Land Community College	LLCC
McHenry County College	MH
Moraine Valley Community College	MVCC
Morton College	MC
Oakton Community College	OCC
Parkland College	PC
Prairie State College	PSC
Rend Lake College	RLC
Richland Community College	RCC
Rock Valley College	RVCC
Sauk Valley Community College	SVCC
Shawnee Community College	SCC
South Suburban College	SSC
Southeastern Illinois College	SIC
Southwestern Illinois College	SWIC
Spoon River College	SRC
Triton College	TC
Waubonsee Community College	WCC

12

The status of developmental education reform reflects significant improvements in the overall structure, placement, and content of developmental education. The plans submitted, although representative of a first attempt, outline strategies with preliminary supporting evidence for improving the outcomes of students in developmental education and reducing time to degree attainment and overall costs. Examples of these strategies include a shift from single placement mechanisms to multiple measures to assess postsecondary readiness and place students, streamlining developmental education through course redesign, such as offering co-requisite college-level courses, and implementing comprehensive, integrated, and progressive student support programs. The plans submitted reveal that nearly 90% are actively implementing and planning the design, implementation, and refinement of new programs to support continuous improvement in their developmental education model. This is an evolving process, but these reforms can allow students to complete the developmental education courses in a timelier manner through accelerated coursework sequences and other curricular revisions.

STATUS OF DEVELOPMENTAL EDUCATION REFORMS

To align with the legislative requirements, reports also indicate that nearly 65% of schools have a proposed plan or a plan in use to address equity, and most are planning to utilize a data-driven approach to collect and assess data and ensure continuous improvement. The colleges were asked to illustrate plans designed to improve outcomes for Black students. Less than half of the schools provided plans that specifically addressed this question while the majority included the outcomes and support for Black students as part of the entire population of students. Clarification will be provided to schools to ensure appropriate and required data is collected going forward which speaks directly to improving outcomes and reforms for Black students.

The findings within the reports indicate that the institutions are taking an intentional approach to developmental education reform. The institutions are broadening placement measures to identify deficiencies that allow for a more holistic assessment of student ability. The institutions recognize that traditional developmental education course structure and sequencing creates barriers to completion. As a result, nearly all the plans show pathways and courses that have been streamlined and accelerated, or in some cases eliminated, to ensure success in developmental coursework. Institutions also recognize the importance of increased collaboration with local high schools and members of administration to align courses and build transition and bridge courses. Student support services are also a critical component of a successful developmental education program. Institutions are focusing on support programs that utilize a variety of areas designed to improve outcomes, provide student interventions throughout the duration of the course, which includes referral to resources, and increase persistence and completion. Professional development and training were also items commonly addressed in the plans. This is a necessary component to ensure students are learning effectively and instructors are providing engaging and rigorous instruction, as well as an understanding of the legislative requirements and the need for developmental education reform. This is equally as important as the support services for students

13

to ensure there is buy-in and instruction and coursework is evolving to meet the needs of the students.

DEVELOPMENTAL EDUCATION ENROLLMENT BY MODEL

The data provided in Tables 5-8, as well as Appendix A Tables, derive from the student-level ICCB Centralized Data System and represent any student enrolled in a developmental education model during the academic year. This can include students that are first-time, continuing, and transfer-in. Being inclusive of the entire student population provides a full, comprehensive picture of developmental education students and models in the Illinois community college system.

To reference developmental education model availability and implementation within Illinois community colleges prior to fiscal year 2021, the SJR 41 report titled *Final Report: Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois* provides an inventory of developmental education models. Developmental education model information for SJR 41 reporting was captured through summary-level data via survey, while data/information within this report is utilizing student-level data within ICCB's Centralized Data System.

MATHEMATICS DEVELOPMENTAL EDUCATION MODELS

Table 5 provides the number of Illinois community colleges offering developmental education by model in Mathematics in fiscal years 2021 and 2022. In fiscal year 2022, for the 48 Illinois community colleges, most (N = 45) are providing the traditional model for Mathematics. Nearly half of the community colleges provide the co-requisite model (N = 22; 45.8 percent), followed by the compressed model (N = 10; 20.8 percent), other model (N = 8; 16.7 percent), emporium model (N = 3; 6.3 percent), and modularized model (N = 2; 4.2 percent). Compared to fiscal year 2021, models available at community colleges remained similar with an increase for the compressed model (N = +2), while fewer colleges were providing the emporium model (N = -3) and co-requisite model (N = -1).

Table 5
Number of Illinois Community Colleges by Developmental Education Model in Mathematics, Fiscal Years 2021-2022

	Traditional Dev Ed Model	Co-Requisite Dev Ed Model	Compressed Dev Ed Model	Modularized Dev Ed Model	Emporium Dev Ed Model	Other Dev Ed Model
FY 22	45	22	10	2	3	8
FY 21	45	23	8	2	6	8

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

14

Table 6 contains Illinois community student enrollment by developmental education model in Mathematics in fiscal years 2021 and 2022. Some students may enroll in more than one developmental education model during an academic year. "Primary" is defined as the model the student was most recently enrolled in during the academic year. If a student was enrolled in two models, "Secondary" represents the model utilized most recently in the academic year before the transition to the primary model. In fiscal year 2022, examining the primary model, the traditional developmental education model had the highest enrollment count (N = 19,749), followed by co-requisite (N = 2,398), emporium (N = 1,329), compressed (N = 922), other (N = 240), and Modularized (N = 198). Proportionally, the number of students enrolled in models for both fiscal year 2022 and 2021 were very similar.

Table 6
Illinois Community Colleges Student Enrollment by Developmental Education Model in Mathematics, Fiscal Years 2021-2022

		Traditional Dev Ed Model	Co-Requisite Dev Ed Model	Compressed Dev Ed Model	Modularized Dev Ed Model	Emporium Dev Ed Model	Other Dev Ed Model	Total
FY 22	Primary	19,749	2,398	922	198	1,329	240	24,836
	Secondary	641	157	208	35	36	9	1,086
FY 21	Primary	22,630	2,882	512	251	1,950	365	28,590
	Secondary	752	23	89	40	83	28	1,015

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

ENGLISH LANGUAGE ARTS DEVELOPMENTAL EDUCATION MODELS

Table 7 provides the number of Illinois community colleges offering developmental education by model in English Language Arts in fiscal years 2021 and 2022. In fiscal year 2022, for the 48 Illinois community colleges, most (N = 41) provided the traditional model for English Language Arts. Nearly three out of four community colleges provided the co-requisite model (N = 35; 72.9 percent), followed by the compressed model (N = 9; 18.8 percent) and other model (N = 1; 2.1 percent). Compared to fiscal year 2021, there were two fewer colleges offering the traditional model, while the co-requisite and compressed models each exhibited increases in the number of colleges providing those models. The emporium model was offered by two colleges in fiscal year 2021 but none in fiscal year 2022. The other model decreased from three colleges to one college in fiscal year 2022. Proportionally, the number of students enrolled in models for both fiscal year 2022 and 2021 were very similar.

15

Table 7

Number of Illinois Community Colleges by Developmental Education Model in English Language Arts, Fiscal Years 2021-2022

	Traditional Dev Ed Model	Co-Requisite Dev Ed Model	Compressed Dev Ed Model	Modularized Dev Ed Model	Emporium Dev Ed Model	Other Dev Ed Model
FY 22	41	35	9	0	0	1
FY 21	43	33	4	0	2	3

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

Table 8 contains Illinois community student enrollment by developmental education model in English Language Arts in fiscal years 2021 and 2022. In fiscal year 2022, examining the primary model, the traditional developmental education model had the highest enrollment count (N = 9,634), followed by co-requisite (N = 5,988), compressed (N = 437), and other (N = 89). Proportionally, the number of students enrolled in models for both fiscal year 2022 and 2021 were very similar. There was a slight uptick in the proportion of students enrolled in co-requisite and coompressed models and a slight decrease in the proportion of students enrolled in traditional models.

Table 8

Illinois Community Colleges Student Enrollment by Developmental Education Model in English/Language Arts, Fiscal Years 2021-2022

		Traditional Dev Ed Model	Co-Requisite Dev Ed Model	Compressed Dev Ed Model	Modularized Dev Ed Model	Emporium Dev Ed Model	Other Dev Ed Model	Total
FY 22	Primary	9,634	5,988	437	0	0	89	16,148
	Secondary	544	101	152	0	0	0	797
FY 21	Primary	10,284	6,086	307	0	19	103	16,799
	Secondary	549	58	41	0	0	124	772

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

DEVELOPMENTAL EDUCATION STUDENT OUTCOMES BY MODEL

The data provided in Tables 9-20, as well as Appendix B Tables, are cohort-based and represent first-time, full-time certificate/degree seeking students enrolled in a developmental education model upon entry in the Fall. The cohort methodology is identical to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) first-time, full-time students, degree seeking cohort that encapsulates students both enrolling and not enrolling in a

16

developmental education model upon entry. The benefit of utilizing a tracking cohort is the ability to examine multiple momentum points and completion across a set timeframe. ICCB introduced the developmental education model variables to its annual student-level data collection in Academic Year 2020-21 in response to recommendations in strengthening developmental education data collection processes from SJR 41. Thus, Fall 2020 first-time, full-time certificate/degree seeking students represent the first developmental education model cohort that ICCB is able to track and examine through student-level data within the ICCB Centralized Data System.

To reference developmental education model student outcomes within Illinois community colleges prior to fiscal year 2021, the SJR 41 report titled *Final Report: Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois* provides momentum point outcomes and completion rates for developmental education models. Developmental education model information for SJR 41 reporting was captured through summary-level data via survey while data/information within this report is utilizing student-level data within ICCB's Centralized Data System.

Community colleges are open access institutions and serve a significant number of at-risk students. COVID 19 exacerbated issues for many in that population and presented fiscal and technological challenges, childcare and family constraints, as well as strains on mental health. The timeframe for the analysis of developmental education models within this report occurs during academic years 2020-21 and 2021-22.

For Tables 9-20 and Appendix B Tables, data are suppressed in cells for five or few students and indicated with "DS".

MATHEMATICS DEVELOPMENTAL EDUCATION MODEL OUTCOMES FOR FIRST-TIME/FULL-TIME DEGREE-SEEKING STUDENTS

The information in **Table 9** provides statewide gateway course completion and certificate/degree completion outcomes for Fall 2020 first-time, full-time students by Mathematics developmental education model in Illinois community colleges. Appendix Table B-1 contains the same outcomes at the community college-level. Statewide, the co-requisite model, by a wide margin, had the highest percentage of students passing a Math gateway course with a C or higher for year one at 56.40 percent and year one and year two combined (61.19%). The traditional, compressed, modularized, emporium, and other models ranged from 0.0 percent to 18.42 percent for students passing a Math gateway course with a C or higher in year one. In examining year one and two combined for passing a Math gateway course with C or higher, beyond the co-requisite model, the compressed model had the highest percentage at 39.47 percent followed by the other, traditional, emporium, and modularized models.

17

Table 9

Illinois Community College Gateway Course Completion and Certificate/Degree Completion for <u>Fall 2020</u> First-Time, Full-Time Students by Mathematics Developmental Education Model

	Total Students	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C in or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two
Traditional	3,419	443	12.96%	957	27.99%	280	8.19%
Co-Requisite	688	388	56.40%	421	61.19%	96	13.95%
Compressed	76	14	18.42%	30	39.47%	14	18.42%
Modularized	44	0	0.00%	DS	DS	8	18.18%
Emporium	333	41	12.31%	86	25.83%	36	10.81%
Other	89	12	13.48%	28	31.46%	9	10.11%
Total	4,649	898	19.32%	1,523	32.76%	443	9.53%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

Table 10 encompasses the same Fall 2020 first-time, full-time student cohort by Mathematics developmental education model in Illinois community colleges as Table 5. In Table 6, persistence metrics in the first academic year are examined, including average hours earned and total students earning 24 credit hours or more. The retention metric of retaining students from the Fall term in their first academic year to the Fall term in their second academic year is also provided. For those students retained in the second academic year, the average hours earned are examined as a comparison point to the first academic year. Appendix Table B-1 contains the same outcomes at the community college-level.

Statewide, the modularized model had the highest rate of average hours earned in the first academic year (28.36 hours) and second academic year (25.11 hours). For the same measure in year one, the co-requisite, compressed, emporium, traditional, and other models ranged from 7.67 to 19.16 hours. By a wide margin, the modularized model had the highest percentage of students earning 24 or more credit hours in their first academic year at 61.36 percent followed by the co-requisite (34.59 percent) and compressed (32.89 percent) models. In examining retention (Fall-to-Fall) the outcomes were very similar across the models and ranged from a high of 66.07 percent for the emporium model to 57. 30 percent for the other model.

Table 10

Illinois Community College Persistence and Retention for <u>Fall 2020</u> First-Time, Full-Time Students by Mathematics Developmental Education Model

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall	Average Hours in Year Two
Traditional	3,419	15.76	767	22.43%	2,092	61.19%	11.43
Co-Requisite	688	19.16	238	34.59%	432	62.79%	12.31
Compressed	76	18.78	25	32.89%	50	65.79%	13.66
Modularized	44	28.36	27	61.36%	27	61.36%	25.11
Emporium	333	16.82	73	21.92%	220	66.07%	12.70
Other	89	7.67	DS	DS	51	57.30%	11.52
Total	4,649	16.35	1,134	24.39%	2,872	61.78%	11.82

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

Table 11 contains statewide gateway course completion and certificate/degree completion outcomes for Fall 2021 first-time, full-time students by Mathematics developmental education model in Illinois community colleges. Appendix Table B-2 provides the same outcomes at the community college-level. The information in Tables 7 and 8 encompass a year newer cohort compared to the Fall 2020 cohort in Tables 5 and 6.

Statewide, the co-requisite model had the highest percentage of students passing a Math gateway course with a C or higher for year one by a substantial margin at 59.41 percent for the Fall 2021 cohort. The compressed, traditional, emporium, modular, and other models ranged from 0.0 percent to 15.45 percent for students passing a Math gateway course with a C or higher in year one.

Table 11

Illinois Community College Gateway Course Completion for <u>Fall 2021</u> First-Time, Full-Time Students by Mathematics Developmental Education Model

	Total Students	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Traditional	3,685	466	12.65%
Co-Requisite	643	382	59.41%
Compressed	110	17	15.45%
Modularized	27	0	0.00%
Emporium	235	9	3.83%
Other	66	6	9.09%
Total	4,766	880	18.46%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

19

Table 12 encompasses the same Fall 2021 first-time, full-time student cohort by Mathematics developmental education model in Illinois community colleges as Table 7. Appendix Table B-2 provides the same outcomes at the community college-level. Statewide, the modularized model had the highest rate of average hours earned in the first academic year (23.67 hours). For the same measure, the co-requisite, emporium, traditional, compressed, and other ranged from 11.57 to 17.76 hours. By a wide margin, the modularized model had the highest percentage of students earning 24 or more credit hours in their first academic year at 51.85 percent followed by the co-requisite (29.39 percent) and traditional (23.01 percent) models. In examining retention (Fall-to-Fall) the emporium model had the highest rate (73.19 percent), followed closely by the traditional (62.96 percent), co-requisite (62.52 percent), and compressed (60.91 percent) models. The modularized model and other model had retention rates of 55.56 percent and 46.97 percent, respectively.

Table 12

Illinois Community College Persistence and Retention for <u>Fall 2021</u> First-Time, Full-Time Students by Mathematics Developmental Education Model

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall
Traditional	3,685	15.94	848	23.01%	2,320	62.96%
Co-Requisite	643	17.76	189	29.39%	402	62.52%
Compressed	110	14.01	16	14.55%	67	60.91%
Modularized	27	23.67	14	51.85%	15	55.56%
Emporium	235	17.36	46	19.57%	172	73.19%
Other	66	11.57	13	19.70%	31	46.97%
Total	4,766	16.19	1,126	23.63%	3,007	63.09%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

ENGLISH LANGUAGE ARTS DEVELOPMENTAL EDUCATION MODEL OUTCOMES FOR FIRST-TIME/FULL-TIME DEGREE-SEEKING STUDENTS

The information in **Table 13** provides statewide gateway course completion and certificate/degree completion outcomes for Fall 2020 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges. Appendix Table B-3 contains the same outcomes at the community college-level. Statewide, the co-requisite model, by a wide margin, had the highest percentage of students passing an English Language Arts gateway course with a C or higher for year one at 65.76 percent and year one and year two combined (70.20 percent). The traditional model had a rate of 25.56 percent for those students passing an English Language Arts gateway course with a C or higher for year one and 39.99 percent for year one and two combined. Both the compressed model and other model have a low count of students enrolled which can potentially skew results.

20

Table 13

Illinois Community College Gateway Course Completion and Certificate/Degree Completion for <u>Fall 2020</u> First-Time, Full-Time Students by English/Language Arts Developmental Education Model

	Total Students	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or higher in Year One	Total Passing English Gateway Course with C or Higher in Either Year One or Two	% Passing English Gateway Course with C in or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two
Traditional	1,878	480	25.56%	751	39.99%	111	5.91%
Co-Requisite	1,691	1,112	65.76%	1,187	70.20%	139	8.22%
Compressed	10	DS	DS	DS	DS	0	0.00%
Other	13	7	53.85%	7	53.85%	DS	DS
Total	3,592	1,600	44.54%	1,948	54.23%	252	7.02%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

Table 14 encompasses the same Fall 2020 first-time, full-time student cohort by English Language Arts developmental education model in Illinois community colleges as Table 9. In Table 10, persistence metrics in the first academic year are examined, including average hours earned and total students earning 24 credit hours or more. The retention metric of retaining students from the Fall term in their first academic year to the Fall term in their second academic year is also provided. For those students retained in the second academic year, the average hours earned are examined as a comparison point to the first academic year. Appendix Table B-3 contains the same outcomes at the community college-level.

Statewide, the co-requisite model had the highest rate of average hours earned in the first academic year (16.80 hours). In the second academic year of enrollment, students in the co-requisite model averaged 11.58 hours. For the traditional model, students averaged 12.58 hours in the first year and 9.38 hours in the second year. The co-requisite model had the highest percentage of students earning 24 or more credit hours in their first academic year at 22.59 percent, while the traditional model had a rate of 13.63 percent. For Fall-to-Fall retention, the co-requisite model had the highest rate at 61.74 percent with the traditional model having a slightly lower rate at 55.48 percent. Both the compressed model and other model have a low count of students enrolled which can potentially skew results.

21

Table 14

Illinois Community College Persistence and Retention for <u>Fall 2020</u> First-Time, Full-Time Students by English/Language Arts Developmental Education Model

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall	Average Hours in Year Two
Traditional	1,878	12.58	256	13.63%	1,042	55.48%	9.38
Co-Requisite	1,691	16.80	382	22.59%	1,044	61.74%	11.58
Compressed	10	10.20	0	0.00%	DS	DS	11.40
Other	13	0.92	0	0.00%	7	53.85%	14.38
Total	3,592	14.52	638	17.76%	2,098	58.41%	10.44

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

Table 15 contains statewide gateway course completion and certificate/degree completion outcomes for Fall 2021 first-time, full-time students by English Language developmental education model in Illinois community colleges. Appendix Table B-4 provides the same outcomes at the community college-level. The information in Tables 11 and 12 encompass a year newer cohort compared to the Fall 2020 cohort in Tables 9 and 10.

Amongst models with at least 25 students enrolled, statewide, the co-requisite model had the highest percentage of students passing an English Language Arts gateway course with a C or higher for year one at 49.44 percent, followed closely by the other model at 48.28 percent and then the emporium model at 41.94 percent. The compressed model had a rate of 38.46 percent with the traditional model following it at a rate of 36.82 percent.

Table 15

Illinois Community College Gateway Course Completion for <u>Fall 2021</u> First-Time, Full-Time Students by English/Language Arts Developmental Education Model

	Total Students	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One
Traditional	1,100	405	36.82%
Co-Requisite	269	133	49.44%
Compressed	26	10	38.46%
Modularized	14	8	57.14%
Emporium	93	39	41.94%
Other	29	14	48.28%
Total	1,531	609	39.78%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

22

Table 16 encompasses the same Fall 2021 first-time, full-time student cohort by English Language Arts developmental education model in Illinois community colleges as Table 11. Appendix Table B-4 provides the same outcomes at the community college-level. Amongst models with at least 25 students enrolled, statewide, the emporium model had the highest rate of average hours earned in the first academic year (13.99 hours), followed closely by the compressed model at 13.92 hours and co-requisite model at 13.59 hours. For the same measure, the traditional model had a rate of 11.31 hours, while the other model was at 5.93 hours. For students earning 24 or more credit hours in their first academic year, the compressed model had a rate of 11.54 percent with the co-requisite model closely following at 11.15 percent. The traditional model had a rate of 9.27 percnet for the same measure, followed by the emporium model at 4.30 percent and other model at 3.45 percent.

Amongst models with at least 25 students enrolled, the compressed model had the highest percentage of students earning 24 or more credit hours in their first academic year at 11.54 percent, followed by the co-requisite (11.15 percent) and traditional (9.27 percent) models.

In examining retention (Fall to Fall) the emporium model had the highest rate 68.82 percent, followed by similar outcomes amongst the co-requisite (59.11 percent), compressed (57.69 percent), and traditional (56.00 percent). The other model had a retention rate of 51.72 percent.

Table 16

Illinois Community College Persistence and Retention for <u>Fall 2021</u> First-Time, Full-Time Students by English/Language Arts Developmental Education Model

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall
Traditional	1,100	11.31	102	9.27%	616	56.00%
Co-Requisite	269	13.59	30	11.15%	159	59.11%
Compressed	26	13.92	DS	DS	15	57.69%
Modularized	14	25.93	9	64.29%	8	57.14%
Emporium	93	13.99	DS	DS	64	68.82%
Other	29	5.93	DS	DS	15	51.72%
Total	1,531	11.90	149	9.73%	877	57.28%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

DEVELOPMENTAL EDUCATION STUDENT OUTCOMES BY RACE/ETHNICITY AND PELL STATUS

As required by the Developmental Education Reform Act, student outcomes are disaggregated by gender, race and ethnicity, and federal Pell Grant status in Appendix Tables B1-B4 at the statewide and Illinois community-college-level. Further analysis below is provided for the race/ethnicity

23

subgroup including Latinx and African American students, as well as students from lower socioeconomic status via the Pell status variable.

For the examination of student outcomes by race/ethnicity and Pell status, the Fall 2020 first-time, full-time student cohort by developmental education model in Illinois community colleges is utilized. The models need to have at least twenty-five (25) students in each of the White, African American, and Latinx race/ethnicity categories. For the Mathematics models, the traditional, co-requisite, and emporium models met that criteria. For the English Language Arts models, the traditional and co-requisite models met these criteria.

MATHEMATICS DEVELOPMENTAL EDUCATION OUTCOMES BY RACE/ETHNICITY AND PELL STATUS

The information in **Table 17** provides statewide student outcomes for Fall 2020 first-time, full-time students by Mathematic developmental education model in Illinois community colleges for the following race/ethnic categories: Black or African American, Hispanic/Latino, and White. Appendix Table B-1 provides the same outcomes for all race/ethnic categories and models. Race/ethnicity gaps are evident across many of the student outcomes and models. White students had higher rates of performance compared to their Black or African American and Hispanic/Latino peers in average hours accumulated in year one, average hours accumulated in year two, percent earning 24+ credit hours in year one, and Fall-to-Fall retention rate (except for the emporium model).

Hispanic/Latino students had higher rates of performance when examining percent passing a Math gateway course with a C or higher for the co-requisite model for both year one and year one and year two combined and emporium model in year one. Black or African American students had a substantial gap in performance for the same student outcomes. For Fall-to-Fall retention, there was a performance gap as well for Black or African American students as compared to White and Hispanic/Latino. As compared to White students, Hispanic/Latino students had a higher Fall-to-Fall retention rate for the emporium model.

The co-requisite model had the best results by a substantial margin across race/ethnicities for percent passing a Math gateway course with a C or higher in both year one and year one and year two combined. Given the end goal is for students to complete a certificate or degree, additional longitudinal analysis (i.e., tracking students into academic year 2023) will be conducted with the Fall 2020 cohort to determine completion within 150% of catalog time. At the time of publication of this report, the ICCB Centralized Data System had full-year academic data through 2021-22. Currently, the completion rates from two years after entry are low across the models.

24

Table 17
Illinois Community College Student Outcomes for <u>Fall 2020</u> First-Time, Full-Time Students by Mathematics Developmental Education Model by Race/Ethnicity

Student Outcome	Co-Requisite			Emporium			Traditional		
	Black or African American	Hispanic/ Latino	White	Black or African American	Hispanic/ Latino	White	Black or African American	Hispanic/ Latino	White
Average Hours in Year One	12.61	16.73	23.97	13.70	16.09	17.59	11.23	13.65	18.69
% Earning 24+ Credit Hours in Year One	13.16%	25.00%	51.65%	18.92%	10.23%	27.39%	10.26%	14.34%	32.33%
% Retained Fall-to-Fall	47.37%	61.69%	66.12%	43.24%	75.00%	64.97%	45.88%	61.50%	66.33%
% Passing Math Gateway Course with C or Higher in Year One	43.42%	60.71%	56.20%	DS	14.77%	12.10%	8.25%	11.65%	15.21%
% Passing Math Gateway Course with C in or Higher in Either Year One or Two	48.68%	63.96%	61.98%	16.22%	23.86%	27.39%	19.72%	26.66%	31.50%
% Completions in either Year One or Two	DS	12.66%	17.77%	DS	DS	15.29%	4.43%	5.68%	11.12%
Average Hours in Year Two	7.72	11.06	14.42	8.32	13.15	13.41	7.96	10.06	13.43

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

Table 18 provides statewide student outcomes for Fall 2020 first-time, full-time students by Mathematic developmental education model in Illinois community colleges by Pell status. Appendix Table B-1 provides the same outcomes for Pell status and all models. Gaps exist between Pell and Non-Pell students across some of the student outcomes, but it is not as evident as the Racial/Ethnic analysis. Non-Pell students outperformed Pell students across models in average hours in year one, average hours in year two, percent earning 24+ credit hours in year one, and Fall-to Fall-retention rate.

Examining percent passing a Math gateway course with a C or higher in year one and in year one and year two combined, Non-Pell students outperformed Pell students across most models but had comparable outcomes.

The co-requisite model had the best results by a considerable margin as compared to the emporium and traditional models regardless of Pell status for percent passing a Math gateway course with a C or higher in both year one and year one and year two combined.

25

Table 18
Illinois Community College Student Outcomes for <u>Fall 2020</u> First-Time, Full-Time Students by Mathematics Developmental Education Model by Pell Status

	Co-Requisite		Emporium		Traditional	
	Not a Pell Recipient	**Pell Recipient**	**Not a Pell Recipient**	**Pell Recipient**	**Not a Pell Recipient**	**Pell Recipient**
Average Hours in Year One	21.13	17.20	17.19	16.36	16.66	14.85
% Earning 24+ Credit Hours in Year One	41.69%	27.54%	23.78%	19.59%	25.16%	19.66%
% Retained Fall-to-Fall	65.89%	59.71%	67.57%	64.19%	65.28%	57.02%
% Passing Math Gateway Course with C or Higher in Year One	59.18%	53.62%	13.51%	10.81%	14.55%	11.33%
% Passing Math Gateway Course with C in or Higher in Either Year One or Two	63.56%	58.84%	26.49%	25.00%	30.72%	25.21%
% Completions in either Year One or Two	13.70%	14.20%	12.97%	8.11%	8.93%	7.44%
Average Hours in Year Two	13.58	11.04	13.38	11.85	12.49	10.35

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

ENGLISH LANGUAGE ARTS DEVELOPMENTAL EDUCATION OUTCOMES BY RACE/ETHNICITY AND PELL STATUS

Table 19 contains statewide student outcomes for Fall 2020 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges for the following race/ethnic categories: Black or African American, Hispanic/Latino, and White. Appendix Table B-3 provides the same outcomes for all race/ethnic categories and models. Race/ethnicity gaps are evident across many of the student outcomes and models. White students had higher rates of performance compared to their Black or African American and Hispanic/Latino peers in average hours accumulated in year one, average hours accumulated in year two, and percent earning 24+ credit hours in year one.

Gaps closed amongst White and Hispanic/Latino students when examining percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined. Black or African American students had a substantial gap in performance for the same student outcomes. For Fall-to-Fall retention, there was a performance gap as well for Black or African Amerian students as compared to White and Hispanic/Latino students.

The co-requisite model had the best results by a substantial margin across race/ethnicities for percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined.

26

Table 19
Illinois Community College Student Outcomes for <u>Fall 2020</u> First-Time, Full-Time Students by English Language Arts Developmental Education Model by Race/Ethnicity

Student Outcomes	Co-Requisite			Traditional		
	Black or African American	Hispanic/ Latino	White	Black or African American	Hispanic/ Latino	White
Average Hours in Year One	14.51	15.84	18.96	9.37	11.63	15.60
% Earning 24+ Credit Hours in Year One	16.42%	17.83%	32.01%	7.22%	9.12%	23.02%
% Retained Fall-to-Fall	50.00%	61.53%	64.46%	40.37%	57.40%	60.48%
% Passing English Gateway Course with C or Higher in Year One	56.57%	69.17%	63.36%	17.11%	27.80%	28.89%
% Passing English Gateway Course with C in or Higher in Either Year One or Two	61.68%	72.36%	68.65%	29.68%	41.41%	43.97%
% Completions in either Year One or Two	8.03%	7.26%	9.27%	3.21%	4.78%	8.41%
Average Hours in Year Two	9.91	10.65	13.02	6.40	8.75	11.46

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

Table 20 provides statewide student outcomes for Fall 2020 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges by Pell status. Appendix Table B-3 provides the same outcomes for Pell status and all models. Gaps exist between Pell and Non-Pell students across some of the student outcomes, but it is not as evident as the Racial/Ethnic gaps. Non-Pell students outperformed Pell students across models in average hours in year one, average hours in year two, percent earning 24+ credit hours in year one, and Fall-to-Fall retention rate.

Examining percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined, Non-Pell students outperformed Pell students across the co-requisite and traditional models by a small margin.

The co-requisite model had the best results by a considerable margin as compared to the emporium model, regardless of Pell status, for percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined.

Table 20

Illinois Community College Student Outcomes for <u>Fall 2020</u> First-Time, Full-Time Students by English Language Arts Developmental Education Model by Pell Status

	Co-Requisite		Traditional	
	Not a Pell Recipient	**Pell Recipient**	**Not a Pell Recipient**	**Pell Recipient**
Average Hours in Year One	17.45	16.38	13.17	12.16
% Earning 24+ Credit Hours in Year One	25.67%	20.57%	15.40%	12.34%
% Retained Fall-to-Fall	65.22%	59.45%	58.84%	53.04%
% Passing English Language Arts Gateway Course with C or Higher in Year One	68.06%	64.25%	28.41%	23.48%
% Passing English Language Arts Gateway Course with C in or Higher in Either Year One or Two	71.79%	69.15%	43.18%	37.66%
% Completions in either Year One or Two	8.51%	8.03%	5.81%	5.99%
Average Hours in Year Two	12.60	10.91	10.08	8.88

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

With the end goal for students being the completion of a certificate or degree, additional longitudinal analysis (i.e., tracking students into Academic Year 2022-23) will be conducted with the Fall 2020 cohort to determine completion within 150% of catalog time. At the time of publication of this report, the ICCB Centralized Data System had full-year academic data through 2021-22. Currently, the completion rates from two years after entry are low across the models. A third-year of tracking may result in an increase in completions overall and across subgroups. Academic year 2022-23 student-level data within ICCB's Centralized Data System will be available in November, 2023.

28

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30

APPENDIX A

Developmental Education Enrollment by Model by Illinois Community College

Table A-1 - Summary of Fiscal Year 2022 Student Enrollment in Primary Developmental Model in Mathematics by Illinois Community College
Table A-2 - Summary of Fiscal Year 2022 Student Enrollment in Secondary Developmental Model in Mathematics by Illinois Community College
Table A-3 - Summary of Fiscal Year 2021 Student Enrollment in Primary Developmental Model in Mathematics by Illinois Community College
Table A-4 - Summary of Fiscal Year 2021 Student Enrollment in Secondary Developmental Model in Mathematics by Illinois Community College
Table A-5 - Summary of Fiscal Year 2022 Student Enrollment in Primary Developmental Model in English/Language Arts by Illinois Community College
Table A-6 - Summary of Fiscal Year 2022 Student Enrollment in Secondary Developmental Model in English/Language Arts by Illinois Community College
Table A-7 - Summary of Fiscal Year 2021 Student Enrollment in Primary Developmental Model in English/Language Arts by Illinois Community College
Table A-8 - Summary of Fiscal Year 2021 Student Enrollment in Secondary Developmental Model in English/Language Arts by Illinois Community College

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APPENDIX B

Statewide Illinois Community College System Developmental Education Student Outcomes by Model

Table B-1 – Fiscal Year 2021-Fall 2020 Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model
Table B-2 – Fiscal Year 2022-Fall 2021 Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model
Table B-3 - Fiscal Year 2021-Fall 2020 Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary English Language Arts Developmental Education Model
Table B-4 – Fiscal Year 2022-Fall 2021 Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary English Language Arts Developmental Education Model

Note: For Appendix B Tables, data are suppressed in cells for five or few students and indicated with "DS".

31

Suggested Citation:

Illinois Community College Board. (2023). *Status of Developmental Education and College-Level Coursework Placement Policy and Outcomes in the Illinois Community College System in Fiscal Year 2023*. Springfield, IL: Author.

32

Illinois Community College Board

EARLY CHILDHOOD ACCESS CONSORTIUM FOR EQUITY (ECACE) REPORT

The Early Childhood Access Consortium for Equity (ECACE) released its first annual report, which provides a comprehensive picture of the work since the launch of the initiative designed to support members of the incumbent (current) workforce in their pursuit of higher education credentials. ECACE is a groundbreaking, multifaceted effort by 61 public and private higher education institutions, six state agencies, and community partners to create and align systems and programs to meet the state's workforce needs in early childhood education and care settings and is a key strategy in the state's higher education strategic plan, "A Thriving Illinois." The Office of Governor JB Pritzker allocated a little approximately $200 million in federal child care funding to support this initiative from the Illinois Department of Human Services (IDHS).

The Consortium set a goal to support nearly 5,000 members of the current workforce to enroll in higher education and persist or complete by September 2024. In partnership with the Illinois Board of Higher Education (IBHE) the Illinois Community College Board (ICCB), the Illinois Student Assistance Commission (ISAC) launched the ECACE Scholarship Program in late November 2021 to remove the affordability barrier and help ensure thousands benefit from the initiative. In the first year (soft launch), of the ECACE Scholarship, $5.7 million in scholarships were awarded to 412 students. By December 31 of the second year, an additional $7 million had been awarded to over 1,000 students.

Additionally, ECACE Higher Education Navigators play an important community-facing role designed to recruit and connect current early childhood education and care workforce members to Consortium institutions. More than 30 navigators employed within regionally based Child Care Resource and Referral Agencies (CCR&Rs) across the state hosted over 700 events and sent nearly 50,000 emails to recruit students between July and December 2022.

Colleges and universities worked to redesign pathways and provide supports to ensure working adults are able to access programs and persist in their studies. At least one mentor is available for students at each Consortium institution. Mentors provide intentional contact with students to ensure that they stay on track and receive timely, consistent support from enrollment to graduation.

To ensure that students succeed in their coursework, institutions provide wrap around supports including materials such as laptops, wi-fi hot spots, books, and academic tutoring. Some institutions provide test preparation and funding to support students to pass the Early Childhood Content Test, required for an Illinois Professional Educator License (PEL) and Early Childhood Education Endorsement.

The Early Childhood Access Consortium for Equity was created through Illinois Public Act 102-0174.

August 2023
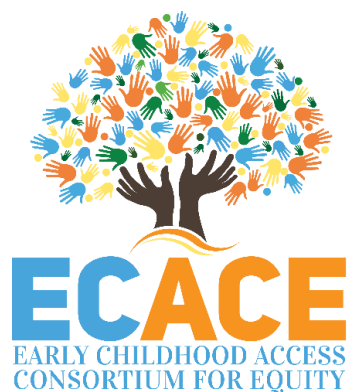
EARLY CHILDHOOD ACCESS CONSORTIUM FOR EQUITY

FIRST ANNUAL REPORT

Early Childhood Access Consortium for Equity

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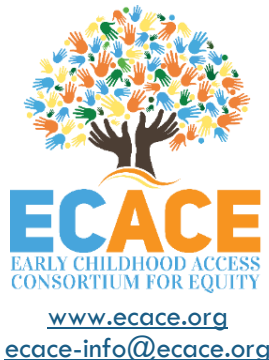
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Table of Contents

The Illinois Early Childhood Access Consortium for Equity (ECACE or the Consortium) Initiative is a groundbreaking effort by 61 public and private higher education institutions, six state agencies, and other stakeholders to meet the state's workforce needs in early childhood education and care (ECEC) settings through opportunities to complete higher education credentials. The rationale for the ECACE is based on evidence about the importance of well-prepared ECEC professionals in providing high-quality programs for young children and their families; higher education pathways to upskill and retain the incumbent ECEC workforce; and a focus on providing working adults and others historically marginalized supported access to higher education degree and credential programs.

The ECACE is a key strategy in the state's higher education strategic plan, "A Thriving Illinois," and codified in legislation as the ECACE Act. This report highlights work to launch the ECACE and provide services to members of the ECEC workforce to begin or continue higher education degree programs in the period from July 2021 through December 2022. Key areas of work include:

- Long-term "infrastructure" components, such as organization and procedures for the multi-institution Consortium and the cross-sector ECACE Advisory Committee.
- Programs and offerings to support equitable access to higher education, through seamless pathways, flexible formats and modalities, recognition of prior learning, and cross-institutional access to coursework at community colleges; and
- Student support services, including financial assistance (e.g., scholarships and debt relief); mentors and navigators for ECEC professionals, providing guidance and support to and within institutions; and academic and other wraparound supports to ensure persistence and completion.

FUNDING AND BUDGET FOR THE ECACE CONSORTIUM

At the time of the signing of the ECACE Act, Governor Pritzker announced funding to create the Consortium, to support higher education to create seamless pathways designed to serve working adults, and to provide for the upskilling of the ECEC incumbent workforce over three years (academic year 2022–24). The Illinois Department of Human Services (IDHS) allocated a little over $200 million in federal child care funding to support this initiative. Most of the funding, over $197 million, is distributed to the Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), and Illinois Student Assistance Commission (ISAC) to administer the ECACE.

Table 1: ECACE Initiative Funding and Purpose by Agency

Agency	Amount Budgeted	Purpose
IBHE	$39,599,971	- Convene and support the Consortium and Advisory Committee - "Backbone" the initiative
ICCB	$37,998,524	- Provide grants and support to higher education institutions and navigators
ISAC	$120,000,000	- Administer the ECACE Scholarship
IDHS	$5,983,266	- Hire and support regional navigators
Total	**$203,581,761**	

ICCB and IBHE provide grant funding, including both a base amount and per-student funding, to all Consortium institutions to address the intention and requirements of the ECACE Act. In addition, IBHE provides Early Childhood Faculty Preparation grants to four universities to prepare diverse students at the graduate level to become faculty for early childhood higher education programs. In addition, over $740,000 in member

contributions were reported for July–December of 2022. Reports of significant contributions were not anticipated, considering the amount of funding noted above and the time the information was requested. Institutions provided a significant amount of in-kind support during academic year (AY) 2022, including planning and attending meetings, as contracts were not executed until nearly the end of the State's fiscal year.

ECACE INFRASTRUCTURE

The ECACE Act created two bodies that, with the support of state agencies, provide the infrastructure for the ECACE Initiative, the Consortium, and the ECACE Advisory Committee.

Consortium

Convened by IBHE and ICCB, the Consortium is a collective of 61 institutions, including 40 community colleges, 11 public universities, and 10 private, nonprofit four-year institutions.[1] The idea behind the Consortium is that, together, institutions can collaboratively improve access, persistence, and completion of degrees and credentials of the ECEC workforce. The purpose of the Consortium is to "serve the needs of the incumbent early childhood workforce and the employers of early childhood educators and to advance racial equity while meeting the needs of employers by streamlining, coordinating, and improving the accessibility of degree completion pathways for upskilling and the sustained expansion of educational pipelines at Illinois institutions of higher education."

From it's launch in September 2021 through December 31, 2022, Consortium members focused on 1) developing the structure and foundation for Consortium work and collaboration; and 2) addressing time-sensitive issues related to legislation, time-limited funding, and the broader ECACE Initiative. From January through April 2022, the Guiding Principles Working Group of the Consortium outlined the fundamental ideas around which collective institutions' decisions, policies, and procedures would all be made. In April 2022, the Consortium adopted the Guiding Principles with an emphasis on centering student success.

Advisory Committee

The second body created through the Act is the ECACE Advisory Committee (Advisory Committee or Committee), designed to foster statewide dialogue and ensure that the Consortium understands employer perspectives. The Advisory Committee's unique membership brings together cross-sector stakeholders, including early childhood education and care providers, state agencies, and higher education institutions to advocate for and address issues facing the field. Five state agencies – IBHE, ICCB, ISBE, IDHS, and GOECD – jointly convene and co-chair the committee.

In fall 2021, the Steering Committee and a working group cross-agency staff met biweekly to ensure diverse committee membership and to develop the charge, functions, and principles from which the Advisory Committee would operate. Beginning in March 2022, the Advisory Committee held quarterly meetings dedicated to establishing a baseline of broad knowledge for stakeholders across sectors, ensuring that members were aware of the Consortium's early progress and goals, gathering feedback on key work of the Consortium, providing guidance on emerging barriers and opportunities, and developing strategies for "spreading the word" about ECACE.

INSTITUTIONAL PROGRAM FEATURES

In the Initiative's first year, ECACE institutions completed significant work to develop or adjust programs to increase access to coursework for workforce members by ensuring the availability of courses when, where, and how students need them. All Consortium institutions offer at least some online courses as part of their program

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[1] All public universities and community colleges with Gateways Entitled early childhood programs are members by statute. Private, nonprofit institutions with early childhood programs are encouraged to become members.

modalities, and many report that a blend of online asynchronous and synchronous programs have proven to be popular. In addition to variations in course modality, some colleges and universities have modified the length of their courses to allow for students to focus on content in small chunks with increased intensity.

To increase access to community college courses, every community college was required to submit a plan for developing, expanding, or enhancing the ILCCO (Illinois Community Colleges Online) platform on their campus. First piloted in 2001, ILCCO is a statewide system allowing community college students to access online courses at other institutions when courses are unavailable online at their home institution. As of April 2023, 79 ECACE program courses were listed, up from 50 as of July 1, 2022.

AAS Transfer

In addition to increasing access to courses, four-year Consortium colleges and universities have redesigned their programs to ensure seamless transfer of students with an Associate of Applied Science (AAS) Degree and to recognize students' prior learning and competencies. The ECACE Act creates a pathway for individuals with a historically terminal degree to seamlessly advance to a baccalaureate degree program. Consortium universities are required to transfer the AAS degree in its entirety without course loss, and transferring students are admitted as juniors and cannot be required to take more credits than a student who began at the institution as a freshman. This legislation is an innovative approach to guaranteeing credit mobility for AAS transfer students.

Consortium institutions are working to overcome systemic barriers to transferring the AAS degree. Early childhood major coursework transferred to Consortium four-year institutions is equated to coursework in the bachelor's degree program or is accepted as electives. All programs leading to the PEL have accepted coursework focused on child development, child and family relations, and some pre-kindergarten methods as equivalent to their own. A few institutions have revised their curriculum to focus on the Gateways Level 5 competencies, with the assumption that the AAS transfer students would be entering with the Gateways ECE Levels 2–4 completed. These kinds of program innovations are essential to creating the infrastructure for serving incumbent worker transfer students in the future.

Higher Education Credit for the Child Development Associate (CDA)

In June 2022, less than a year after the establishment of ECACE, the Consortium unanimously adopted a framework for institutions to provide at least six hours of higher education credit without contingencies to those who have an active "Child Development Associate (CDA) Credential".[2] Other framework components include best practice models and recommendations for ICCB and ISBE to ensure clear pathways and processes for awarding credit. By adopting this framework, the Consortium created a formal process for recognizing and honoring the knowledge, skills, and abilities that working adults may have when entering higher education. Prior to this decision, very few institutions provided college credit for the CDA, particularly without doing further assessment of the candidate. At the time of the report, all Consortium institutions have a process in place to award credit for the CDA, with credit ranging between 7 and 11 hours. Additionally, the ICCB amended administrative rules (effective February 2023) to ensure credit for prior learning can be awarded at the time of application or admission. ISBE also provided guidance to institutions about processes to make program changes and how to support students on individualized pathways, such as those with credit for prior learning and on areas of licensure flexibility.

FINANCIAL AND ACADEMIC STUDENT SUPPORTS

Historically, the ECEC incumbent workforce has faced economic, geographical, or structural barriers to accessing, persisting toward, and completing degrees and credentials. ECACE provides financial and academic supports to ensure students are successful.

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[2] The Act tasked the Consortium to "*decide how to assign college credit for the incumbent workers who have a Child Development Associate (CDA) credential and for future workers obtaining a CDA*". The CDA is a national credential that recognizes foundational competencies acquired through work experience and training and demonstrated through an assessment, observation, and portfolio.

ECACE Scholarship Program

In partnership with IBHE and ICCB, ISAC launched the ECACE Scholarship Program in late November 2021. The ECACE Scholarship addresses the often prohibitive cost of attending higher education, which spans beyond tuition and fees and includes expenses such as books and supplies, housing, transportation, and more. During AY22 and AY23, the ECACE Scholarship covered up to the full cost of attendance (COA) after other scholarships and grants were applied for members of the incumbent ECEC workforce seeking an early childhood undergraduate degree or credential at Consortium institutions.[3] The first year of the scholarship is considered a "soft launch," as the application opened in November 2021, and ISAC began awarding (retroactive) scholarships in March 2022. Due to timing, in fall 2021 and spring 2022, primarily students then currently enrolled were able to take advantage of the scholarship.

First-Year Scholarship Outcomes (AY 2022)

For AY 2022 (fall 2021–summer 2022), the program's first year, over $5.7 million in ECACE Scholarship funds were distributed to over 400 members of the incumbent workforce, 92% of whom were women. During this soft launch year, 40% of scholarship recipients were attending private, nonprofit institutions, 31% attending community colleges, and 29% attending public universities.

Over 46% of AY 2022 scholarship recipients are persons of color. Of all scholarship recipients, 22% identified as Black or African American, 18% Hispanic/Latino/Latina, 2% Asian, and 4% more than one race/ethnicity. Forty-three percent of AY 2022 scholarship recipients were White. Figures 1 and 2 provide a comparison to workforce members in licensed child care centers in calendar year 2020. Recipient data looks relatively similar, with lower rates by white workforce members.

Figure 1: Race and Ethnicity of ECACE Scholarship Recipients in AY 2022

White 43%
African American 22%
Latino 18%
Asian 2%
More than One, 4%
Unknown 10%
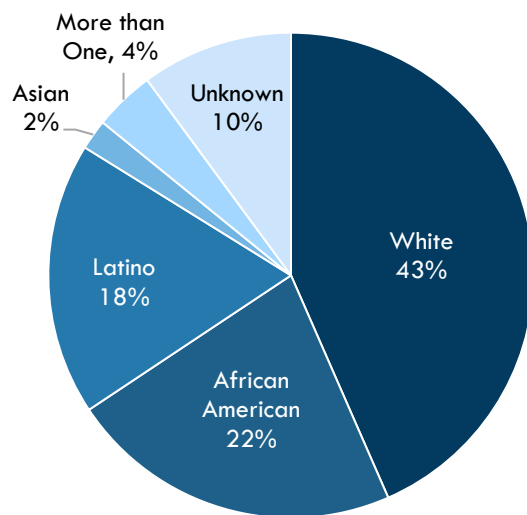
Source: ISAC, 2022

Figure 2: Race and Ethnicity of Licensed ECEC Center Staff, 2020
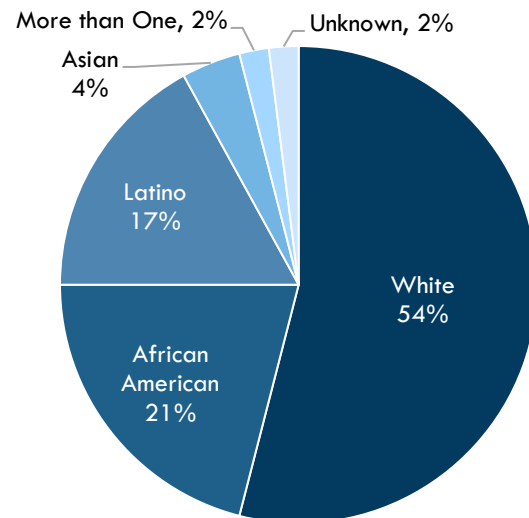
White 54%
African American 21%
Latino 17%
Asian 4%
More than One, 2%
Unknown, 2%

Source: Whitehead, J. (2021). Illinois' Early Childhood Workforce 2020 Report. Bloomington, IL: INCCRRA.

Seventy-five percent of scholarship students have an expected family contribution (EFC) of under $10,000, indicating that the scholarship is reaching students with the greatest financial need. ECACE Scholarship recipients are older than traditional college students, with approximately 45% of ECACE Scholarship students older than 30.[4]

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[3] Students at participating private, not-for-profit institutions may receive a scholarship amount no more than the cost of the most expensive early childhood education program at an Illinois public university.

[4] Fifteen percent of undergraduate students were over 25 years of age, and 5% were over 35 years of age. U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2020, Fall Enrollment component. See Digest of Education Statistics 2021, table 303.50. Fall 2019 data. https://nces.ed.gov/programs/coe/indicator/csb/postsecondary-students

Second Year Scholarship Data: AY 2022-2023, through end of December 2022

As of December 31, 2022, there were already more applications and scholarships than in all of AY 2022. At that time, there were 1,026 scholarship recipients, an increase of 149% over the first year of the program. A total of $7,068,593 was awarded, about $1.3 million more than AY 2022. To expand the scope of the scholarship and reach more students, eligibility will be expanded in AY 2024. Additional information will be provided in upcoming reports.

Debt Relief

During the higher education strategic planning process which led to the ECACE, institutions and advocates recommended providing funding to students with outstanding debt to eliminate barriers to accessing higher education. All Consortium institutions were provided with grant funding to address debt for prospective students. Between July 1, 2022, and December 31, 2022 – the first term in which institutions had funding – 13 institutions reported providing debt relief to 87 students. State agencies and institutions have been working to determine why, in the first term, more students did not take advantage of these funds and potential ways to address any barriers.

ACADEMIC AND HOLISTIC SUPPORTS

Consortium institutions provide academic and holistic supports, or wraparound services, to ensure that workforce members can acquire needed skills to persist and complete credentials and degrees. This includes at least one person serving as a mentor at each Consortium institution.[5] As of December 31, 2022, there were 105 individuals serving as mentors or in related positions at Consortium institutions. A mentor provides intentional contact with students to ensure that they stay on track and receive timely, consistent support from enrollment to graduation. When reflecting on what meaningful changes ECACE has made at their institution, one representative of an institution noted that mentors have been "the biggest bright spot."

Institutions are providing a variety of other academic and holistic supports, often organized and supported by mentors. To ensure that students succeed in their coursework, institutions provide materials such as laptops, wi-fi hot spots, books, and academic tutoring. Some institutions provide test preparation and funding to support students to pass the Early Childhood Content Test, required for an Illinois Professional Educator License (PEL) and Early Childhood Education Endorsement. Schools with entirely online courses often supplement their programs with professional development activities and synchronous online opportunities for tutoring, discussion groups, and professional development sessions. These events help students stay engaged while in a virtual environment. Many others offer opportunities to help workforce members build "soft skills" needed to be successful in higher education, including studying, time management, mental health awareness, motivation, and financial literacy.

HIGHER EDUCATION NAVIGATORS

ECACE Higher Education Navigators occupy an important community-facing role designed to recruit and connect incumbent ECEC workforce members to Consortium institutions. More than 30 navigators are employed within regionally based Child Care Resource and Referral Agencies (CCR&Rs) across the state. Like many areas of the ECACE initiative, a cross-agency working group developed and continues to guide the navigators' work. In fall 2021, the Navigator Working Group planned for this new position; from January to March most navigators were hired; and from March to December 2022, navigators were provided over 20 hours of professional development.

Navigators' responsibilities include 1) engaging in outreach to workforce members and others and 2) providing personalized technical assistance. Navigators engage with and are responsive to the needs of employers; one

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[5] For the purposes of this report, we are using the term mentors. However, some institutions refer to those in these support roles as coaches, success coaches, or other titles.

example is through hosting frequent information sessions at child care centers at convenient times, such as when employers could find classroom coverage or during scheduled staff meetings.

From June through December 2022, navigators received and responded to over 2,000 (2,058) interest forms completed by workforce members and nearly 50,000 (49,732) emails. During this time, they also hosted 732 information sessions, including on-site presentations to staff at child care centers, virtual webinars, tables and booths at college and career fairs, presentations at local advisory committees, and more across the state.[6] Navigators also held 497 meetings with higher education institutions to develop relationships and gather informational and promotional materials for the ECEC workforce. Personalized technical assistance to workforce members was provided through 1,643 virtual (745) and in-person (898) meetings. Technical assistance included support for things like applying to an institution, completing the FAFSA and ECACE Scholarship applications, and connecting with institutional resources, including mentors. One institution reported that the use of navigators to reach out to the incumbent workforce has made a big impact in supporting individuals in moving forward in their education.

Not unexpected in a 'start up' initiative, it took time for navigators – all in newly created positions – to become proficient in their role. The role of the navigator is quite complex, requiring knowledge and skills ranging from completing the FAFSA to understanding the culture and context of child care providers and workforce members. In the early work of the Consortium, some navigators struggled to balance meeting the demands of engaging the ECEC workforce and building relationships with higher education institutions. Though part of the navigator's role is pairing the workforce with higher education, their role is not to recruit for any particular institution, which has caused some tension in the Consortium. Training and monthly professional learning groups have focused on multiple strategies to build relationships with individual institutions to highlight the unique opportunity and supports that each offers students.

OUTREACH AND ENGAGEMENT BY INSTITUTIONS

Between July and December 2022, ECACE institutions reported just under 500 events to recruit students and connections with over 1,000 employers.[7] These outreach efforts included social media and email campaigns, direct mail marketing, recruitment fairs, and other creative efforts. Most institutions hosted open houses and in-person and virtual sessions with area child care centers and community organizations. Institutions also presented and hosted resource tables at early childhood conferences like the Illinois Association for the Education of Young Children (ILAEYC) and the Region V Head Start Conference to recruit and share information. Collectively, the public Consortium member universities held a virtual early childhood fair. Additional efforts by institutions include meeting with local directors and school superintendents, attending local early childhood collaboration meetings, and participating in interviews with local media to market the ECACE Scholarship and institutional programs.

More than 7,800 participants joined Consortium outreach events in the first two quarters of AY 2022. Incumbent worker participation has been strong at college open houses and fairs and seems to increase when there are opportunities for support in completing the FAFSA and ECACE Scholarship applications.

Engaging and Being Responsive to Employers

Institutions have worked to form relations and partnerships with employers this year. Visiting community-based programs has proven to be a successful way for Consortium institutions to build relationships with not only potential students but the broader early childhood program as well. Additionally, connections with employers have created opportunities to have participants complete student teaching at their place of work. As of December 31, 2022, 67% of four-year institutions reported they allow students to complete some or all the

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[6] Navigators began providing monthly reports to IDHS in AY23. Social media outreach, while not captured for this report, was another outreach strategy used by navigators.

[7] Data was not collected prior to July 2022 and was not collected for all institutions.

student teaching requirements this way. Many institutions have advisory boards on which employers sit to provide guidance on program implementation.[8] Some institutions have assisted employers in filling their open positions, which benefits both employers and students who need work experience to qualify for the ECACE Scholarship.

Enrollment, Retention, and Completion of Students

This first ECACE report focuses on the change in enrollment of incumbent members of the ECEC workforce at ECACE member institutions in early childhood programs from the baseline year of 2020 to the first year in which the ECACE Consortium was established, which was 2022. To report on incumbent workforce member enrollment, IBHE and ICCB implemented an innovative cross-agency data matching project, which included data from three state agencies – IBHE, ICCB, and ISAC – and the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA).

It should be noted that fall and spring enrollment in AY 2022 was not yet impacted by the ECACE Scholarship, which was first made available in spring 2022. In addition, what was being measured and reported occurred during the COVID-19 pandemic. The pandemic resulted in lower undergraduate enrollments and drastically altered program delivery models. The pandemic heightened issues for many students, ranging from fiscal to technological to emotional, and impacted enrollment statewide. The ECEC workforce, comprised largely of women – many of whom are women of color, continued to work during the pandemic to support parents who needed to work. The full impact of this on higher education enrollment patterns cannot be determined.

Enrollment in higher education programs by members of the incumbent workforce increased from the baseline year by 17.9%. This represented nearly 500 additional enrolled students. The vast majority of incumbents continued to be enrolled in bachelor's degree and applied associate (AAS) programs.

Figure 3: Overall Enrollment of Incumbent Members of the ECEC Workforce for All ECACE Member Institutions
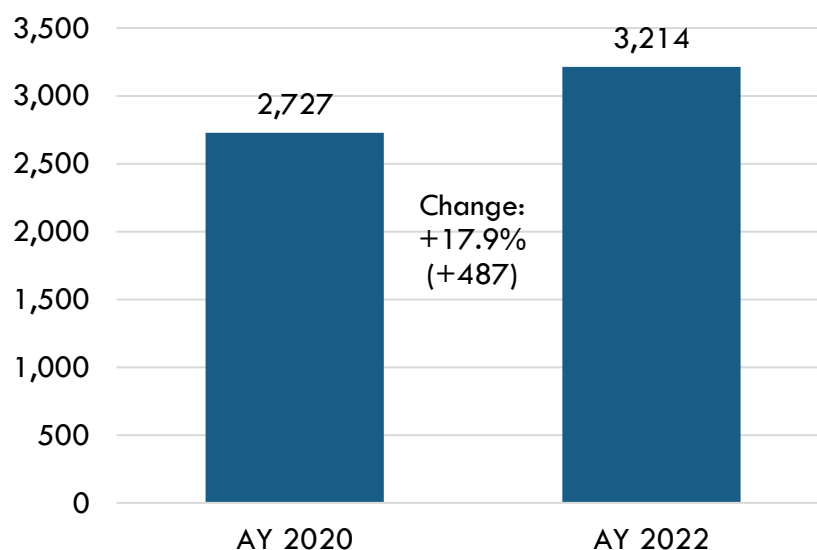
Additional key findings include the following:
- Most of the incumbent enrollment growth occurred among freshmen and juniors, and there were slightly fewer incumbent seniors enrolled across ECACE member institutions.
- The number and proportion of enrolled incumbent members of the ECEC workforce are both expected to increase in AY 2023.

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[8] https://icsps.illinoisstate.edu/images/CTE/Advisory-Committee-Guidebook-Updated.pdf

- More low-income incumbent members of the ECEC workforce were enrolled in the first year of the Consortium than in AY 2020, but they represented a slightly smaller proportion of all enrolled incumbents.
- In terms of age, all the enrollment growth occurred with younger members of the incumbent ECEC workforce. Because of this, the distribution shifted substantially and went from being comprised of two-thirds of adult learners aged 25 and older (67.2%) during the baseline year to only 57.2% the first year of the Consortium.
- White (+27.8%), Latino (+16.7%), and African American (+9.4%) incumbent enrollments all grew from the baseline year with some variation in growth across groups, resulting in a slight change in the race/ethnicity distribution.
- In both the baseline year and the first year of the Consortium, nearly all the enrolled incumbent members of the early childhood workforce were Illinois residents (nearly 99% in both years).
- Similarly, nearly all enrolled incumbent members of the ECEC workforce were female (roughly 98% in both years).

During AY 2023, IBHE and ICCB developed new procedures for continuing to track the enrollment, retention, and completion of members of the incumbent workforce at Consortium institutions. Future reports will highlight multi-year trends and will include information on retention, persistence, and completion. This information was not included in the first report, as the time horizon for measuring retention, persistence, and completion after the Consortium was established was limited, and most of the core work of the Consortium, including the scholarship distribution, occurred in the spring of AY 2022. In addition, future iterations of the report will include information on the background of enrolled incumbent workforce members, including their employer type and number of years worked.

Conclusion

The Early Childhood Access Consortium for Equity is a multifaceted initiative, bringing together state agencies, public and private higher education institutions, and other partners to create and align systems and programs to meet the state's workforce needs in early childhood education and care settings. The full report provides a comprehensive picture of the initial year of work through From July 2021 – December 2022 to recruit, retain, and support members of the incumbent workforce in their pursuit of higher education credentials. Plans for future reporting on initiative impact are also described in the Summary and Looking Ahead Section. A timeline for the work and data highlights on the following pages provide additional summaries and may help with navigating the report. For more information on the Consortium, please visit www.ecace.org.

	July 2021	Aug 2021	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	April 2022	May 2022	June 2022	July 2022	Aug 2022	Sept 2022	Oct 2022	Nov 2022	Dec 2022

ECACE Creation and Launch
- Gov. Pritzker Signs the ECACE Act, Announces $200M for the Consortium
- Cross-Agency Planning & Collaboration: Steering Committee and Working Groups

ECACE Funding and Budgets
- ECACE Institutional Funding & Agreements
- Member Contributions
- EC Faculty Preparation Grants Awarded

Scholarships
- Develop, Build Scholarship & Processes
- AY 2022 Scholarship
- AY 2023 Scholarship
- Application Launch
- First Awards Made

Consortium
- Consortium Launch & Work
- Initial Mtg. of Public Inst.
- First Convening of All Partners
- Guiding Principles Adopted
- Credit for CDA Working Group & Framework Adoption

Advisory Committee
- Appointing Members & Developing Charge
- Launch & Quarterly Meetings

Higher Education Programs
- Goals Developed & Submitted
- Planning Programs for Working Adults
- Implement Programs Re/Designed to Support Working Adults
- Planning AAS Transfer Pathways
- Four Year Institutions Launch AAS Transfer Pathways
- Course Sharing through ILCCO
- ILCCO Training & Technical Assistance Work

Student Wrap Around Supports
- Mentors: Temporarily Assigned
- Mentors: Hired & Supporting Students
- Academic & Other Supports Implemented

Institutional Outreach
- Outreach & Engagement
- Outreach & Participation & Engaging Employers (data collected)

Navigators
- Hiring, Training, Outreach Began
- Outreach & Technical Assistance (Data Captured)

Enrollment
- Student Enrollment Data Collected
- Student Outreach Data Collected

CONSORTIUM MEMBERS

61 colleges and universities comprise the Consortium, including 40 community colleges, 11 public universities, and 10 private, nonprofit four-year institutions, convened by ICCB and IBHE. The #1 Guiding Principle for the Consortium is "Center Student Success".

COLLABORATING STATE AGENCIES

6 state agencies are collaborating to support the ECACE Initiative and increase access to degrees and credentials for child care workforce members – IBHE, ICCB, ISAC, IDHS, ISBE, and GOECD.

FUNDING

Governor Pritzker allocated **$200M** to support the launch of the ECACE Initiative and to support the early childhood incumbent workforce to upskill.

GOAL

The Consortium set a goal to **support nearly 5,000 members (4,933) of the incumbent workforce** to enroll in higher education and to persist or complete by September 2024.

ENROLLMENT INCREASES

Enrollment increased by 17.9% – nearly 500 additional students – from AY2020 to AY2022, prior to the full launch of the Consortium. Enrollment grew for White (+27.8%), Latino (+16.7%), and African American (+9.4%) members of the incumbent workforce.

ECACE SCHOLARSHIP

In the first (soft launch) year of the ECACE Scholarship, **$5.7M in scholarships** were awarded to **412 students.** By December 31, 2022 – midway through year two – an additional **$7M** had been awarded to over **1,000 students.**

STUDENT SUPPORT

Over **100 mentors and 30 navigators** support ECEC students to enroll, persist, and complete credentials and degrees.

OUTREACH

During the fall 2022, navigators from 16 CCR&Rs sent **49,732 emails** for outreach/technical assistance, responded to **2,058 interest forms**, conducted **732 information sessions**, and held **1,643 meetings** with workforce members. Institutions also hosted nearly **500 events**, attended by over **7,800 participants**.

STUDENT TEACHING AT EMPLOYMENT SITE

67% of four-year institutions allow students to complete some or all of their student teaching in their place of employment.

CREDIT FOR CDA PROFESSIONAL CREDENTIAL

All **61 institutions voted yes** to provide 6 semester hours of credit for the CDA, an early childhood credential that does not require higher education coursework.

TRANSFER PATHWAYS FOR AAS STUDENTS

100% of four-year Consortium institutions have developed pathways to a bachelor's degree for students with an AAS in early childhood – formerly a terminal pathway.

The Illinois Early Childhood Access Consortium for Equity (ECACE) Initiative is a groundbreaking effort by 61 public and private higher education institutions, six state agencies, and others to collaborate to meet the state's workforce needs in early childhood education and care (ECEC) settings. A year and a half has passed since the signing of Public Act 102-0174, Illinois legislation creating ECACE, and much has been accomplished. This report highlights work to launch ECACE from July 2021 through December 2022, in keeping with the requirements outlined in the Act.

The ECACE Initiative is centered on ensuring the success and progression of working adults through academic programs and training that increase their skills and postsecondary credential attainment while providing a seamless transition from one institution to the next. The ECACE Initiative is administered by the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB) in partnership with multiple state agencies, including the Governor's Office of Early Childhood Development (GOECD), the Illinois Department of Human Services (IDHS), the Illinois State Board of Education (ISBE), and the Illinois Student Assistance Commission (ISAC). Each of the collaborative partners has a stake and role in ensuring a strong ECEC workforce to support children and families in Illinois.

The ECACE Initiative comprises various components, many of which are referenced in this report, and includes the following.

- **Long-term "infrastructure" components,** such as:
  - **The Consortium** body itself, which is composed of community colleges and universities and convened by ICCB and IBHE. The Consortium is charged with serving the needs of the incumbent early childhood education and care workforce and employers, advancing equity, and providing streamlined pathways to credentials and degrees; and
  - The **ECACE Advisory Committee,** a cross-sector committee that provides guidance on Consortium operations.

- **Programmatic pathways and offerings** to support equitable access to higher education, such as:
  - **Seamless pathways,** as all Consortium members have committed to providing streamlined pathways and transfer opportunities to associate and bachelor's degree attainment;
  - **Flexible formats and modalities,** including offering courses and programs in formats and at times and locations that meet the needs of working adults;
  - **Recognizing prior learning,** knowing the incumbent workforce may come to higher education programs with significant skills and abilities attained through work-based learning; and
  - **Cross-institutional access to coursework** if a local higher education partner cannot provide the course when and how the student needs it.

- **Student supports,** including financial support (e.g., scholarships and debt relief); mentors and Higher Education Navigators to serve as a guide and support to and within institutions; and academic and other wraparound supports to ensure persistence and completion.

Together, these comprise the Illinois ECACE initiative.

Figure 4: ECACE Consortium Components
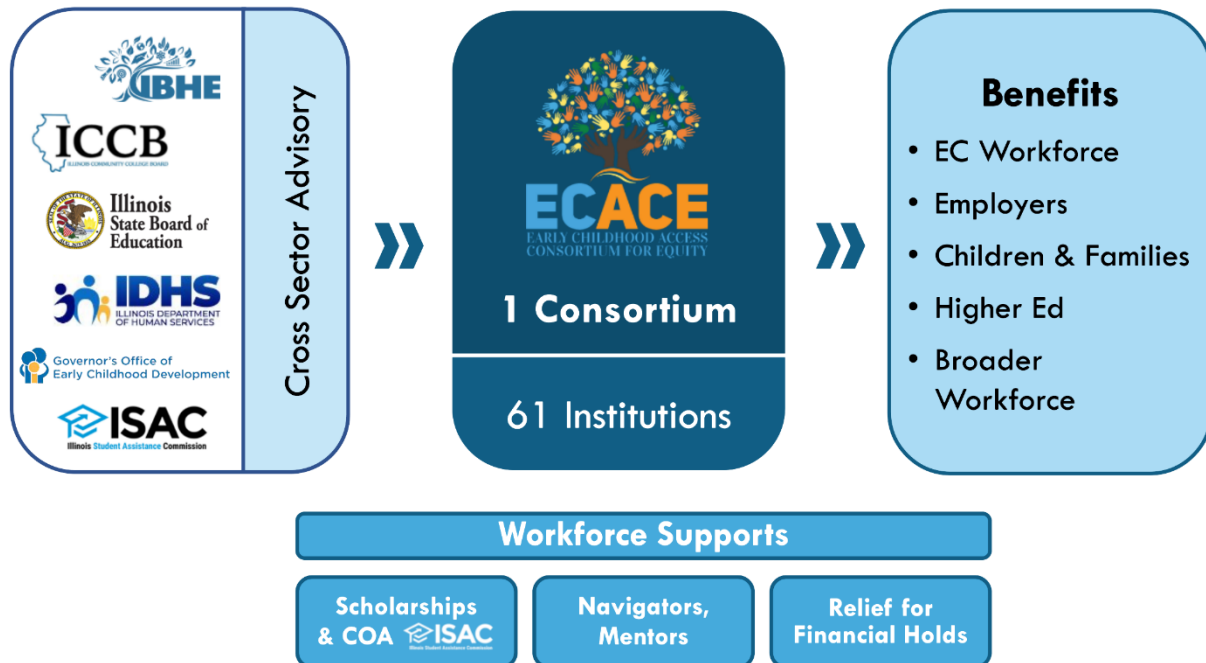
Illinois ECACE Background

The ECACE Initiative was envisioned as part of the 2020–2021 higher education strategic planning process, as stakeholders across Illinois discussed how the state's higher education ecosystem could better align to close equity gaps, improve the affordability and sustainability of higher education, and grow talent to drive economic growth and community life. Specifically, the Education Workforce Subgroup on the Early Childhood Workforce (also known as the Design Working Group), made up of community colleges and universities, advocates, state agencies, and industry advocates and experts, collectively outlined a framework to support the early childhood education and care (ECEC) workforce. The resulting higher education strategic plan – "A Thriving Illinois" – specifically identified a strategy to "establish a consortium of community colleges and universities to better serve the incumbent early childhood workforce."

The rationale for this strategy is grounded in evidence about the need for well-prepared ECEC professionals to support Illinois' young children and their families and the opportunity to retain and upskill the incumbent workforce – those who are currently working (or have worked) with children birth to age five in settings such as child care, preschool, and family child care. Additionally, the initiative was established to provide those historically marginalized from higher education access to degrees and credentials. The ECEC workforce is primarily women, many of whom are women of color, often balancing full-time employment, family needs, and other responsibilities. Historically, many members of the ECEC workforce have faced economic, geographic, and structural obstacles that have prevented them from accessing and completing postsecondary credentials. Working adults face obstacles that may not always allow them to participate and succeed in traditional higher education programs. State data provided by the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA) from 2020 shows that an estimated 28,000 child care teachers and assistants would benefit from an opportunity to seek postsecondary credentials. In 2020, 22,611 teachers worked in licensed center settings, 41% of whom were persons of color.[9] Of these teachers, just under 25% held an associate degree and could be ready to pursue a bachelor's degree; another 31.8% had a high school diploma or a certificate and could be ready to pursue an associate degree. Among the 18,139 assistant teachers working in licensed child care settings at the time – 53% of whom were persons of color – 11.3% had an associate degree and could be ready to pursue a bachelor's degree. Another 73.3% had a high school diploma or some college and could

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[9] Data was provided directly from INCCRRA, March 2020.

be ready to seek an associate degree. Additionally, approximately 8,000 family child care providers in licensed or license-exempt settings do not have a college degree.

Younger members of the incumbent workforce are much less likely to have a degree than their older counterparts. For example, approximately 45% of licensed center teachers under age 25 have a degree, compared to 74% of those 35 and older. This indicates that many workforce members stop out after high school or before finishing a degree and return to school later in their careers.[10]

After reviewing this data and months of planning, the resulting idea was that stakeholders – higher education institutions, state agencies, and others – could do more collectively than alone to support at scale the advancement and upskilling of the ECEC workforce. ECACE was subsequently codified in legislation on July 28, 2021, The Early Childhood Access Consortium for Equity Act (the Act or ECACE Act). At the same time, Governor Pritzker announced $200 million over three years to support the upstart of the Consortium and the immediate upskilling of the ECEC workforce.[11]

REPORT CONTENTS, REQUIREMENTS, AND DATA SOURCES

The Early Childhood Access Consortium for Equity Act delineates requirements pertaining to the work of the Consortium and related reporting. Section 30 of the Act requires the Consortium to "report to the General Assembly, the Senate and House Committees with oversight over higher education, the Governor, and the Advisory Committee on the progress made by the Consortium." This inaugural report covers the bill's signing on July 28, 2021, through December 31, 2022. However, some data (e.g., enrollment, tuition) is only available for AY 2022, through June 30, 2022.

In addition to the required reporting, this first ECACE report highlights key accomplishments during the launch of ECACE and information about workforce supports provided through the initiative with the use of federal child care stimulus funds, such as the ECACE Scholarship and Higher Education Navigators (navigators). Additional details are provided about institutions' work to implement smooth pathways to degrees and credentials and to ensure higher education students have access to programs and coursework designed to meet the needs of working adults. Data for the report was compiled from various sources, including IBHE and ICCB standard collections, institutions' quarterly grant reports, navigator monthly reports, surveys of institutions, the Illinois Student Assistance Commission (ISAC) for ECACE Scholarship data, meetings, and other sources. Appendix A provides more detail about reporting requirements, timelines, and the sources of information used in the report.

For more information about ECACE, visit www.ecace.org.

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[10] Whitehead, J. (2021). Illinois' Early Childhood Workforce 2020 Report. Bloomington, IL: INCCRRA.
[11] IDHS allocated COVID-19 Federal Relief funding to support this work.

Academic Year (AY) 2022 was used largely as a time for collaborating, planning, and doing a "soft launch" of key Initiative activities. During the first six to nine months after the authorization of the ECACE Act, representatives from six state agencies spent extensive time collaboratively planning for launch of all of the various initiative components. Additionally, the Consortium was required to set goals for enrollment and persistence or completion of ECEC workforce members by September of 2024. Therefore, much of AY 2022 was spent planning, developing resources and materials, building programs, and recruiting students.

Collaborative Planning

A Steering Committee comprised of representatives from IBHE, ICCB, GOECD, IDHS, ISBE, ISAC, and others met every other week to support the launch of the ECACE work. Such a comprehensive initiative required establishing many policies, procedures, and structures. Therefore, related working groups comprised of agency representatives met on the off weeks to collaboratively plan for the launch of the scholarship, navigators, Advisory Committee, communications, and data and reporting. Early Steering Committee meetings focused on decision-making around policies and processes related to ECACE, typically brought forward by committees, and appointing members to the Advisory Committee. The Steering Committee strongly believed that cross-agency collaboration was important to ensure the Advisory Committee represents a diverse group of stakeholders, including diversity of race, gender, geography, and sector.

The Scholarship Working Group developed policies and procedures for launch of the ECACE scholarship – including who would be eligible, how to verify eligibility, how much funding students would receive, and the programs students could pursue with the scholarship. This Working Group also engaged representatives from INCCRRA, who developed a way to verify that students were part of the incumbent workforce. The Navigator Working Group contemplated the role of navigators in providing outreach to members of the incumbent workforce and how to best engage these working adults in ECACE programs through regional support. Additionally, the Working Group mapped out a job description and planned for initial navigator onboarding and training. The Communications Working Group worked on ways to communicate with a wide array of stakeholders about the ECACE scholarship and navigators. Later, participants in a Reporting Working Group began mapping out requirements for legislative reports and conceptualizing how to collect and report data.

GOAL SETTING

An important initial focus of ECACE was setting goals around engagement and upskilling of the ECEC workforce. The ECACE Act tasked IBHE's Educator Workforce Subgroup on the Early Childhood Workforce to establish goals on enrollment and the persistence and/or completion of the incumbent workforce. To support this, ICCB and IBHE staff created draft goals based on the proportion of teachers and assistant teachers without bachelor's degrees who could upskill to a certificate, associate degree, or a bachelor's degree and related stackable Gateways to Opportunity® (Gateways) Credential.[12] In August 2021, the Educator Workforce Subgroup on the Early Childhood Workforce approved the goals for the Consortium to collectively support nearly 5,000 (4,933) members of the incumbent ECEC workforce to enroll and persist or complete by September of 2024.

In addition to state goals, targets were developed by institution, sector, and region of the state. Due to many students needing an associate degree, the Consortium's 40 community colleges' collective goal is the largest of the three sectors, with a goal to support 3,500 or 17.5% of those in the incumbent workforce to upskill to a certificate or associate degree. The goal for universities is to support over 1,400 students, 18.6% of the incumbent workforce working towards a bachelor's degree.

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[12] Gateways to Opportunity Credentials are stackable, industry-recognized credentials that demonstrate achievement of competencies.

Table 2: ECACE Goals to Support the Incumbent ECEC Workforce

	Enrollment Fall AY 2020 (Benchmark Year)	Enrolled or Completed Students as of Fall AY 2022	Enrolled or Completed Students as of Fall AY 2023	Enrolled or Completed Students as of Fall AY 2024	Enrolled or Completed Students as of Fall AY 2025	Additional # of Students Enrolled or Completed
Community Colleges	3,527	4,162	5,162	6,291	7,027	3,500
Public Universities	1,200	1,375	1,796	2,077	2,182	983
Private, Nonprofit Universities	962	1,042	1,235	1,363	1,412	450
Total	5,689	6,579	8,193	9,731	10,621	4,933

In addition to state and sector goals, regional goals were established to ensure the Consortium is focused on enrolling students throughout the state. Disaggregated by the ten Economic Development Regions of Illinois (EDR), goals were set based on the population of the incumbent workforce in each area with the potential to upskill to an undergraduate certificate or degree. [13] The Consortium has the highest goal of reaching 3,516 students in the Northeast region, which includes the Chicago metro area. The Consortium has the lowest collective goal of reaching 50 students in the West Central region.

Figure 5: Institutions by Economic Development Region

ILLINOIS ECONOMIC DEVELOPMENT REGIONS

Region 1: Central

Blackburn College
Lincoln Land Community College
Richland Community College

Region 2: East Central

Danville Area CC
Parkland College
U of I Urbana-Champaign

Region 3: North Central

Heartland Community College
Illinois Central College
Illinois State University

Region 4: East Central

City Colleges of Chicago:
Harold Washington College
Harry S Truman College
Kennedy-King College
Malcolm X College
Olive-Harvey College
Richard J. Daley College
Chicago State University
College of DuPage

College of Lake County
DePaul University
Elgin Community College
Governors State University
Harper College
Joliet Junior College
Judson University
Kankakee Community College
Kishwaukee College
Lewis University
McHenry County College
Moraine Valley CC
Morton College
National Louis University
Northeastern IL University
Northern Illinois University
Oakton College
Olivet Nazarene University
Prairie State College
Roosevelt University
South Suburban College
St. Augustine College
Triton College
University of Illinois Chicago
Waubonsee Community College

Region 5: Northern Stateline

Highland Community College
Rock Valley College
Rockford University

Region 6: Northwestern

Black Hawk College
Illinois Valley Community College
Sauk Valley Community College

Region 7: Southeastern

Eastern Illinois University
Kaskaskia College
Lake Land College

Region 8: Southern

IECC – Wabash Valley
John A. Logan College
Rend Lake College
SIU Carbondale

Region 9: Southwestern

Greenville University
Lewis & Clark Community College
SIU Edwardsville
Southwestern Illinois College

Region 10: West Central

John Wood Community College
Western Illinois University

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[13] The ten Economic Development Regions were established by the Illinois Department of Employment Security. https://ides.illinois.gov/resources/labor-market-information/economic-development-region.html

Table 3: ECACE Goals to Engage the Incumbent Workforce by Economic Development Region

Economic Development Region		Projected Growth		
#	Name	4-Year Level	2-Year Level	Total
1	Central	63	36	99
2	East Central	41	64	105
3	North Central	86	144	230
4	Northeast	960	2,556	3,516
5	Northern Stateline	45	108	153
6	Northwest	43	138	181
7	Southeastern	36	106	142
8	Southern	52	62	114
9	Southwestern	83	260	343
10	West Central	24	26	50
	Statewide	1,433	3,500	4,933

Goals were set based on the assumption that a scholarship covering the full cost of attendance would be made available to the workforce; and grants to institutions would be provided to expand programs, adjust curricula, and provide student support. The scholarship was launched in November 2021, just four months after the Act was signed into law. Grants to institutions have been provided; however, these were significantly delayed, and most agreements with institutions were not executed until late spring 2022, at least nine months after the Act was signed. This significantly impacted the launch of the work, including delays in hiring mentors, initiating marketing and recruitment campaigns, and other activities which may impact institutional and state goals.

At the time of the signing of the Act, Governor Pritzker announced funding to upstart the Consortium, to support higher education to create seamless pathways designed to serve working adults, and to provide for the upskilling of the ECEC incumbent workforce over three years (AY 2022–AY 2024). IDHS allocated over $200 million in federal child care funding to support this initiative. Most of the funding, over $197 million, is distributed to IBHE, ICCB, and ISAC to administer ECACE.

Table 4: ECACE Initiative Funding and Purpose by Agency

Agency	Amount Budgeted	Purpose
IBHE	$39,599,971	- Convene and support the Consortium and Advisory Committee
		- "Backbone" the initiative
ICCB	$37,998,524	- Provide grants and support to higher education institutions and navigators
ISAC	$120,000,000	- Administer the ECACE Scholarship
IDHS	$5,983,266	- Hire and support regional navigators
Total	**$203,581,761**	

GRANTS TO COMMUNITY COLLEGES AND UNIVERSITIES

ICCB and IBHE provide grant funding to all Consortium institutions to address the intention and requirements of the ECACE Act – to support the immediate upskill of the incumbent workforce and to redesign programs and seamless pathways tailored to the needs of working adults. In addition, IBHE provides Early Childhood Faculty Preparation grants to four universities to prepare diverse students at the graduate level to become faculty for early childhood higher education programs.

Institutional Grants

Community colleges and universities are each provided with grants comprising both base funding and supplementary per-student funding based on institutional goals. The purpose of the institutional grants is to provide three years of funding (AY 2022, AY 2023, AY 2024) for institutions to:
- Support the development of an infrastructure tailored to the needs of working adults;
- Provide mentors and other academic and holistic supports to ensure persistence and completion;
- Develop pathways and programs to increase access, persistence, and completion of credentials and degrees; and
- Participate in the Consortium as active and collaborative members.

State contracts for grant funding for IBHE, ICCB, and subsequently, institutions were not executed until late spring 2022 due to delays in the contracting process. Therefore, state agencies' and institutions' work are significantly delayed in many areas.

Early Childhood Faculty Preparation Grants

To ensure a deep and diverse bench of candidates preparing to become early childhood faculty, IBHE developed the Early Childhood Faculty Preparation Grant (ECFP). The initiative is designed to address shortages among higher education faculty in this field, particularly faculty of color, needed to support a well-qualified and culturally competent workforce. Four institutions were selected via a competitive bid process in the fall of 2022 to provide graduate programs in early childhood that develop expertise in both early childhood and teaching adult learners.

CONSORTIUM MEMBER CONTRIBUTIONS

A Consortium of 61 institutions requires significant resources to support its administration. Consortia such as ECACE often require individual institutions to contribute. As such, the Act requires the Consortium to report on "member contributions, including financial, physical, or in-kind contributions, provided to the Consortium."

Reports of significant contributions were not anticipated, considering the amount of funding noted above and the time the information was requested.[14] Thirteen (21%) institutions reported contributions that totaled approximately $743.5 thousand. One of these institutions reported 55%, or $404,941, of these contributions. The other twelve institutions collectively reported $338,627. Forty-eight of 61 institutions (79%) did not report additional contributions to the Consortium.[15] Contributions ranged from $212 to over $400,000.

Table 5: Member Contributions, by Sector, Through December 2022

Sector	# of Institutions	Member Contributions
Community Colleges	8	$685,279
Private, Nonprofit Institutions	3	$36,855
Public Universities	2	$21,434
Total	**13**	**$743,568**

Source: Institution reported data

Overall, the most reported contribution was personnel – or staff and faculty time. This held true when disaggregated by sector (community colleges, public universities, and private, non-profit institutions). This is as expected, considering the number of people and departments within institutions needed to support the work of the Consortium. Personnel was followed by miscellaneous costs and fringe benefits as the highest areas of contribution.

Institutions provided a significant amount of in-kind support during AY 2022, as contracts were not executed until nearly the end of the State's fiscal year. Despite this, institutions participated in a substantial number of meetings, such as those of the Consortium and working groups, and did a great deal of planning. However, we did not ask institutions to look back and capture this information.

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[14] Institutions were asked in the fall of 2022 to provide data on contributions to the Consortium. Due to the collection date, most institutions were unable to report contributions retroactively for AY 2022.

[15] More than one institution reported not tracking member contributions since this grant does not require matching funds.

The ECACE Act created two bodies that, with the support of state agencies, provide the infrastructure for the ECACE Initiative, the Consortium and the ECACE Advisory Committee. The Consortium is a collective of institutions working together toward a common goal: upskilling the ECEC workforce. The Advisory Committee provides insight and connections to the field and a level of support and accountability for the Consortium. The section below details work of both from the enactment of the legislation through December 31, 2022.

ECACE CONSORTIUM

The Consortium comprises 61 institutions, including 40 community colleges, 11 public universities, and 10 private, nonprofit four-year institutions. The idea behind the Consortium is that a single institution cannot fully address the preparation and professional development needs of the Illinois ECEC workforce. However, together, institutions can collaboratively improve access, persistence, and completion of degrees and credentials. Individually and together, Consortium institutions have agreed to remove barriers to credential and degree completion, to align and smooth pathways across and among institutions, to advance equity, and to work to recognize the current workforce's prior learning, skills, and abilities.

IBHE and ICCB convene and provide administrative support for the Consortium. All public universities and community colleges with Gateways Entitled early childhood programs are members by statute. Private, nonprofit institutions with early childhood programs are encouraged to become members of the Consortium and are required to sign on to the same set of agreements adopted by the public institutions, including statutory requirements. Efforts to include private institutions are critical to assist in addressing potential education deserts and to ensure that there is sufficient capacity to address the goals set out for ECACE.

According to the ECACE Act, the purpose of the Consortium is to "serve the needs of the incumbent early childhood workforce and the employers of early childhood educators and to advance racial equity while meeting the needs of employers by streamlining, coordinating, and improving the accessibility of degree completion pathways for upskilling and the sustained expansion of educational pipelines at Illinois institutions of higher education." Additionally, the Act requires member institutions to cooperate on many activities, some of which are listed below. This report addresses progress on these activities:

- Expand access to degrees and credentials for the incumbent workforce;
- Ensure the full transfer of the associate of applied science degree (AAS) into the bachelor's degree;
- Develop standardized methods for awarding credit for prior learning;
- Work with employer partners and districts to determine the demand for programs and courses;
- Determine how institutions will provide higher education credit for the Child Development Associate (CDA); and
- Provide course-sharing options and opportunities for courses unavailable at a student's home institution.

The Consortium met six times from July 28, 2021, through December 31, 2022; all meeting minutes and materials are posted on the ECACE website. Consortium members focused on 1) developing the structure and foundation for Consortium work and collaboration and 2) addressing time-sensitive issues related to legislation, time-limited funding, and the broader ECACE Initiative. The Consortium first convened on September 22, 2021, and included public community colleges and universities. The first meeting was focused on adoption of a charter for the Consortium, determining if and how to include private, nonprofit institutions, and discussing required legislative activities.

The first meeting of the full Consortium in its current form occurred on December 8, 2021. To provide for the smooth functioning of ECACE, each college and university designated one person to serve as the official representative for the institution and be a member of the official body. The role of the institutional representative is to be the authorized "voice" for the institution, to make decisions on behalf of the institution, and to be a liaison between the Consortium and the institution. At that time, the Consortium agreed on roles for institutional representatives and teams, discussed the idea of the Guiding Principles to guide the focus and

decisions of the Consortium, and decided to launch two working groups to achieve requirements in the Act (i.e., Guiding Principles and CDA for Credit) and a community of practice (AAS Transfer).

From January through April 2022, the Guiding Principles Working Group met to reflect upon key principles around which the Consortium would operate. The group outlined the fundamental ideas around which collective institutions' decisions, policies, and procedures would all be made. In April 2022, the Consortium adopted the Guiding Principles. The number one guiding principle is "**Center student success.**"

Other principles include:
- **Share leadership**, recognizing the role and importance of all stakeholders and the value of consensus building;
- **Behave as equals**, including across positions, roles, institutions, and sector;
- **Respect Consortium agreements, while accommodating institutional differences**, as the context and culture of each institution matters and; and
- **Simplify student navigation**, recognizing that a key piece of the work of ECACE is ensuring seamless, accessible, and transparent pathways.

> *"The Consortium has helped bring a shared sense of community around this project. We have appreciated the brainstorming and problem-solving that have occurred."*
>
> *— An Institutional Partner*

Adopting these principles is an important foundational activity and early success for the Consortium. Together, over 60 institutions agreed that, above all things, students would be at the center of the work. And together, regardless of role, institution, or sector, Consortium institutions would respect others' differences while focusing on collectively increasing access for working adults. Since this time, institutions and agencies have reported recognizing the value of coming together for a common goal. In the words of one institutional member, "The Consortium has helped bring a shared sense of community around this project. We have appreciated the brainstorming and problem-solving that have occurred."[16]

The other Working Groups, CDA for Credit and the AAS Transfer Community of Practice, are discussed in later sections.

ECACE ADVISORY COMMITTEE

The second body created through the Act is the ECACE Advisory Committee (Advisory Committee or Committee). The Advisory Committee forum is designed to foster statewide dialogue, particularly between higher education institutions and employers, to ensure that the Consortium understands employer perspectives as it develops policies and processes to support working adults. The Advisory Committee's unique membership brings together cross-sector stakeholders who often sit at different tables to advocate for and address similar issues facing the field of early childhood education and care. The Act charges five state agencies – IBHE, ICCB, ISBE, IDHS, and GOECD – to jointly convene and co-chair the committee. Committee member composition is detailed in the Act and includes representation from child care providers, school districts, early childhood advocates, legislators, other state agencies, labor unions, public and private colleges and universities, and other experts. Members are appointed by legislatively designated co-chairs of the Committee or the chairperson of the Illinois Senate and House Higher Education Committees.

In fall 2021, the Steering Committee, which includes six state agencies from the Advisory Committee, met biweekly to discuss potential appointees and to intentionally make appointments for a diverse committee with representation across gender, race, geography, and organization. In addition, a working group of cross-agency staff met bi-weekly to build out the charge, functions, and principles from which the Advisory Committee would operate. The group created tools for the committee, including a welcome packet for new Advisory Committee members, Guiding Principles, ground rules, and the committee charge.

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[16] Afton Partners May 2023 Needs Assessment.

The Act tasks the Advisory Committee with providing "guidance on the operation of the Consortium." To this end, at its inaugural meeting on March 18, 2022, the Committee adopted the following charge:

- Act as champions for the Consortium and purposes of the Act;
- As outlined in Section 30 of the legislation, review reports submitted to the General Assembly, to the Senate and House Committees with oversight over higher education, and to the Governor on the progress made by the Consortium;
- Provide advice and recommendations to the lead agency(s) and higher education institutions as they meet their responsibilities as detailed in the Act;
- Provide a forum to bring together employers in the early childhood education and care industry, higher education, and other stakeholders to share perspective to best support the work of the Consortium; and
- Provide consultation and feedback to the state agencies charged with setting new metrics and goals for the Consortium after the close of the 2024–2025 academic year.

Beginning in March 2022, the Advisory Committee held quarterly meetings, with all meeting minutes and materials posted on the ECACE website. Meetings were dedicated to establishing a baseline of broad knowledge for stakeholders across sectors, ensuring that members were aware of the Consortium's early progress and goals, gathering feedback on key work of the Consortium, and developing strategies for "spreading the word" about ECACE in different sectors.

In particular, the Advisory Committee provided guidance on the following:

- **Child Development Associate (CDA):** The committee discussed the Consortium work to determine how to provide higher education credit for the national CDA credential. The Advisory Committee provided perspective to the Consortium and CDA for Credit Working Group on trends in the field, the need for a pathway from the CDA to higher education, and the anticipated impact of credit for prior learning on ECEC workforce members.

- **Demand for Well-Qualified Educators:** Employers on the committee shared their perspectives on staffing shortages and the need for a more qualified workforce to increase the quality of early childhood programs. The Committee provided thoughtful reflection on work in higher education that might impact workforce motivation for upskilling, including competency-based academic programs and state-level work addressing compensation.

- **Access to Higher Education:** The Committee discussed ways to address challenges and opportunities for the ECEC workforce accessing higher education. One concern shared by both employers and higher education was the impact of the current workforce shortage on some child care directors, who are anxious about losing staff to public school or other higher paying industries, and their willingness to share the work of ECACE with their team. The committee reflected upon the pervasiveness of this attitude, the impact of this on enrollment goals, and potential strategies to overcome this barrier – including work with the ECACE higher education navigators.

Consortium member institutions have all committed to supporting the incumbent ECEC workforce to upskill and attain postsecondary credentials by: 1) ensuring programs are available when, where, and how students need them; and 2) redesigning programs to better reflect the needs of working adults; 3) providing seamless pathways to completion and transfer; and 4) recognizing and honoring, where possible, the prior learning of the incumbent workforce. The following sections outline progress through December 2022 in many of these areas.

ACCESS AND PROGRAM MODALITY

In the Initiative's first year, ECACE institutions completed significant work to develop or adjust programs to increase access to programs and coursework for workforce members by ensuring the availability of courses when, where, and how students need them. Many higher education programs traditionally offer daytime in-person courses, usually inaccessible to working adults.

All Consortium institutions offer at least some online courses as part of their program modalities, and most offer more than one way to complete the curriculum. By using direct student feedback, institutions have adjusted their programs to meet the needs of students. For example, by surveying their students, Governors State University discovered not everyone preferred a completely asynchronous program, as many enjoyed being online simultaneously with their classmates and instructor. This blend of asynchronous and synchronous is a popular model of ECACE programs and is used by DePaul University, Illinois State University, College of DuPage, and South Suburban College, to name a few. ECACE institutions have reported that their early childhood students enjoy the community and engagement of synchronous classes and the flexibility of an asynchronous modality. Therefore, some institutions are offering asynchronous courses with synchronous or in-person opportunities for discussion, asking faculty questions, interacting with peers, and tutoring.

In addition to variations in course modality, some colleges and universities have modified the length of their courses to allow for faster degree completion and increased focus on course content. Shorter courses may allow students to focus on content in small chunks with increased intensity. For instance, the University of Illinois Urbana-Champaign offers eight-week synchronous and 16-week asynchronous courses. This structure enables their students to finish three courses in a semester while only completing two classes simultaneously.

Illinois Community Colleges Online

To streamline pathways and increase access, the Act charges the Consortium with cooperating so that students can access courses when, where, and how they need them, including when courses are not available at students' home institution. To this end, every community college was required to submit a plan for developing, expanding, or enhancing the Illinois Community Colleges Online (ILCCO) platform on their campus. First piloted in 2001, ILCCO is a statewide system allowing community college students to access online courses at other institutions when courses are unavailable online at their home institution.

To assist institutions with participation, Lake Land College developed and implemented training on course sharing for colleges during the fall 2022 semester. The training sessions were designed from two course-sharing focus group sessions held on July 28, 2022, and August 2, 2022, and comprised 25 staff members from colleges currently participating in ILCCO. The training sessions focused on using the Online Course Exchange (OCE), the platform that facilitates online course sharing between colleges. Twelve training sessions, attended by 80 staff members from Illinois community colleges, were held between September and December 2022. Further training was provided to staff at individual colleges.

Last year, the OCE system was modified to identify ECACE courses. Additionally, documentation for OCE was updated to include new features in the system and to provide more guidance to new course-sharing institutions.

As of April 2023, about 1,600 ILCCO courses, mostly part of the General Education Core Curriculum (GECC) package, from 20 colleges are available for sharing through ILCCO. This includes the complete GECC package and 79 ECACE program courses from 14 colleges. This represents a significant increase, as before July 1, 2022, there were only 50 ECACE courses listed.[17]

AAS TRANSFER

In addition to increasing access to courses, four-year Consortium colleges and universities have redesigned their programs to ensure seamless transfer of students with an Associate of Applied Science (AAS) Degree and to recognize students' prior learning and competencies. Historically, the applied associate degree was conceived as a terminal degree leading directly to employment. More recently, research has demonstrated the benefit of teachers with higher degrees on young children's development and education, and there has been a national movement towards ECEC teachers having bachelor's degrees. However, when seeking to transfer this terminal degree to a bachelor's degree, students often faced course loss. Increasingly, multiple fields including early childhood have called for individuals to have access to opportunities to extend their learning through professional pathways to the baccalaureate degree. To address this, the ECACE Act, and now institutions, have created a permanent pathway for individuals with an AAS degree in early childhood to seamlessly advance to a baccalaureate degree program.

Section 130-10 of the Act ensures that Consortium universities transfer the AAS degree in its entirety, with no courses repeated in the bachelor's degree plan. This means that all general education and professional coursework in the AAS Early Childhood major must be transferred and applied to the bachelor's degree. Students transferring the AAS degree are admitted as juniors and cannot be required to take more credits for graduation than a student who began their studies at the institution as a freshman. This legislation is an innovative and rare approach to guaranteeing credit mobility for AAS transfer students and "streamlining, coordinating, and improving the accessibility of degree completion pathways," as all but 3 of the 40 Consortium community college members offer the AAS degree.

The work of the Consortium builds on a history of partnerships between community colleges and universities and their programs in Illinois. The Illinois Articulation Initiative (IAI) includes three early childhood courses approved for transfer between the participating institutions. In 2013, the IBHE led Early Childhood Educator Preparation Program Innovation grants to support partnerships with community colleges and universities that focused on program alignment, articulation agreements, and other mechanisms (joint student advising, dual admissions) to create a more streamlined path between the AAS and the bachelor's degree. Results of this regional work are available online.[18] Most recently, most institutions in Illinois with early childhood programs have aligned their curriculum to the Gateways Credential Competencies (Competencies), which may provide the tools for clear pathways for students to progress from the AAS to the bachelor's degree. [19]

Despite these initiatives, systemic barriers to the transfer of the AAS degree remained. Most of the courses in the AAS degree focus on the development of professional knowledge and skills, with approximately 15 hours of general education coursework. Transfer of the AAS to the bachelor's degree requires that students complete a somewhat inverted program that contrasts with the traditional organization of university degree programs. General education coursework – considered lower division – may need to be taken at the university as juniors and seniors and many of the major courses – historically considered upper division – may be taken at the community college as freshmen and sophomores.

An additional barrier to systematic transfer is the difference in the content of courses at community colleges and universities. Community college early childhood programs are typically focused on teaching or administering programs for infants, toddlers, and preschoolers. Programs that lead to a Professional Educator

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[17] Online courses available for sharing can be found at https://oce.ilcco.net/courses/full_courses_view.php.
[18] *Illinois Education Research Council. Southern Illinois University Edwardsville, Campus Box 1064, Edwardsville, IL 62026.* http://www.siue.edu/ierc
[19] The Gateways Credential Competencies are leveled to allow students to build skills, knowledge, and dispositions for teaching young children birth-grade 2.

License (PEL) must cover content and skills for working with children across the full early childhood spectrum from birth to grade 2, and they may have embedded courses that lead to bilingual, English as a second language (ESL), or special education endorsements. Therefore, transfer students may have earned some but not all the competencies in courses such as "math methods for early childhood," and institutions must find a way to provide partial course content.

All Consortium four-year institutions have at least one pathway to support students transferring with an AAS degree, and all are not requiring students to take more credit hours than would be needed had they begun at the institution as a freshman. Most institutions offer programs to AAS transfer students that lead to the Gateways ECE Level 5 and the PEL. Generally, Consortium institutions are applying 60 to 66 credit hours of the AAS to the bachelor's degree, with an additional 54 to 62 credits in professional coursework and general education requirements for the completion of a bachelor's degree, no more than is required of traditional students. Transferred general education coursework is applied to graduation and licensure requirements. Transferred coursework in the early childhood major is equated to coursework in the bachelor's degree program or is accepted as electives.

Consortium institutions have revised program content somewhat as well. All programs leading to the PEL have accepted the AAS coursework focused on child development, child and family relations, and some pre-kindergarten methods as equivalent to their own. A few institutions have revised their curriculum in line with the Gateways ECE credential competencies, focusing on the content and skills incorporated in the Level 5 competencies with the assumption that the AAS transfer students would be entering with the Gateways ECE Levels 2 to 4 completed. These kinds of program innovations are essential to creating the infrastructure for serving incumbent worker transfer students in the future.

As reported by institutions, as of December 31, 2022, there were at least 248 students with an AAS degree enrolled in Consortium universities across the state. Four urban institutions (National Louis University, Roosevelt University, Governors State University, and Lewis University) reported enrolling 58.5% of these transfer students. These institutions draw transfer students from the City Colleges of Chicago and 14 surrounding suburban community colleges. Of the public universities, Illinois State University had the largest number of AAS transfers, 16.6% of the total.

As of December 31, 2022, many universities reported that that a smaller than anticipated number of transfer students enrolled over the last year have an AAS degree. In the first and second quarter of AY 2022, institutions reported approximately 29% of transfer students held an AAS degree, and eight institutions reported no AAS students at all. Alternatively, many institutions reported a significant percentage of transfer students with 60+ hours but no degree (30% of students) and associate of arts degrees (28% of students). It is unclear why this is the case. Potential reasons may include a decreasing number of AAS completions in recent years, regional differences in the prevalence of the AAS as a preferred pathway, and an increasing number of students who know they intend to transfer and have intentionally selected a pathway that will facilitate easy transfer. Alternatively, it may be that recent AAS completers have "stopped out" – achieving the desired degree or taking a break before returning to school – or do not see an incentive to upskill, as this may not result in a significant increase in wages.[20] A shift may result due to the changing landscape of transfer that will honor the transfer of the AAS degree. However, that is not yet fully recognized in enrollment.

HIGHER EDUCATION CREDIT FOR THE CHILD DEVELOPMENT ASSOCIATE

In June 2022, less than a year after the establishment of ECACE, the Consortium unanimously adopted a framework for institutions to provide higher education credit to those who have an active Child Development

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[20] Historically, compensation in the early childhood education and care field has been low, particularly for those working in community-based settings. According to a 2020 workforce report, a licensed center teacher in Illinois with a bachelor's degree made $15.00 per hour compared to $12.50 for a teacher with a high school diploma or GED.

Associate (CDA) Credential.[21] By adopting this framework, the Consortium created a formal process for recognizing and honoring the knowledge, skills, and abilities that working adults may have when entering higher education. The CDA is a national credential that recognizes foundational competencies acquired through work experience and training and demonstrated through an assessment, observation, and portfolio. With the ECEC workforce shortage in Illinois, anecdotally stakeholders have reported an increase in those choosing the CDA pathway as a timely and affordable alternative to become "teacher qualified."[22]

The policy framework was developed by a cross-sector working group comprised of representatives from community colleges and universities, child care providers, child care resource and referral agencies (CCR&Rs), and industry advocacy organizations. The working group drew from the evidence that identifying prior learning and student competencies provides meaningful pathways into higher education in a way that may benefit both students and higher education programs; a 2020 study published by the Western Interstate Commission for Higher Education and the Council for Adult and Experiential Learning (CAEL) found that adult students of all races, ethnicities, and income levels who received credit for prior learning were more likely to complete college credentials than adult students who did not.

The framework includes a recommendation to award six semester hours of meaningful early childhood credit to active CDA holders without contingencies. In other words, students should not be required to be reassessed to be awarded credit. The framework establishes deadlines of January 31, 2023 and January 31, 2024 to establish a process for awarding the Preschool and Infant Toddler CDA, respectively.

At the time of the report, all Consortium institutions have a process in place to award credit for the CDA, with most institutions awarding six hours; and six institutions offering more than six hours, with credit ranging between seven and 11 hours. The four courses that are most awarded for CDA credit include the following:
- Introduction or Foundations in Early Childhood (56% of institutions);
- Health, Safety, and Nutrition (39% of institutions);
- Child Development (30% of institutions); and
- Practicum (20% of institutions).

Institutions were not required to implement credit for the Preschool CDA until January 31, 2023, and the Infant Toddler CDA until January 31, 2024, but some institutions began providing the credit before the deadlines. As of December 31, 2022, 26 students were provided with credit.

Table 6: Students Awarded CDA Credit and Maximum-Minimum Hours Awarded for CDA
by Sector, Q1 & Q2 AY 2023

Sector	Students Awarded Credit	Minimum Semester Hours* Awarded	Maximum Semester Hours Awarded
Community Colleges	24	6	8
Private, Nonprofit Institutions	0	6	11
Public Universities	2	6	9

*Eight to nine quarter hours were determined to be an appropriate equivalent to six semester hours, as the course structure and conversion from semester to quarter hours varies somewhat by institution.

Other components of the framework include:
- Consortium-endorsed best practice models;

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[21] The Act tasked the Consortium to "decide how to assign college credit for the incumbent workers who have a Child Development Associate (CDA) credential and for future workers obtaining a CDA".

[22] According to Title 89: Social Services Chapter iii: Department of Children and Family Services Subchapter E: Requirements for Licensure Part 407 Licensing Standards for Day Care Centers, Appendix G, someone with a CDA meets the qualifications for being the teacher in a licensed child care center. https://dcfs.illinois.gov/content/dam/soi/en/web/dcfs/documents/about-us/policy-rules-and-forms/documents/rules/rules-407.pdf

- A recommendation that ISBE ensures a clear process for making programmatic changes related to acceptance of the CDA; and
- A recommendation that ICCB reviews agency policies for prior learning assessment to ensure that any barriers to implementing the recommended process for awarding credit for the CDA are addressed.

Subsequently, the ICCB amended administrative rules to ensure credit for prior learning through this and other processes can be evaluated and awarded at the time of application or admission. Changes to the administrative rules went into effect February 2023. ISBE has also provided significant guidance to institutions entitled to recommend candidates for the ISBE Professional Educator License about processes to make program changes and how to support students on individualized pathways, such as those with credit for prior learning and on areas of licensure flexibility.

Historically, the ECEC incumbent workforce has faced various barriers to accessing, persisting, and completing degrees and credentials. These barriers may be economic, geographical, or structural. In addition, working adults may encounter challenges related to navigating the higher education system and accessing academic and other support to help them persist and succeed. Through the ECACE initiative, the State and individual colleges and universities provide a variety of supports to address these obstacles and to encourage immediate upskilling and course and degree completion. These include financial, academic, and holistic support through institutions and personalized assistance to enroll in institutions by regionally based navigators.

FINANCIAL SUPPORTS

As mentioned earlier in this report, the ECEC incumbent workforce, particularly those working in home and community-based settings, tends to earn low wages and may be unable to contribute significantly to higher education. Two ECACE supports – scholarship and debt relief funding – are designed to address this barrier.

ECACE Scholarship Program

In partnership with IBHE and ICCB, ISAC launched the ECACE Scholarship Program in late November 2021. The ECACE Scholarship (scholarship), one of the first initiatives launched through ECACE, addresses the often-prohibitive cost of attending higher education. The cost of higher education spans beyond tuition and fees and includes expenses such as books and supplies, housing, transportation, and more. The ECEC workforce tends to earn low wages and may have additional financial needs not met by their current income. Additionally, while all Consortium programs are intended to deliver courses at a convenient time and place, workforce members may need to reduce their work hours to allow time to participate in classes and field experiences, study, and address other matters related to their education. The ECACE Scholarship is a rolling scholarship that allows students to continue to apply and enroll throughout the year.

During AY 2022 and AY 2023, the ECACE Scholarship covered up to the full cost of attendance (COA) after other federal scholarships and grants were applied for members of the incumbent ECEC workforce seeking an undergraduate degree or credential in the field at Consortium-member institutions.[23] Scholarship recipients must work or have worked with children birth to five in early childhood congregate care settings, such as child care, preschool, family child care, Head Start, and other similar programs. Recipients are expected to continue or return to the field after they complete their program of study in positions such as teachers, directors, or others in similar settings in Illinois. The full list of eligibility criteria for AY 2022 and AY 2023 is listed in Appendix B.

ECACE Scholarship Development and Soft Launch

Advised by an interagency working group (i.e., Scholarship Working Group) with representatives from IBHE, ICCB, IDHS, and GOECD, ISAC planned and implemented the scholarship four months after the signing of the ECACE Act. Many policies, rules, and processes for this new program had to be developed from scratch as quickly as possible and required the input of many different stakeholders. The Scholarship Working Group met biweekly to develop the scholarship and continues to meet biweekly to address any issues that may arise and to monitor scholarship uptake.

The first year of the scholarship is considered a "soft launch," as the application opened in November 2021, as new processes were being implemented. ISAC began awarding scholarships in March 2022, and scholarships were applied retroactively to cover the beginning of the academic year. Students enrolled in fall 2021 and

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[23] Students at participating private, not-for-profit institutions may receive a scholarship amount no more than the cost of the most expensive early childhood education program at an Illinois public university.

spring 2022 were reimbursed for expenses paid during those semesters. Generally, in fall 2021 and spring 2022, only students currently enrolled took advantage of the scholarship.

First-Year Scholarship Outcomes (AY 2022)

For AY 2022 (fall 2021-summer 2022), the program's first year, over $5.7 million in ECACE Scholarship funds were distributed to over 400 members of the incumbent workforce, 92% of whom were women. During this soft launch year, 40% of scholarship recipients were attending private, nonprofit institutions, 31% attending community colleges, and 29% attending public universities.

Table 7: ECACE Scholarship Awards by Sector, AY 2022

Sector	Recipients	Total Awards	Average Award per Student	Institutions with Scholarship Students
Public Universities	119	$1,770,688	$14,880	9 of 11 Institutions
Community Colleges	127	$874,180	$6,883	34 of 40 institutions
Private, Nonprofit Institutions	166	$3,084,271	$18,580	8 of 11 institutions
TOTAL	**412**	**$5,729,139**	**$13,906**	**51 of 62 institutions**

Source: ISAC Report to the Consortium

Recipient Demographics

Over 46% of AY 2022 scholarship recipients are persons of color. Of all scholarship recipients, 22% identified as Black or African American, 18% Hispanic/Latino/Latina, 2% Asian, and 4% more than one race/ethnicity. Forty-three percent of AY 2022 scholarship recipients were White. Figures 6 and 7 provide a comparison to workforce members in licensed child care centers in calendar year 2020. Recipient data looks relatively similar, with lower rates by white workforce members.

Figure 6: Race and Ethnicity of ECACE Scholarship Recipients in AY 2022

More than One, 4%
Asian 2%
Unknown 10%
White 43%
Latino 18%
African American 22%
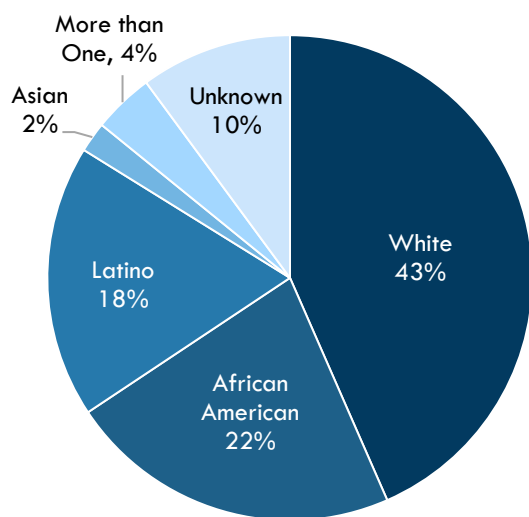
Source: ISAC, 2022

Figure 7: Race and Ethnicity of Licensed ECEC Center Staff, 2020
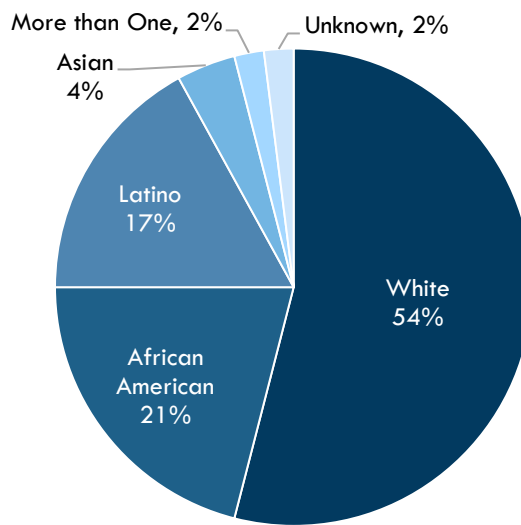
More than One, 2%
Unknown, 2%
Asian 4%
Latino 17%
White 54%
African American 21%

Source: Whitehead, J. (2021). Illinois' Early Childhood Workforce 2020 Report. Bloomington, IL: INCCRRA.

Seventy-five percent of scholarship students have an expected family contribution (EFC) of under $10,000, indicating that the scholarship is reaching students with the greatest financial need. EFC is calculated by the

Free Application for Federal Student Aid (FAFSA) and reflects how much the student and their family would be expected to contribute to the student's education based on the student's or family's income, assets, and benefits. A lower EFC indicates greater financial need. The remaining scholarship recipients had an EFC of $10,000-$19,999 (11%), $20,000-$29,999 (6%), and $30,000 or more (8%).

ECACE Scholarship recipients are older than traditional college students, with approximately 45% of ECACE Scholarship students being older than 30.[24] In 2019, less than 15% of undergraduate students nationally were over age 30. However, ECACE scholarship recipients tend to be somewhat younger than the licensed ECEC workforce in Illinois. This is not surprising, as data from a 2020 Workforce Report demonstrates that older workforce members are much more likely to have a degree than younger members.

Approximately 38% of ECACE recipients are under the age of 25; whereas, as of 2020, only 22% of directors, teachers, and assistants were under 25 years of age.[25]

Geographical and Institutional Breakdown

There was quite a bit of variation in scholarship uptake across the state and institutions, which is likely due to this being a "soft launch" year for the scholarship. We know that several things likely impacted scholarship usage in AY 2022 – current enrollment of the incumbent workforce, knowledge of those currently enrolled about the scholarship, the timing of the opening of the scholarship application (November) and awards (beginning in March), and other available sources of funding that students were already receiving.

Regarding geographical breakdown, during this soft launch year (AY 2022) 41% of recipients were from the collar county area, 20% from Chicago, and 39% from all other areas of the state. Nearly half of all recipients (49%), and about 62% of all funds disbursed were at three four-year institutions: National Louis University, Northern Illinois University, and Illinois State University. Scholarships were awarded at 9 of the 11 public universities in the Consortium. Seventy-one percent of the funds distributed and 61% of the awards made to students at public universities were at two institutions: Northern Illinois University ($703,000 and 50 recipients) and Illinois State University ($556,000 and 23 recipients). There were fewer than 10 recipients at each of the other seven public universities with scholarship students.

Scholarships were awarded at 34 of the 40 community colleges in the Consortium. Eight community colleges had more than five recipients each, representing 45% of community college recipients and 37% of the funds distributed by community colleges. The breakdown is as follows: Joliet Junior College (12 recipients), John A. Logan College (eight recipients), Heartland Community College (seven recipients), College of DuPage, Elgin Community College, Kankakee Community College, Lewis and Clark Community College, and Southwestern Community College (six recipients each).

Eight of the 11 private, nonprofit institutions in the Consortium awarded scholarships to their students. Seventy-five percent of the funds were distributed, and 77% of the awards were made to students at private, nonprofit institutions at one school: National Louis University ($2.3 million and 128 recipients). Another $308,000 went to 15 recipients at Lewis University and $231,000 to eight at Olivet Nazarene University. Five or fewer recipients were at the other five private nonprofit institutions with scholarship students.

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[24] Fifteen percent of undergraduate students were over 25 years of age, and 5% were over 35 years of age. U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2020, Fall Enrollment component. See Digest of Education Statistics 2021, table 303.50. Fall 2019 data. https://nces.ed.gov/programs/coe/indicator/csb/postsecondary-students

[25] Whitehead, J. (2021). Illinois' Early Childhood Workforce 2020 Report. Bloomington, IL: INCCRRA. This data is for teachers, assistant teachers, and directors in licensed child care settings. Unfortunately, the age categories available for the licensed workforce are not exactly aligned to the scholarship data.

Scholarship Applications

Of the 905 ECACE Scholarship applicants received by ISAC during AY 2022, 46% resulted in awards, 8% were considered ineligible, and 19% were incomplete. The top reasons applications were deemed incomplete were verification form missing (56%) and FAFSA missing (35%). Those with incomplete applications were notified and encouraged to complete their applications. The following were the top reasons applicants were considered ineligible:

- Working in an ineligible position (35%);
- Not enrolling in a participating school (33%); and
- Not being an undergraduate student (28%).

The other 27% of students were pre-approved for the scholarship by ISAC but not deemed eligible by Consortium institutions for a variety of reasons. Some students applied but did not enroll or were not enrolled in an eligible program. Anecdotally, navigators and institutions reported that workforce members applied for a scholarship not realizing that the application was specific to AY 2022.

Every new initiative requires changes to processes, as implementation highlights strengths and opportunities for improvement. ISAC, IBHE, and ICCB have worked together to address challenges related to ECACE Scholarship processes and to continuously improve the process to access ECACE funding. For example, institutions wanted to know the students who had applied for the scholarship once their applications were processed by ISAC. ISAC created a new process by which institutions could see which students have applied and their application eligibility status prior to being prequalified for funding. This allowed mentors and others at institutions to work with students with incomplete or ineligible applications. Institutions and navigators have reported challenges related to the time it takes for students and institutions to receive payment, due to the extensive process required to access federal funds through another state agency. Institutions have been implementing thoughtful approaches to supporting students while they are waiting for their scholarships, such as extending the time for tuition payment to be made and providing credits at the bookstore so students can access books and other course materials when classes begin.

Second-Year Scholarship Data: AY 2023 through end of December 2022

The ECACE Scholarship is now in its second year, and as of December 31, 2022, there were already more applications and scholarships than in all of AY 2022. At that time, there were 1,026 scholarship recipients, an increase of 149% over the first year of the program. A total of $7,068,593 was awarded, about $1.4 million more than AY 2022. These numbers reflect only a portion of fall 2022 students, as students' applications continue to be processed and awards continue to be made through spring 2023. Like AY 2022, 75% of recipients have an EFC of less than $10,000. For another year, it appears the scholarship is reaching students with the greatest financial need.

To expand the scope of the scholarship and reach more students, eligibility will be expanded in AY 2024. Additional information will be provided in upcoming reports.

Debt Relief

During the higher education strategic planning process which led to the ECACE, institutions and advocates in the Subgroup of the Early Childhood Workforce strongly recommended providing funding to students with outstanding debt to eliminate barriers to accessing higher education. In Illinois, as in many states, the ECEC workforce has historically faced challenges accessing transcripts and reenrolling at a former institution due to financial holds on their accounts. Significant work has been done to address outstanding debt for the incumbent workforce in Illinois, but the working group believed this problem was not fully addressed.

All Consortium institutions were provided with grant funding to address debt for prospective students. Between July 1, 2022, and December 31, 2022 – the first term in which institutions had funding – 13 institutions reported

providing debt relief to 87 students. Of the 87 students, 64 were from 4 institutions – National Louis University, John A. Logan College, South Suburban College, and Waubonsee Community College. Forty-one institutions had yet to pay for student debt relief.[26]

State agencies and institutions have been working to determine why, in the first term, more students did not take advantage of these funds and potential ways to address debt relief. Through a working group and other conversations, institutions mentioned various factors that may have impacted this. Some reported they had yet to encounter students unable to enroll due to debt and wondered if students with debt would even choose to seek out higher education if they believed debt would prevent their access. Other institutions mentioned recently using different funding sources to address debt throughout the institution and wondered whether there was significant remaining demand for funds. Institutions also said that challenges related to old debt where accounts had gone to collections or when students needed more information about how much was owed caused delays in the process.

Some institutions are working on policies and procedures to address the difficulty of paying external institutions. Every institution has a different method for repayment, and neither paying nor receiving institutions are used to working with someone other than students to pay the prior debt. This can require working with multiple departments within institutions. The working group is tackling potential ways to address challenges, which includes providing talking points for mentors and navigators, and others to intentionally ask about outstanding debt, distributing information about the availability of funds and the process for students to access funds to pertinent institutional departments, ensuring the mentor knows where to send students to access funds, and incorporating information about the funds and who to contact in student materials.

ACADEMIC AND HOLISTIC SUPPORTS

Consortium institutions provide academic and holistic support, or wraparound services, to ensure that workforce members can acquire needed skills to be successful in academic and workplace settings and to persist and complete credentials and degrees. As nontraditional students, members of the ECEC workforce may face challenges returning to school. As mentioned, the ECEC workforce comprises primarily women, often balancing full-time employment, family needs, and other responsibilities. These working adults may have been out of school for long periods and need to refresh skills such as academic writing, math, and time management. Additionally, a significant percentage of the workforce speaks a primary language other than English, particularly those working in the City of Chicago, Suburban Cook County, and in family child care settings, and may need support in their primary language.[27] The section below provides an overview of work to provide academic and holistic supports to students through December 31, 2022.

Mentors

As of December 31, 2022, there were 105 individuals serving as mentors or in related positions at Consortium institutions, and every Consortium institution had at least one person serving in this role. Mentors provide critical student support and funds are earmarked for this purpose are included in each Consortium institution's ECACE grant.[28] Mentors are envisioned as a central point for students to seek help within the complex structures of an institution. An ideal mentor is responsive and proactive, initiating intentional contact with students to ensure that they stay on track and receive timely, consistent support from enrollment to graduation. Consortium institutions provide support in a variety of settings and modalities. For instance, Harper College's mentors are available virtually and in person during the day and evening. Some mentors at Western Illinois University speak multiple languages to support non-native English speakers.

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[26] Seven community colleges did not provide this information in time to include in the report.
[27] Whitehead, J. (2021). Illinois' Early Childhood Workforce 2020 Report. Bloomington, IL: INCCRRA, p. 11
[28] For the purposes of this report, we are using the term mentors. However, some institutions refer to those in these support roles as coaches, success coaches, or other titles.

A mentor's core responsibilities include assisting students in navigating institution processes; intentional tracking and support for students' progress; providing academic direction (and, in some cases, advising); connecting or providing students with resources, outreach, communications, and relationship building, including partnerships with ECACE navigators. Institutions were provided a general job description for mentors, but they were encouraged to tailor their mentors' work to fit the needs and context of their institution. Institutions were asked to devote at least one person with no less than 0.5 FTE dedicated to this role so that mentors can be accessible to students, maintain relationships across the institution, and gain the necessary knowledge and skills to perform this critical role.

> *When reflecting on what meaningful changes ECACE has made at their institution, one representative of an institution noted that mentors have been "the biggest bright spot."*

To fill these roles, many institutions have hired new employees, while others have dedicated the time of existing staff and faculty for mentoring roles. Some institutions have found success in leveraging existing staff and faculty members' connections within the institution, especially when funding delays and hiring difficulties would have otherwise left vacancies for this position. When reflecting on what meaningful changes ECACE has made at their institution, one representative of an institution noted that mentors have been "the biggest bright spot." Another said they have had amazing success with our mentors. These individuals have made a world of difference with our students! Another said the success of the Consortium begins with the ECACE Scholarship and the requirement for institutions to hire mentors.

Other Institutional Academic and Holistic Supports

In addition, institutions are providing a variety of academic and holistic supports often organized and supported by mentors. To ensure that students succeed in their coursework, institutions provide materials such as loaner laptops, wi-fi hot spots, books, and academic tutoring. Two institutions, Greenville University and Kaskaskia College, have designed and set aside study stations. DePaul University, Illinois State University, and University of Illinois Urbana-Champaign offer academic workshops. Olivet Nazarene University uses writing tutors to support academic writing, necessary for success in higher education and to complete the state's performance-based assessment. The College of DuPage and St. Augustine College offer courses in Spanish to further reduce linguistic barriers.

Students seeking an Illinois Professional Educator License (PEL) and Early Childhood Education Endorsement must first pass the Early Childhood Education content test. Across the state, many early childhood students struggle to pass the content test on the first attempt. The pass rate for the first attempt was 52% for the 2020–2021 year.[29] Test preparation and access to practice tests is being provided by many universities, including Eastern Illinois University, Greenville University, National Louis University, Northeastern Illinois University, Northern Illinois University, Olivet Nazarene University, Roosevelt University, and Southern Illinois University Carbondale, to ensure students have both knowledge and test-taking skills to be successful. In addition, some institutions such as Eastern Illinois University pay for the cost of the content tests to help address financial barriers.

Numerous institutions use cohort models where a group of early childhood students progress their program together. According to a report by INCCRRA, cohort programs may provide social support to which non-traditional learners are particularly responsive. Cohorts may foster a sense of community and may also include features such as coaching, mentoring, and funding assistance.[30] One example of the cohort model is Northern Illinois University's (NIU) Elgin Community College (ECC) cohort. Students from Elgin's U-46 school district take courses together in an area that is geographically convenient to them. NIU uses specific course instructors for the ECC cohort and provides course sections for their enrollment only.

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[29] Illinois State Board of Education. Initial and Cumulative Examinee Performance on the Test of Academic Proficiency and Content-Area Tests by Ethnicity: Annual and All Years; First time pass rates on the early childhood education content test in AY 2021 was 52% overall, 31% for African American and 42% for Latinx test takers. https://www.isbe.net/Documents/Pass-Rates-2020-2021.pdf

[30] INCCRRA (2019). Higher Education Cohorts. https://www.ilgateways.com/docman-docs/professional-development/higher-education-programs/ece-toolbox/1956-higher-education-cohort/file

Schools with entirely online courses often supplement their programs by having professional development activities and online sessions for students to come together. For example, several institutions offer an online café, where students can come and ask questions or talk with peers. Other institutions offer remote or in-person sessions such as tutoring, discussion groups, and game nights. These events help students stay engaged while in a virtual environment. To support online learning and support, Southwestern Illinois College and others use grant funds to purchase technology such as equipment to film their online courses and/or student teaching practices and laptops for student use.

Many others offer opportunities to help workforce members build "soft skills" needed to be successful in higher education. These include studying, time management, mental health awareness, motivation, and financial literacy. College of DuPage helps with study skills, time management, and organizing the work and time into attainable chunks over the semester. Governors State hosts monthly speakers to talk about things like stress management, student teaching expectations, and diversity, equity, and inclusion.

To help students develop a broader awareness of the profession, some institutions are providing access to professional development opportunities like speakers, conferences, newsletters, memberships to professional organizations, and other materials and resources. For example, Joliet Junior College provides their students with publications like the NAEYC Developmentally Appropriate Practice book, the Illinois Early Learning Guidelines, and the Illinois Early Learning and Development Standards. Similarly, Eastern Illinois University, Southern Illinois University Edwardsville, and University of Illinois Chicago offer professional development workshops.

HIGHER EDUCATION NAVIGATORS

From June through December 2022, ECACE Higher Education Navigators (navigators) conducted intensive outreach and technical assistance to support access to higher education. This included sending nearly 50,000 (49,732) emails, hosting over 700 (732) information sessions, and holding 1,643 virtual and in person meetings to engage and support workforce members.

Navigators occupy an important community-facing role designed to recruit and connect incumbent ECEC workforce members to Consortium institutions. Navigators build relationships in communities, engage with workforce members and employers, and provide personalized assistance to help workforce members access higher education to advance their careers. The impact of the role they play to support workforce members to navigate complex higher education and financial aid systems and to support them in developing the confidence needed to go to college cannot be understated. Each of the 16 IDHS Service Delivery Areas (SDAs) is supported by one to nine navigators, depending on the SDA's workforce population. More than 30 navigators are employed within regionally based CCR&Rs in each SDA to leverage the CCR&R's relationships with state agencies and local communities. The sections below provide information about the planning and launch of the ECACE Higher Education Navigator Program and the work of the navigators through December 31, 2022.

Like many areas of the ECACE initiative, a cross-agency working group developed and continues to guide the navigators' work. In fall 2021, the Navigator Working Group planned for this new position and outlined the role, duties, reporting requirements, and training needs. CCR&Rs began hiring navigators in January 2022, and 25 were employed by the end of June that same year. Early in 2022, IBHE took responsibility for administering the training and support of the navigators, with ongoing guidance and feedback from the Navigator Working Group. From March to December 2022, IBHE organized and implemented over 20 hours of professional development for navigators, which included ten hours of formal training and ten hours of facilitated Professional Learning Community (PLC) meetings. Ongoing PLC meetings allow navigators to exchange and develop best practices and share problems of practice for group discussion. IBHE also supports the navigators with monthly coaching and support sessions. In addition, as part of the onboarding process, IBHE facilitated eight sessions to connect navigators with institutions, which included institution presentations and time for discussion.

Field Outreach

Navigators' outreach responsibilities include engaging with workforce members and sharing information about opportunities to support access to higher education. From June through December 2022, navigators received and responded to over 2,000 interest forms completed by workforce members. The interest form was hosted by INCCRRA and posted on various websites, including those of INCCRRA, ISAC, and ECACE. To support broad outreach, the State developed an electronic interest form for workforce members to request to engage with a navigator. Inquiries are shared with navigators who respond to and track follow-up activities for each contact they receive. To promote navigators and to distribute the interest form, INCCRRA sent multiple mass emails that reached over 60,000 Gateways Registry members.

From June 2022 through December 2022, 732 information sessions, including on-site presentations to staff at child care centers, virtual webinars, tables and booths at college and career fairs, presentations at local advisory committees, and more were held by navigators across the state.[31] Navigators also held 497 meetings with higher education institutions to develop relationships and gather informational and promotional materials for the ECEC workforce. For example, several navigators partnered with community colleges to recruit for and host open houses on campus; navigators assisted workforce members with applications at these events while institutional staff overviewed the academic programs.

Table 8: Navigator Outreach and Partnership Activities, June–December 2022

Activity	Number
Information sessions	732
Meetings with higher education	497
Interest forms received	2,058
Follow-ups with interested workforce members	7,140
Outreach emails	31,961

Source: Navigator Reports June 2022–December 2022

In addition to those in licensed center settings, navigators reached out to an estimated 8,000 family child care providers, which can be a more difficult population to reach when providers are based out of their homes and may not be connected to other providers' networks. Navigators also visited many public-school districts with teaching assistants in preschool and kindergarten classrooms, and high schools with graduating seniors looking to join the ECEC field.

Navigators support workforce members by linking them to resources and building confidence. For example, one navigator helped a workforce member who said that she has always wanted to go back to school but was uncertain she could manage the academic challenges. The navigator was able to help find her best fit institution that had recently hired two tutors. This plus the scholarship provided the incentive the student needed to enroll.

Technical Assistance

From June to December 2022, navigators provided personalized technical assistance to workforce members to complete the necessary steps to attend a higher education institution, which included 4,667 phone calls, 17,762 emails, and 1,643 virtual (745) and in-person (898) meetings. Navigators helped workforce members to find and apply to the right institution, complete the FAFSA and ECACE Scholarship applications, and connect with institutional resources, including mentors. Many navigators provided technical assistance when, where, and how workforce members needed it, including through on-site information sessions, meetings in coffee shops, through evening phone calls, and via text messaging.

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[31] Navigators began providing monthly reports to IDHS in AY 2023. Social media outreach, while not captured for this report, was another outreach strategy used by navigators.

Table 9: Navigator Technical Assistance, June – December 2022

Activity	Number
Phone calls	4,667
Emails	17,762
In-person meetings	898
Virtual meetings	745

Students have developed strong trust and relationships with navigators. For example, one navigator was able to help a workforce member find nontraditional resources to reenroll. Twelve credits short of a degree, a student was blocked from enrolling due to outstanding debt. The navigator supported her efforts to navigate the institution, get on a payment plan, and use institutional debt relief funding to finish her degree. Even after being connected with the institution, the workforce member asked to continue regular check-ins with the navigator, who had become a trusted member in her support system.

Responsiveness to Employers

During their first year, navigators employed a variety of strategies to engage and be responsive to the needs of employers, including hosting frequent sessions at child care centers to share ECACE opportunities with workforce members. Navigators worked with employers to schedule visits at convenient times, such as when employers could find classroom coverage or during scheduled staff meetings.

While many employers welcomed the work with navigators, some employers were reluctant to connect staff with navigators and other ECACE resources. Particularly for understaffed centers, administrators and staff were often busy and may not have had time for a navigator visit. Some employers expressed concern that staff may need to reduce working hours to pursue higher education or may pursue other, higher-paying job opportunities once they have earned additional credentials or degrees. In these cases, navigators were sometimes able to, over time, develop trusting relationships with employers, many of whom became more supportive of the upskilling of their staff.

"…the use of navigators to reach out to the incumbent workforce and the financial support has really assisted individuals to move forward in their education."

— An Institutional Partner

One institution reported, the use of navigators to reach out to the incumbent workforce and the financial support has really assisted individuals to move forward in their education."

As expected with a start-up initiative, it took time for navigators – all in newly created positions – to become proficient in their role. The role of the navigator is quite complex, requiring knowledge and skills ranging from completing the FAFSA to understanding the culture and context of child care providers and workforce members. Engaging workforce members, supporting them in applying for the scholarship, and connecting them to a higher education institution was the focus of their initial training. In the early work of the Consortium some navigators struggled to balance meeting the demands of engaging the ECEC workforce and building relationships with higher education institutions. Additional training and monthly professional learning groups focused on multiple strategies to build these relationships with individual institutions to highlight the unique opportunity and supports that each offers students.

Additionally, the Consortium partners have grappled with the role of the navigators. Though part of the navigator's role is pairing the workforce with higher education, their role is not to recruit for any particular institution. The navigators provide coaching and technical assistance and support individual student choice in enrollment. As institutions are working toward individual and collective state enrollment goals, this tension was something that was not always comfortable.

To meet the goals for engaging the workforce, institutions will need to engage in robust outreach efforts to welcome students and assure them that programs are designed to support working adults. Holding events to reach the incumbent workforce and assist with admissions activities, like FAFSA and scholarship applications, allows interested individuals to engage with ECACE schools before acceptance. Engaging with employers and ensuring programs are responsive to their needs and the needs of students creates lasting partnerships and a pipeline of incumbent workers to higher education.

OUTREACH

Between July and December 2022, ECACE institutions reported just under 500 events to recruit students and connections with over 1,000 employers.[32] These outreach efforts included social media and email campaigns, direct mail marketing, recruitment fairs, and other creative efforts. Kishwaukee College and John A. Logan created videos that were posted on social media, and University of Illinois Urbana Champaign launched an aggressive social media and direct mail market campaign. Most institutions hosted open houses and in-person and virtual sessions with area child care centers and community organizations. For example, Highland Community College hosted a student fair at their local YMCA, where they provided a "one-stop shop" for information, enrollment, mentoring, and more. John Wood College held a kickoff summit with local child care directors and CCRRs to share information about initiatives at their college. Some institutions, such as Danville Area Community College, Sauk Valley Community College, and Rockford University, have forged relationships with local school districts and regional offices of education to engage paraprofessionals who may be interested in becoming a teacher.

Institutions are finding ways for their early childhood faculty and staff to participate in more events to reach the incumbent workforce, promote scholarships, and make articulation agreements. Across Illinois, institutional staff worked to make meaningful connections between institutions, such as with directors of transfer centers and early childhood program staff at other community colleges and universities. Universities partner with community colleges and regional navigators when they hold open houses and fairs, presenting opportunities for incumbent workers to further their education beyond the associate degree. For example, Chicago State University attended open houses hosted by Prairie State College and Parkland College to engage students. McHenry County College partnered with Northern Illinois University to help promote their new online cohort using joint marketing materials.

Institutions are also attending early childhood conferences like the Illinois Association for the Education of Young Children (ILAEYC) and the Region V Head Start Conference to present information at resource booths and to present on their Consortium work. Collectively, the public Consortium member universities held a "Grow Your Career in Early Childhood" virtual early childhood fair. Additional efforts by institutions include meeting with local directors and school superintendents, attending local early childhood collaboration meetings, and participating in interviews with local media to market the ECACE Scholarship and institutional programs. Some institutions partnered with local employers to allow students experiencing unemployment to access work in a child care facility and to qualify for the ECACE Scholarship.

WORKFORCE MEMBER PARTICIPATION

More than 7,800 participants joined Consortium outreach events in the first two quarters of AY 2022. Incumbent worker participation has been strong at college open houses and fairs and seems to increase when there are opportunities for support in completing the FAFSA and ECACE Scholarship applications. There has also been robust participation by the incumbent workforce in information sessions regarding the ECACE Scholarship and child care and preschool programs. For example, because of an information session at the College of Lake

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[32] Data was not collected prior to July 2022, and was not collected for all institutions.

County Community College, 26 students were accepted into their new early childhood program taught in Spanish, and more applicants were added to a waiting list.

ENGAGING AND BEING RESPONSIVE TO EMPLOYERS

The Act focuses heavily on the importance of higher education institutions engaging with and being responsive to the needs of the workforce and employers. Partnering with local employers can provide the guidance needed to aid institutions in developing programs that prepare candidates well for employment. Additionally, connections with employers create opportunities for students to complete student teaching at their place of work. As of December 31, 2022, 67% of four-year institutions reported they allow students to complete some or all the student teaching requirements this way. Some institutions partner with local school districts to meet field placement and student teaching requirements. This type of partnership often allows teachers to connect with university faculty to provide feedback and improve the experience for future students.

Some institutions are working with providers to establish cohorts for their staff, such as the newly formed partnership between City Colleges of Chicago (CCC) and It Takes a Village (ITAV) that is currently focusing on both providing youth who are interested in starting a career in early childhood education with the path to do so and upskilling current teachers at their Centers. ITAV's workforce members will earn their CDA and obtain college credit on a pathway that leads to a Gateways Level 2 Credential, with many teachers continuing on to earn their Level 4 and beyond.[33] This cohort's students are provided wraparound support at ITAV and CCC, including program counselors, registration and financing assistance, coaches, and a dedicated learning environment. Students take courses on-site at one of ITAV's central locations or a convenient CCC campus, and instruction is meant to complement students' work experiences. ITAV and CCC maintain consistent communication to ensure students get the support they need to persist.

Partnering with area providers is one way that institutions such as Rockford University, Highland Community College, Lewis University, and Lake Land College have assisted employers in filling their open positions. This practice benefits employers, allowing them to be fully staffed, and the students who need experience working to qualify for the ECACE Scholarship.

Across the state, institutions made connections within their communities to support and engage providers. Some institutions, like Waubonsee Community College and Blackburn College, reported engaging with or sitting on Illinois' newly formed regional Birth to Five councils to coordinate, collaborate, and host information sessions to share material with local providers in the CCR&R system. One institution mentioned that their outreach efforts brought former workforce members back into the field by leveraging the scholarship to eventually seek higher-level positions.

Another successful outreach method has been meeting the incumbent workforce at their worksites. Many institutions, such as Heartland College, mentioned that this was a successful way to build relationships with not only a potential student but the broader program as well. The ECACE Project Coordinator at the College of DuPage visits child care centers weekly during employee break times to answer questions. She also takes grant-funded laptops to assist interested students in applying for scholarships and college.

Many institutions have advisory boards on which employers sit to provide guidance on program implementation.[34] For example, all community college programs receiving Carl Perkins funds, for which all early childhood AAS programs are eligible, are required to have a Program Advisory Committee that includes industry representation. This requirement is also a part of the program approval process for ICCB. Likewise, some four-year institutions have advisory committees as well, including National Louis University and University of Illinois Chicago, who include providers, advocates, and other industry experts on their committees.

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[33] As mentioned earlier, Gateways Credentials are stackable. The Level 2 is generally aligned with a basic community college certificate and will allow many to work in a licensed center as an assistant teacher. The Level 4 reflects acquisition of an associate degree.
[34] https://icsps.illinoisstate.edu/images/CTE/Advisory-Committee-Guidebook-Updated.pdf

Cost may be a major barrier for students beginning or continuing their education. Because of this, Section 30 of the Act requires reporting on "tuition rates charged, and net prices paid, reported as including and excluding student loans, by enrolled members of the incumbent workforce." State agencies believe these requirements are intended to better understand the out-of-pocket costs, including but not limited to tuition and fees, that the incumbent ECEC workforce members face and the degree to which they may be accumulating debt to support their education. In AY 2022, the Consortium used ECACE Scholarship students as a proxy for incumbent workers due to challenges in identifying the incumbent workforce at the institutional level.[35] To meet reporting requirements, agencies used information collected from colleges and universities via surveys, supplemented with data from the Integrated Postsecondary Education Data System (IPEDS). However, due to issues with the survey data collection and the timing of the ECACE scholarship launch and awards in its initial year, the data on tuition, net price, and student loans was difficult to interpret. For example, Consortium institutions reported on the percentage of students with federal loans but not the total number of students, making aggregation challenging. Additionally, students took out loans for the fall and spring semesters before the scholarship was awarded, and, according to one institution, at least some of these students did not choose to repackage their loans. This is particularly puzzling since, at public institutions, the scholarship covers the full cost of attendance.

Despite challenges with the data, most members of the incumbent workforce receiving the ECACE Scholarship appear to have minimal out-of-pocket costs, and most did not take out federal student loans for AY 2022. The ECACE Scholarship seems to be a success in breaking down cost barriers by covering most scholarship recipients' full cost of attendance. Table 10 shows the differences in average tuition and fees and cost of attendance by sector for Consortium member institutions. As designed, the ECACE Scholarship should leave community college and public university students with no out-of-pocket costs.

At private institutions, the scholarship is capped at the amount of the cost of attendance for full-time students at the most expensive public four-year institution. In AY 2022, this was approximately $33,000 at the University of Illinois Urbana-Champaign. Students at these institutions may have a gap between their scholarship funding and COA, particularly if they are enrolled full-time. Five of the 10 private, nonprofit institutions have tuition rates lower than the scholarship cap, and 2 of 10 have a cost of attendance lower than the cap.[36] Since many scholarship students (45%) attend only part-time, the scholarship may cover all tuition and fees and cost of attendance for many students attending private institutions. Additionally, some institutions reported supplementing scholarship funding with institutional grants, tuition discounts, and alternative scholarships.

Table 10: Consortium Institutions' Average Cost for Full-Time Students, by Sector, AY 2022

	Average Tuition & Fees for Full-Time Students	Average Cost of Attendance for Full-Time Students**
Community Colleges	$4,337.28	$17,215
Public Universities	$13,391.91	$28,116
Private, Nonprofit Institutions	$29,195.60	$43,823

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), [2021-2022].

**Data in the table represent cost of attendance for full-time students living off campus, without family, in-district/in-state, as this best reflects the ECEC workforce members participating in the scholarship.

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[35] This is an interim process used for AY 2022 while institutions operationalize internal tracking of their incumbent workforce students.
[36] U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), [2021-2022].

Largely, data collected show that most scholarship students (at least 94%) did not take out federal loans for AY 2022.[37] Scholarship students at eight institutions, only two of which were private, took out federal student loans, but the reasons for accepting and not returning loans are unclear. As mentioned, since scholarship awards were made mid-to-late spring 2022, students with loans needed to work with institutions' financial aid offices to repackage their awards and reverse any loans for the fall and spring semesters. One institution reported that some students took out loans before the scholarship was awarded in March 2022 and did not return the loan money after they received it. Considering that the scholarship covers up to the full cost of attendance at most institutions, this would indicate that the initial year of data collection may not be a good indicator of typical out-of-pocket expenses incurred by scholarship students and the ECEC incumbent workforce.

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[37] At most 6% (12) scholarship students took out and did not return loans in AY 2022. We believe the number is less, but due to challenges with the data, this cannot be verified.

The ECACE Act requires the Consortium to report on enrollment, persistence, and completion of the early childhood workforce at Consortium institutions. In addition, the Consortium is charged with reporting on some background information about the early childhood workforce, including years worked and type of employer. Information in this section includes full Consortium enrollment comparisons from AY 2020 to AY 2022. In addition, disaggregated information is provided for community colleges and four-year Consortium public and private institutions.

It should be noted that much of what was being measured and reported occurred during the COVID-19 pandemic. The pandemic resulted in lower undergraduate enrollments and drastically altered program delivery models. The pandemic heightened issues for many students, ranging from fiscal to technological to emotional, and impacted enrollment statewide. The ECEC workforce, comprised largely of women — many of whom are women of color, continued to work during the pandemic to support parents who needed to work. The full impact of this on higher education enrollment patterns cannot be determined.

Also, fall and spring enrollment in AY 2022 was not yet impacted by the ECACE Scholarship, which was first made available in spring 2022 and included provisions for scholarship funds to be awarded inclusive of the fall 2021 academic term. Additionally, institutions had yet to receive grant funding, and the focus of recruiting was largely for AY 2023. Thus, it is unclear the degree to which the changes in enrollment can be attributed to the work of the Consortium.

METHODOLOGY

This first ECACE report focuses on the change in enrollment of incumbent members of the ECEC workforce at ECACE member institutions in early childhood programs from the baseline year of 2020 to the first year in which the ECACE Consortium was established, which was 2022. To report on incumbent workforce member enrollment, IBHE and ICCB implemented an innovative cross-agency data matching project, which included data from three state agencies — IBHE, ICCB, and ISAC — and the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA). The data matching project included early childhood enrollment and completion information at the student level derived from IBHE's Illinois Higher Education Information System and ICCB's Centralized Data System. It also included ECACE scholarship information on both application and receipt at the student level from the Illinois Student Assistance Commission and Gateways to Opportunity employment information at the individual level from INCCRRA. Matching data with INCCRRA allowed the Consortium to determine which workforce members have been employed in licensed child care center settings. For this first report, the Consortium was not able to access ISBE data, which would enable the Consortium to include information on enrollment of the incumbent workforce in a school/district setting. There are plans to include additional information from ISBE on ECEC paraprofessionals working in school district settings in future reports.

Incumbency status was measured using the Illinois Gateways to Opportunity Registry (Gateways Registry) managed by INCCRRA. Incumbency status included the same position types that were used in determining ECACE scholarship eligibility (See Appendix B). The operational definitions used in the report aligned with the operational definitions used to determine ECACE scholarship eligibility, as incumbency status was measured as currently working or having worked in an early childhood setting, as determined by the Gateways Registry.

Enrollment Patterns for the ECEC Workforce Across All Consortium Member Institutions

All enrolled incumbent members of the ECEC workforce are included in the reporting — newly enrolled students and students who have been previously enrolled and persisted. However, as noted above, the emphasis of the report is on the difference in total enrollment between the baseline year of AY 2020 and the most recent academic year of A22 to determine the potential change after the ECACE Consortium was established.

Future iterations of the report will include information on retention, persistence, and completion. This information was not included in the first report, as the time horizon for measuring retention, persistence, and completion after the Consortium was established was limited, and most of the core work of the Consortium, including the scholarship distribution occurred in the spring of AY 2022. Also, future iterations of the report will include additional information on community college transfer students who enroll at bachelor's granting institutions.

Key findings include the following.
- The number of enrolled incumbent members of the ECEC workforce across all ECACE member institutions grew by 17.9% from AY 2020 to AY 2022. This represented nearly 500 additional enrolled students.
- The vast majority of incumbents continued to be enrolled in bachelor's degree and applied associate (i.e., AAS) programs.
- Most of the incumbent enrollment growth occurred among freshmen and juniors, and there were slightly fewer incumbent seniors enrolled across ECACE member institutions.
- The number and proportion of enrolled incumbent members of the ECEC workforce are both expected to increase in AY 2023.
- More low-income incumbent members of the ECEC workforce were enrolled in the first year of the Consortium than in AY 2020, but they represented a slightly smaller proportion of all enrolled incumbents.
- In terms of age, all the enrollment growth occurred with younger members of the incumbent ECEC workforce. Because of this, the distribution shifted substantially and went from being comprised of two-thirds of adult learners aged 25 and older (67.2%) during the baseline year to only 57.2% the first year of the Consortium.
- White (+27.8%), Latino (+16.7%), and African American (+9.4%) incumbent enrollments all grew from the baseline year with some variation in growth across groups, resulting in a slight change in the race/ethnicity distribution.
- In both the baseline year and the first year of the Consortium, nearly all the enrolled incumbent members of the early childhood workforce were Illinois residents (nearly 99% in both years).
- Similarly, nearly all enrolled incumbent members of the ECEC workforce were female (roughly 98% in both years).

As illustrated in Figure 8, there were nearly 500 additional incumbent members of the ECEC workforce enrolled at ECACE member institutions when comparing the baseline year to the first year of the Consortium. This represented an increase of 17.9%.

Figure 8: Overall Enrollment of Incumbent Members of the ECEC Workforce for All ECACE Member Institutions
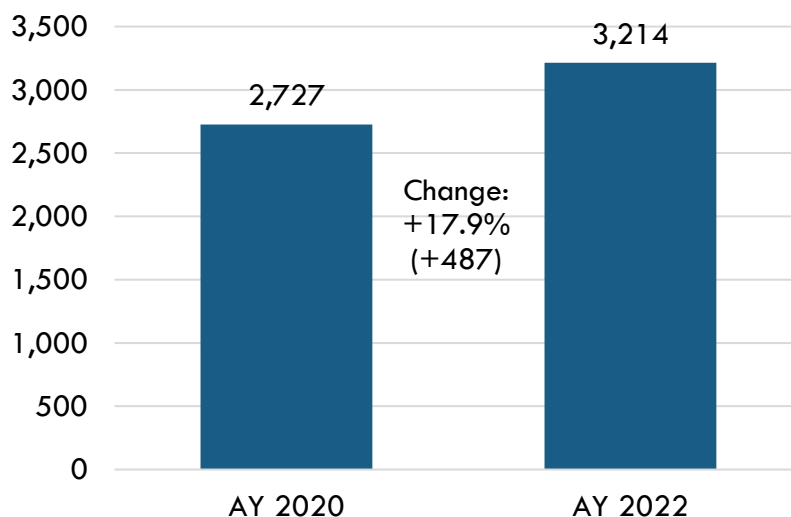
As shown in Figure 9, there was incumbent enrollment growth across all program levels, but the growth was larger in some program levels than others. Enrollment growth in applied associate programs was comparatively small at 3.8% but still represented an additional 45 students. Proportional growth in associate programs outside of applied associate programs was the largest at 51.2% and represented an additional 66 students. Bachelor's level programs experienced the largest headcount growth as the 27.2% equated to an additional 292 incumbent members of the early childhood workforce enrolled. Applied associate and bachelor's degree programs represented the vast majority of enrollments of incumbent members of the ECEC workforce in both the baseline year and the first year of the ECACE Consortium.

Figure 9: Enrollment of Incumbent Members of the ECEC Workforce by Program Level
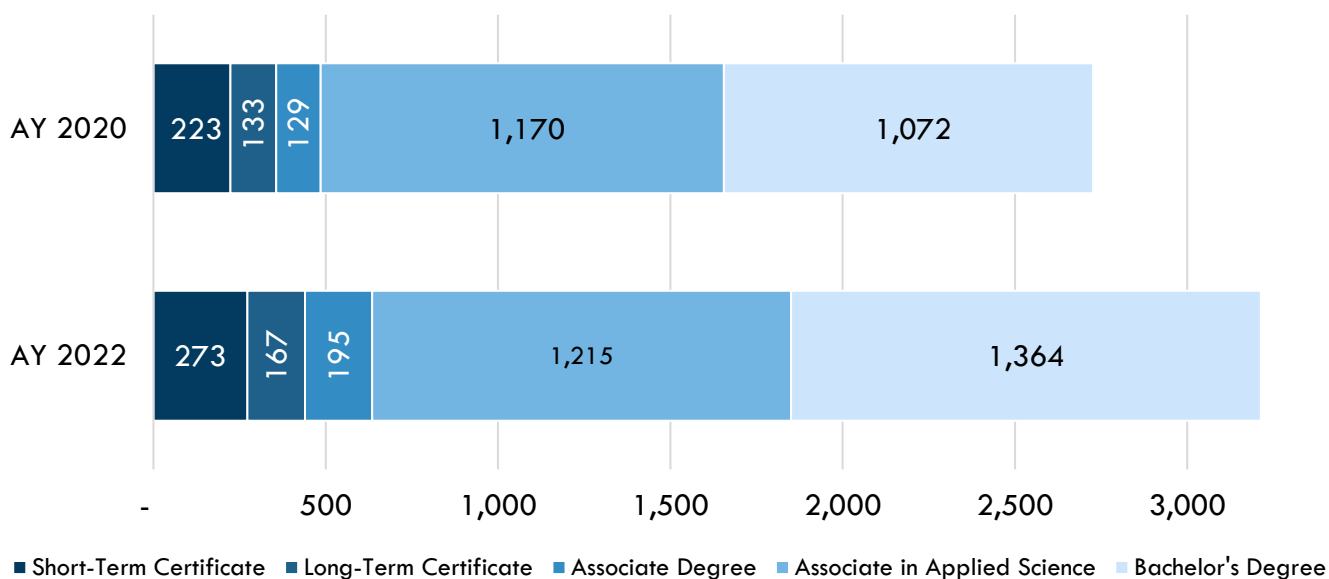
Because of the differential rates of growth across program levels, incumbent enrollment in applied associate programs went from representing the largest proportion in the baseline year, to swapping positions with bachelor's programs in 2022 and becoming a close second.

Figure 10: Program-Level Distribution of Enrolled ECEC Incumbent Workforce Members
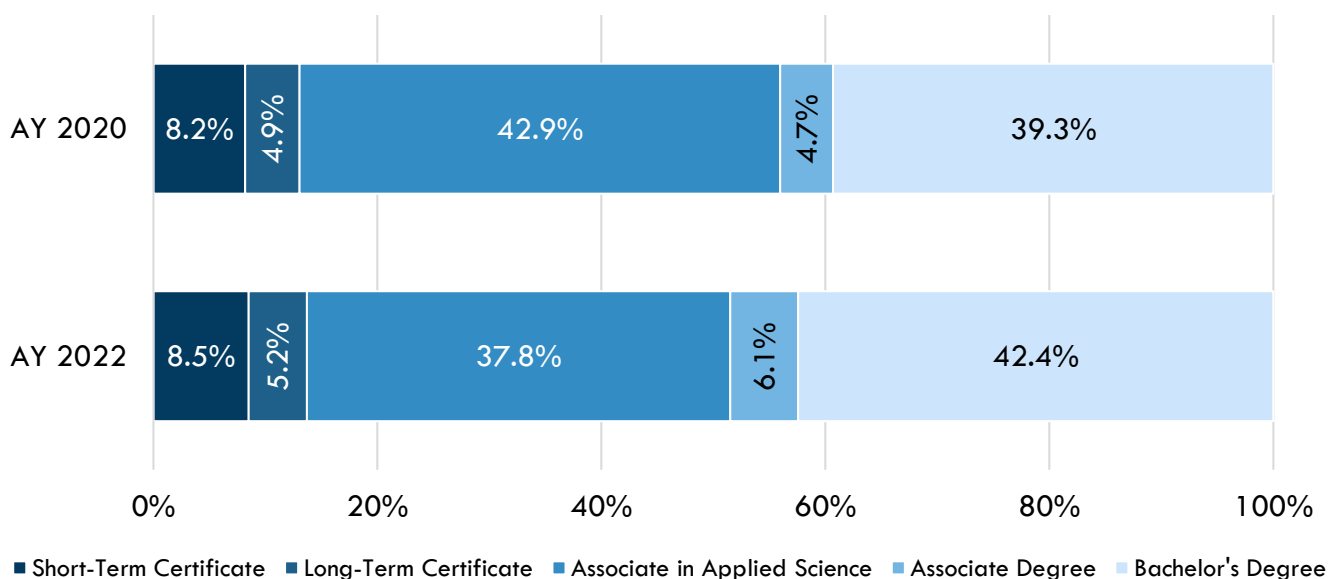
Class Level Distribution

There was variation in the class-level distribution of incumbent members of the ECEC workforce. The number of seniors was smaller in AY 2022 relative to the baseline year, and they were the only class level experiencing a contraction. The number of juniors increased by nearly two-thirds from the baseline year to the first year of the Consortium, representing an additional 213 incumbent members of the ECEC workforce. The greatest enrollment headcount growth occurred among freshmen who were members of the ECEC workforce (+270).

Figure 11: Enrollment of Incumbent Members of the ECEC Workforce by Class Level
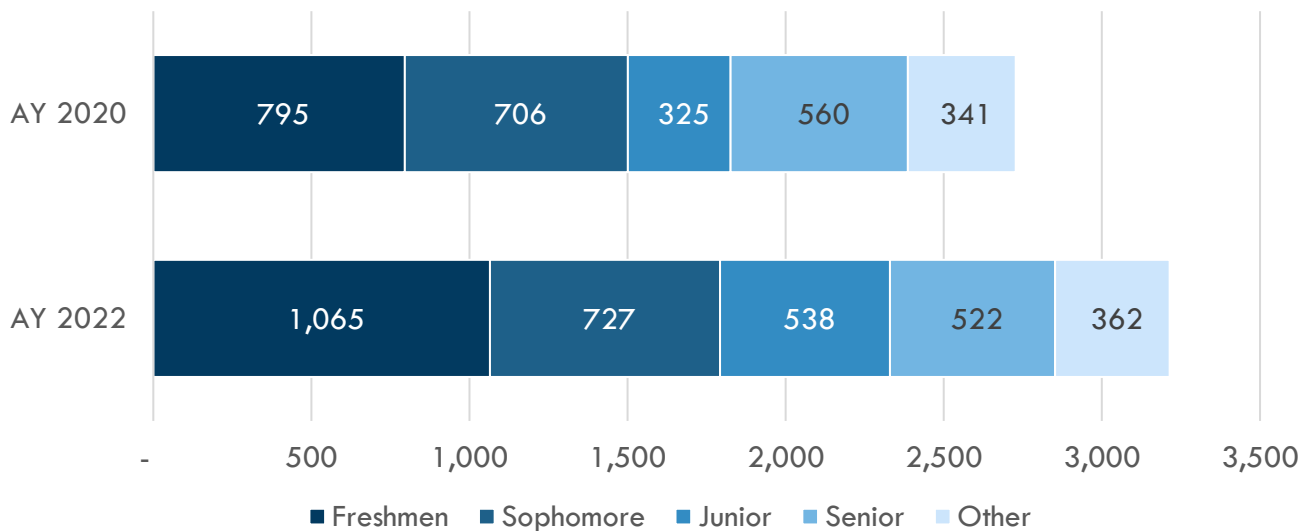
As a result of the previously described differential change, the share of seniors was smaller in the first year of the consortium (16.2%), down from 20.5% in the baseline year. Also, the proportion of freshmen increased, and they remained the largest group, and the share of juniors increased.

Figure 12: Class Level Distribution of Enrolled Incumbent Members of the ECEC Workforce
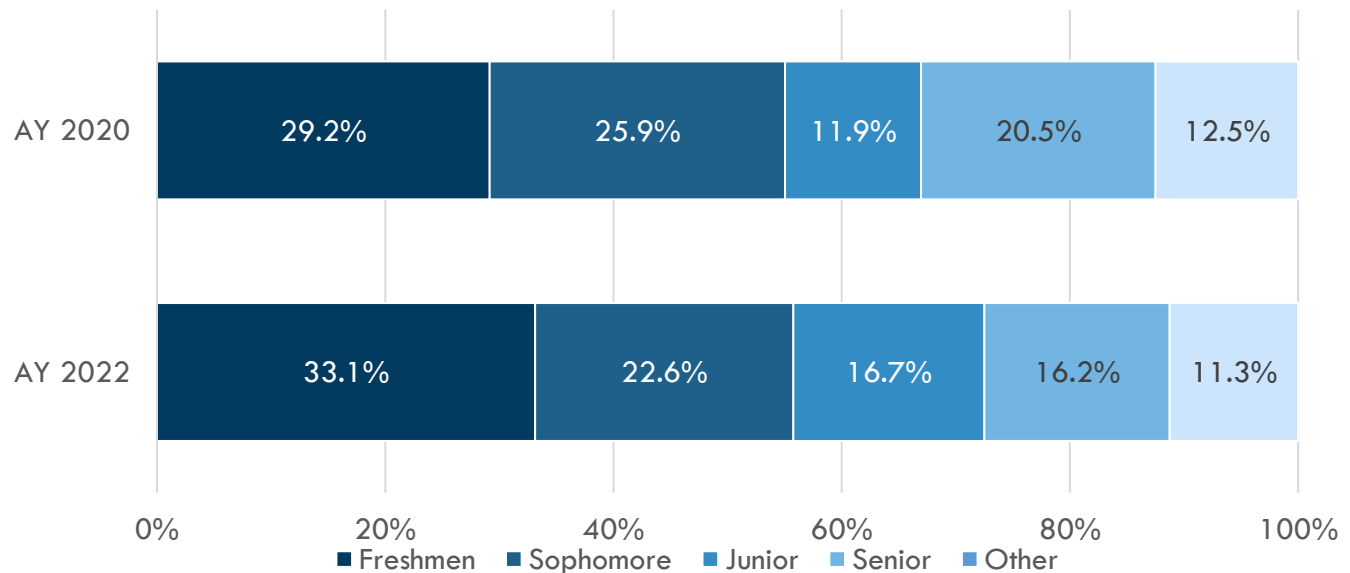
Pell Status

As shown in Figure 13, the number of incumbent members of the ECEC workforce who received a federal need-based Pell grant grew by 14% from the baseline year to the first year of the Consortium, but with a larger growth in non-Pell students.[38] The proportion receiving Pell was similar from the baseline year (44.7%) to 2022 (43.3%). As shown in Figure X, as the group of enrolled incumbent members of the ECEC workforce expanded at Consortium member institutions, collectively those institutions enrolled a slightly smaller proportion of low-income students, as proxied by Pell status. More low-income incumbent members of the ECEC workforce were enrolled, but they represented a slightly smaller proportion of all enrolled incumbents.

Figure 13: Enrolled Incumbent Members of the ECEC Workforce by Pell Status
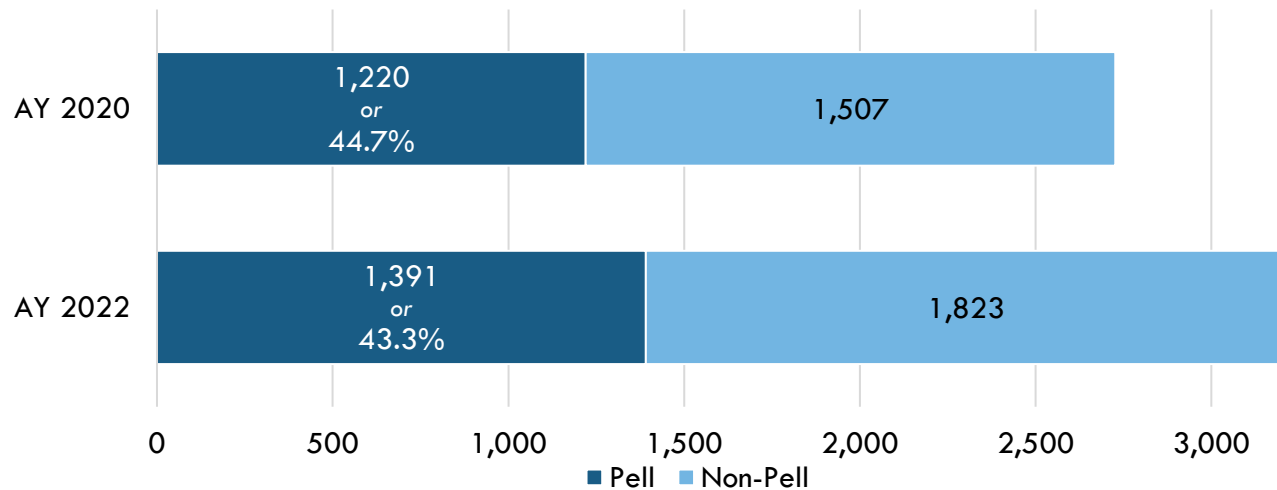
Adult Learners

The number of enrolled incumbents who were adult learners, or 25 years and older, was static from the baseline year to 2022; all enrollment growth occurred with younger members of the incumbent ECEC workforce (those under 25). Because of this, the distribution shifted substantially and went from being comprised of two-thirds of adult learners (67.2%) during the baseline year to 57.2% the first year of the Consortium.

Figure 14: Enrolled Incumbent Members of the ECEC Workforce by Adult Learner Status

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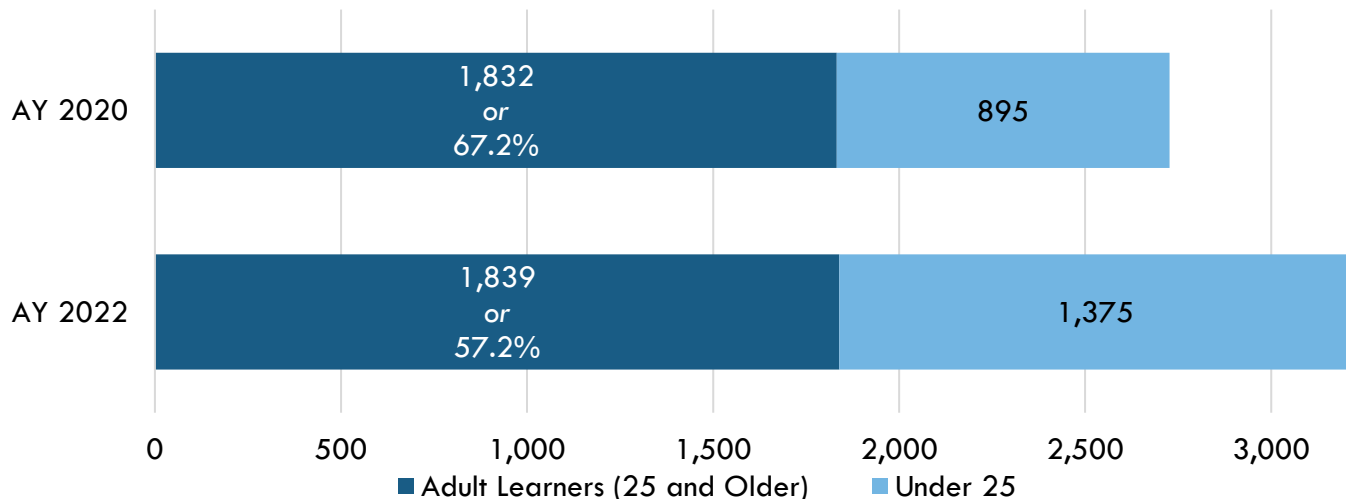
[38] The Pell Grant is a federal program administered by the U.S. Department of Education to provide need-based financial aid to qualifying low-income students attending college.

Race/Ethnicity

As shown in Table 11, there were differing patterns in enrollment change across the two years, among race and ethnicity groups. There was robust growth in incumbent enrollment among the three largest groups: African American, Latino, and White. Asian incumbent members of ECEC workforce experience a slight enrollment contraction at Consortium member institutions in total (-4.6%), while enrollment for those falling within the Other category was flat (168 in both years). Enrollment of white incumbent members of the ECEC workforce increased by over one-quarter, followed by Latinos at 16.7%, and African Americans at nearly 10% enrollment growth.

Table 11: Change in Enrolled Incumbent Members of the EC Workforce by Race/Ethnicity

Group	AY 2020	AY 2022	Change
Asian	87	83	-4.6%
African American	545	596	9.4%
Latino	857	1,000	16.7%
White	1,070	1,367	27.8%
Other	168	168	0.0
Total	2,727	3,214	17.9%

Because of the differing levels of incumbent enrollment change by group, the race/ethnicity distribution slightly shifted from the baseline year to the first year of the Consortium. This resulted in proportionally more representation among white enrolled EC incumbents, and marginally lower representation among African American incumbents, Asian incumbents, and incumbents falling in the Other category.

Figure 15: Race/Ethnicity Distribution of Enrolled Incumbent Members of the ECEC Workforce
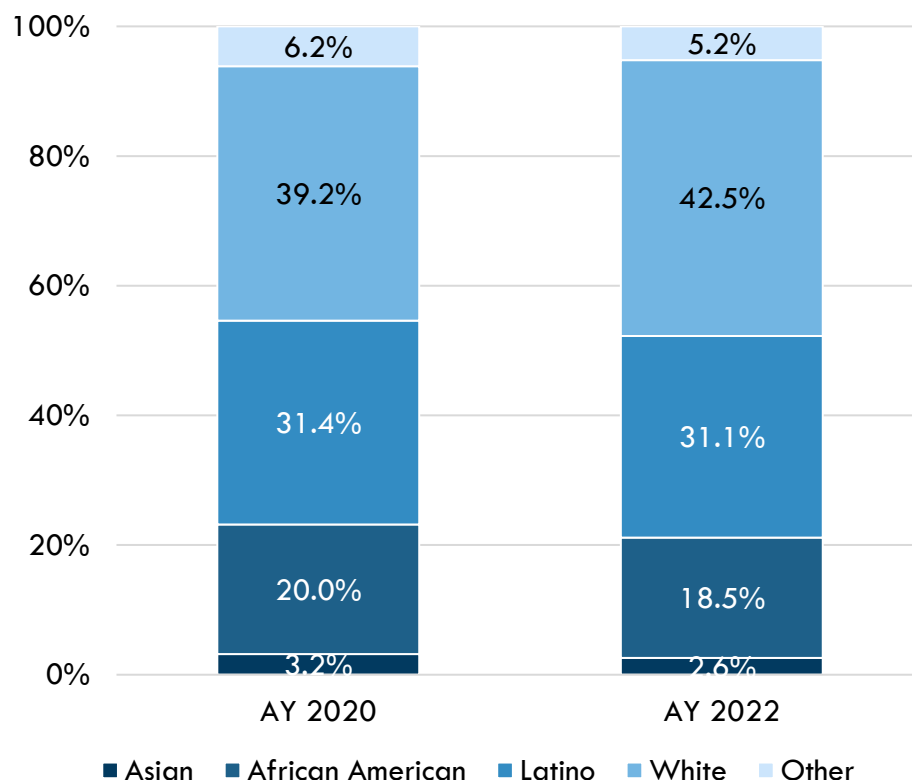
*Other includes American Indian or Alaskan Native, Native Hawaiian or Other Pacific Islander, International Students, those identifying as two or more races, and not reported/unknown.

The following two sections of the report include the same enrollment trends but are specific to the Illinois community colleges that are ECACE Consortium members institutions and the degree-granting ECACE member institutions falling under IBHE purview, including four-year public and private, nonprofit institutions.

Institutions Under IBHE Purview

Summary

- The pool of incumbent members of the ECEC workforce enrolled at IBHE institutions grew by over a third from the baseline year to the first year in which the ECACE Consortium was established (compared AY 2020 to AY 2022).
- There was enrollment growth among incumbents at Consortium member institutions under IBHE purview across all class levels except for seniors. As a result, the class level distribution shifted and resulted in a much smaller proportion of seniors. The number and proportion of enrolled incumbent members of the ECEC workforce receiving the ECACE scholarship are both expected to increase in AY 2023.
- Even as the group of enrolled incumbent members of the ECEC workforce expanded at the ECACE member institutions under IBHE purview, those institutions, in total, enrolled a slightly higher proportion of low-income students, as proxied by Pell status.
- There was growth for incumbent members of the ECEC workforce among all racial and ethnic groups, but some groups experienced larger growth from the baseline year than others. This differential growth somewhat shifted the race/ethnicity distribution, resulting in a proportional decline in enrolled African American incumbents and a parallel proportional increase in white incumbents.
- In both the baseline year and the first year of the Consortium, nearly all the enrolled incumbent members of the ECEC workforce were Illinois residents (around 98% in both years).
- Nearly all of the enrolled incumbent members of the ECEC workforce were female (around 98% in both years).

Without considering those who completed degrees, there was measurable change in the number of incumbent members of the ECEC workforce enrolled at ECACE member institutions falling under IBHE purview from the base year of AY 2020 to the first year of the Consortium. As shown in Figure 16, the number of incumbent members of the ECEC workforce enrolled at IBHE institutions went from 1,184 in the baseline year to 1,600 in AY 2022, an increase of 416 (35.1%).

Figure 16: Enrollment of Incumbent Members of the ECEC Workforce at Four Year Institutions
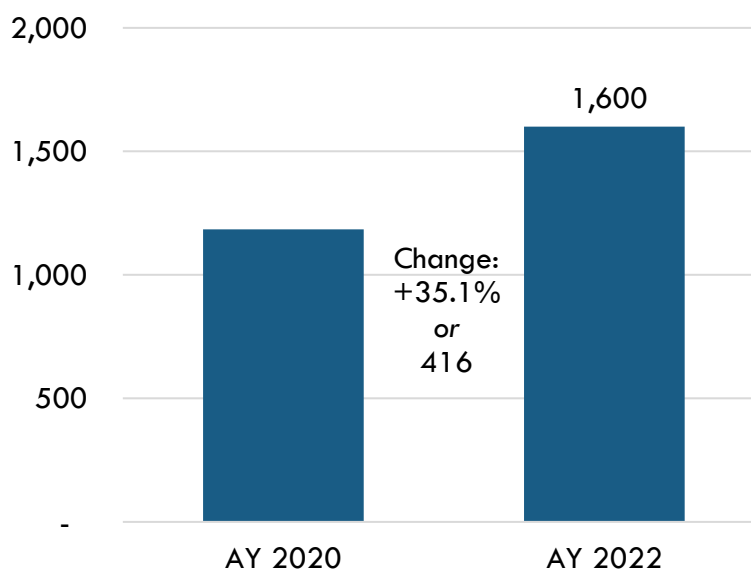
Degree Type at Four-Year Institutions

As shown in Figure 17, the number of incumbent members of the ECEC workforce in associate and bachelor's degree programs both grew from the baseline year and the distribution remained fairly similar, with a slight uptick in the proportion enrolled in associate degree programs, which are only offered at one institution under IBHE purview, St. Augustine College.

Figure 17: Total Enrollment of Incumbent Members of ECEC Workforce at Four Year Institutions by Program Degree Level
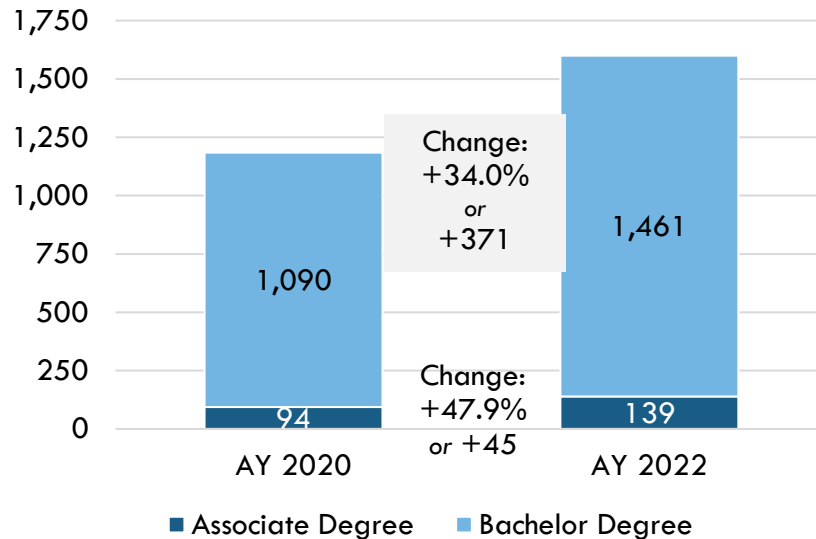
Class Level Distribution at Four-Year Institutions

As shown in Figure 18, there was enrollment growth among incumbents at Consortium member institutions under IBHE purview across all class levels with the exception of seniors. As a result, the class level distribution shifted from the baseline year to the first year after the ECACE Consortium was established. As illustrated in Figure X, nearly half of the enrolled incumbent members of the ECEC workforce were seniors in the baseline year, and over 75% were upper division students. However, in AY2022, only 34.5% were seniors, and 71.6% were upper division students.

Figure 18: Incumbent Enrollment at Four Year Institutions, Change by Class Level
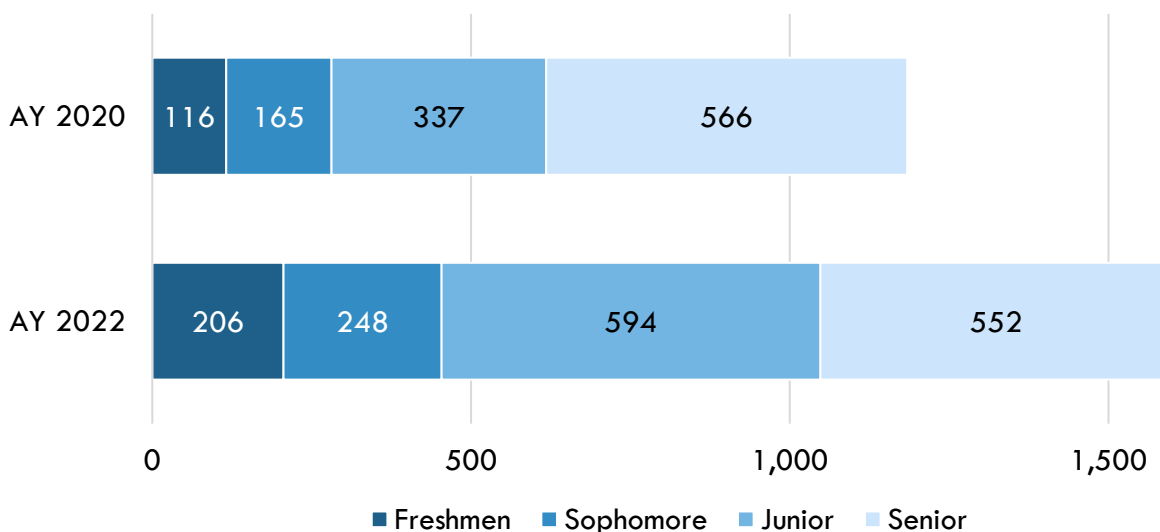
Pell Status at Four-Year Institutions

The number of incumbent members of the ECEC workforce who received a Pell award grew by 37.4% from the baseline year to the first year of the Consortium, while the proportion not receiving Pell grew by 33.1%. This kept distribution similar with a tiny increase in the proportion of the enrolled incumbents who received Pell grants, from 46.7% to 47.5%.

Figure 19: Incumbent Enrollment at Four Year Institutions, Change by Pell Status
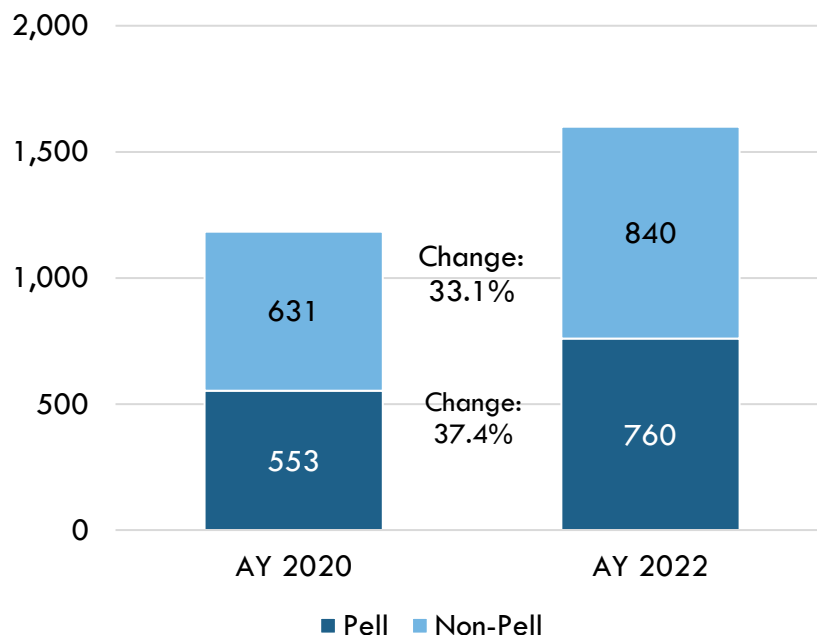
Race/Ethnicity at Four-Year Institutions

As shown in Table 12, there was enrollment growth for incumbent members of the ECEC workforce among all racial and ethnic groups. However, the race/ethnicity distribution changed from the baseline year to the first year of the Consortium, with a decline in the proportion of African American students enrolled and an increase in the proportion in white students enrolled.

Table 12: Incumbent Enrollment at Four Year Institutions, Change by Race/Ethnicity

Group	AY 2020	AY 2022	Change
Asian	23	34	47.80%
African American	257	295	14.80%
Latino	403	559	38.70%
White	412	613	48.80%
Other	89	99	11.20%

Figure 20: Enrolled ECEC Incumbents at Four Year Institutions, Race and Ethnicity Distribution
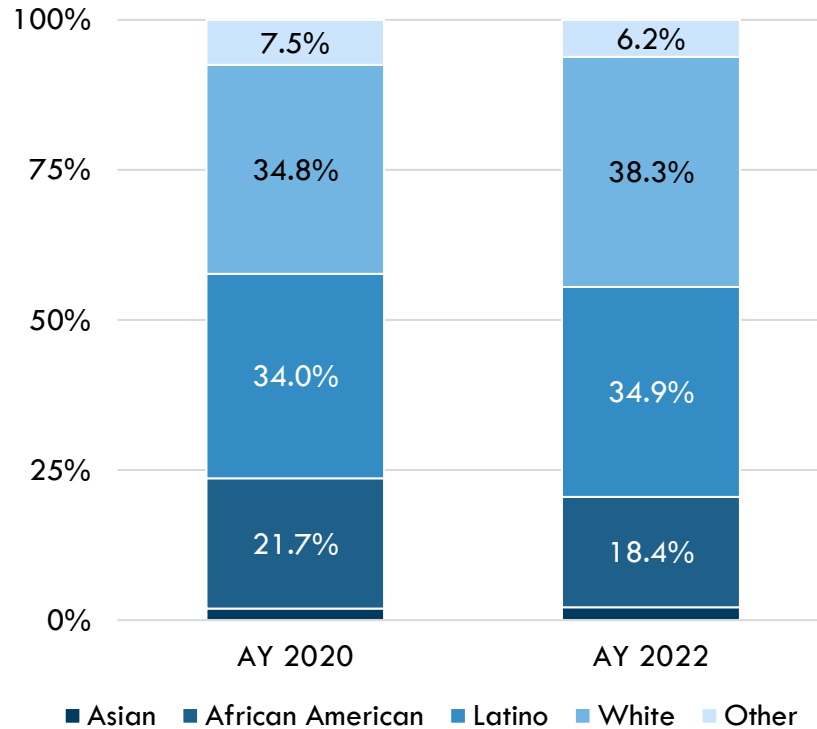
Adult Learners at Four-Year Institutions

As shown in Figure 21, there was enrollment growth among incumbent members of the ECEC workforce who were adult learners and those who were younger than 25. However, the growth among those who were younger than 25 was much greater (72.5% relative to 13.9%). While adult learners remained the majority, the majority narrowed from 63.8% in the baseline year to 53.8% in AY 2022.

Figure 21: Enrolled ECEC Incumbents at Four Year Institutions, Adult Learners
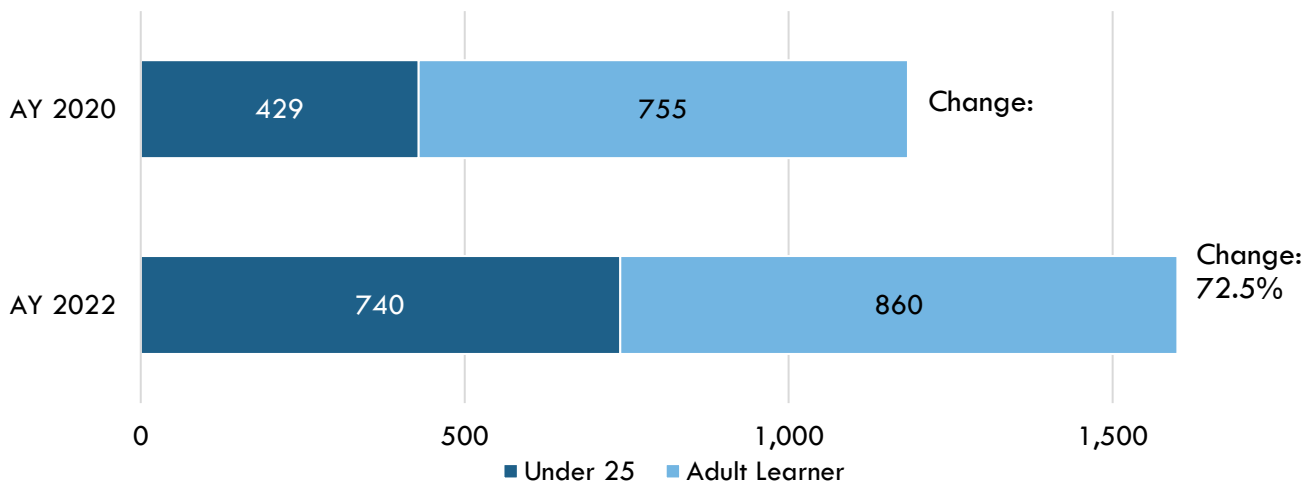
Institutions Under ICCB Purview

Key Findings/Summary

- The pool of incumbent members of the ECEC workforce enrolling at Illinois community colleges grew by 5.6% from the baseline year (AY 2020) to the first year in which the ECACE Consortium was established (AY 2022).
- Growth in number of incumbent members of the ECEC workforce completing certificates/degrees and Gateway Credentials at Illinois community colleges was considerable. There were 344 student completers in AY 2020 compared to 449 AY 2022, for a growth of 30.5%.
- There was enrollment growth among incumbent workers within the Freshman class level at +27.2%, while the Sophomore and Other classes decreased slightly. As a result, the class level distribution shifted and resulted in a larger proportion of Freshman when comparing AY 2020 to AY 2022.
- The number of incumbent members of the ECEC workforce in Illinois community colleges for AY 2022 were primarily enrolled in Associate in Applied Science programs (71.3%; N = 1,179) followed by Short-Term Certificate programs (16.1%; N = 267), Long-Term Certificate programs (9.9%; N = 164), and Other programs (2.7%; N = 44). The distribution remained fairly similar with Short-Term Certificates having slight growth proportionally comparing the baseline year and the first year of the Consortium.
- The number of incumbent members of the ECEC workforce enrolling at an Illinois community college who received a Pell award was level. There were 674 Pell students in AY 2020 and 661 in AY 2022.
- There was enrollment growth for the incumbent members of the ECEC workforce in Illinois community colleges amongst White students (+14.9%) and African American students (+5.9%) from AY 2020 to AY 2022. As a result, the race/ethnicity distribution of race/ethnicities shifted during the timeframe, with White and African American exhibiting a proportional increase compared to the other races/ethnicities.
- The number of enrolled incumbents who were adult learners (age 25 or older) remained fairly static from AY 2020 to AY 2022 (N = 1,093 in AY 2020; N = 1,004 in AY 2022). Growth did occur with younger students (those under 25), increasing from 473 in AY 2020 to 650 in AY 2022.
- In both the baseline year and the first year of the Consortium, nearly all the enrolled incumbent members of the ECEC workforce in Illinois community colleges were Illinois residents (around 99% in both years).
- Nearly all the enrolled incumbent members of the ECEC workforce in Illinois community colleges were female (98% in AY 2020 and 97% in AY 2022).

Illinois community colleges meet both local and statewide needs for education and workforce development by providing high-quality, accessible, cost-effective educational opportunities, programs, and services for a diverse student population. The system provides traditional and non-traditional students with smooth transitions into and across higher education and training for in-demand occupations with economic value. Community colleges create an educated and skilled workforce by increasing credential attainment, building quality career pathways, closing the skills gap, and addressing the future needs of the workforce.

Critically, for Illinois community colleges, there was an increase in the number of incumbent members of the ECEC workforce enrolled at ECACE member institutions falling under ICCB purview from the base year of AY 2020 to the first year of the Consortium. As shown in Figure 22, the number of incumbent members of the EC workforce enrolled at Illinois community colleges went from 1,566 in the baseline year to 1,654 in AY 2022. This represented an increase of 5.6% from AY 2020 to AY 2022.

Figure 22: *Enrollment of Incumbent Members of the ECEC Workforce at Illinois Community Colleges*
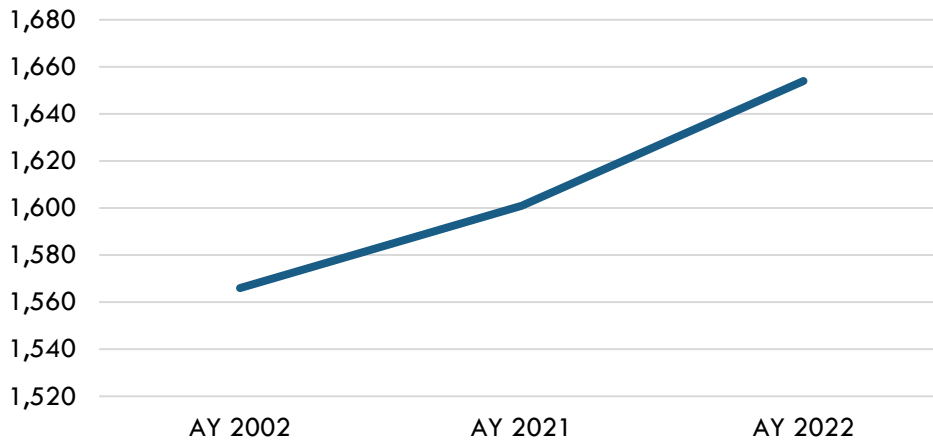
When examining early childhood program enrollments at community colleges, the pandemic impact on students should be considered. During the pandemic, faced with unprecedented challenges, all Illinois Community Colleges implemented campus measures to ensure a safe instructional environment, employing substantial adjustments to instruction by moving many courses to remote or online modalities to aid with mitigation efforts. The system expanded and enhanced student support services and financial assistance. Still, with community colleges serving a substantial number of at-risk students, the pandemic heightened issues for that population ranging from fiscal to technological to emotional, and impacted enrollment statewide.

The pandemic impacted enrollment significantly across the system, with overall enrollment at community colleges in all programs decreasing by 14.1% from AY 2020 to AY 2021. When isolating early childhood enrollments (both incumbent early childhood workforce students and non-incumbent students), the rate of decline during that same timeframe decreased at a lesser rate at -11.3%. As seen in Figure 23, when analyzing the impact of the ECACE Consortium from AY 2021 to AY 2022, ECEC enrollment (for both incumbent ECEC workforce students and non-incumbent students) increased by 3.0% while overall community college enrollment decreased by -2.1%.

Figure 23: *Enrollment of Incumbent and Non-Incumbent Members of the ECEC Workforce at Illinois Community Colleges*
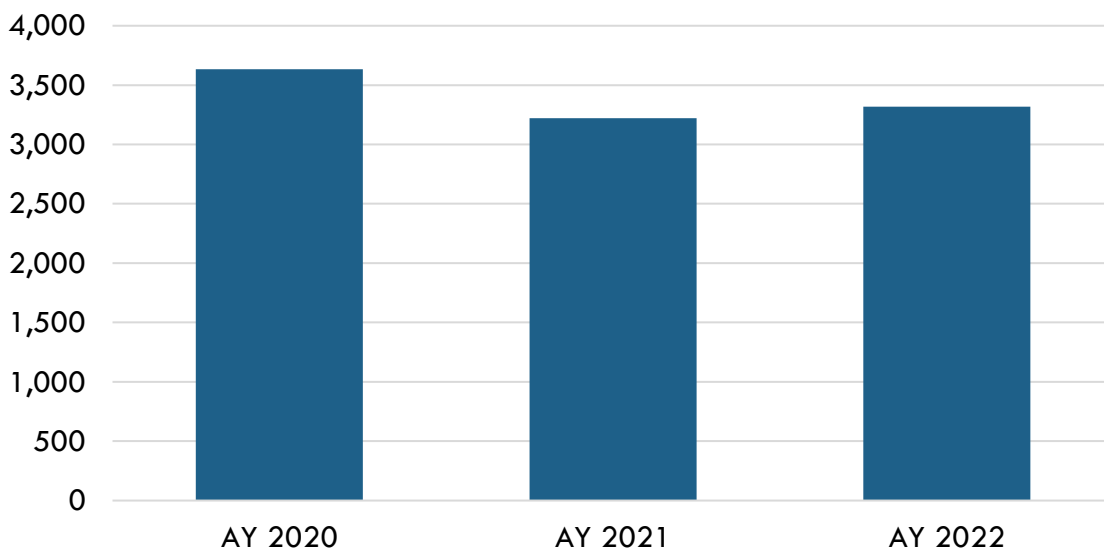
While the emphasis of this inaugural report is enrollment, there was considerable growth in the number of incumbent members of the ECEC workforce completing certificates/degrees and Gateway Credentials at Illinois community colleges. As indicated in Table 13, completions increased in AY 2021 through AY 2022. There were 344 completions in AY 2020 and 449 completions in AY 2022, for a growth of 30.5%.

Table 13: Completions of Incumbent Members of the ECEC Workforce at Illinois Community Colleges

Completion Grouping	AY 2020	AY 2021	AY 2022	% Change AY20 to AY22
Completed a College Certificate and/or Degree Only	305	301	351	15.1%
Completed a College Certificate/ Degree and Gateways Credential	39	94	98	151.3%
Total	**344**	**395**	**449**	**30.5%**

The remaining analysis will focus on incumbent members of the ECEC workforce enrolling at Illinois community colleges.

Certificate and Degree Type at Illinois Community Colleges

As shown in Figure 24, incumbent members of the ECEC workforce in Illinois community colleges for AY 2022 were primarily enrolled Associate in Applied Science programs (71.3%; N=1,179) followed by Short-Term Certificate programs (16.1%; N=267), Long-Term Certificate programs (9.9%; N=164), and Other programs (2.7%; N=44). Examining distribution of students in certificate and degree types, it remained fairly similar, with Short-Term Certificates having slight growth proportionally compared to Associate in Applied Science programs and Long-Term Certificate programs.

Figure 24: Enrollment of Incumbent Members of the ECEC Workforce by Certificate and Degree Type at Illinois Community Colleges
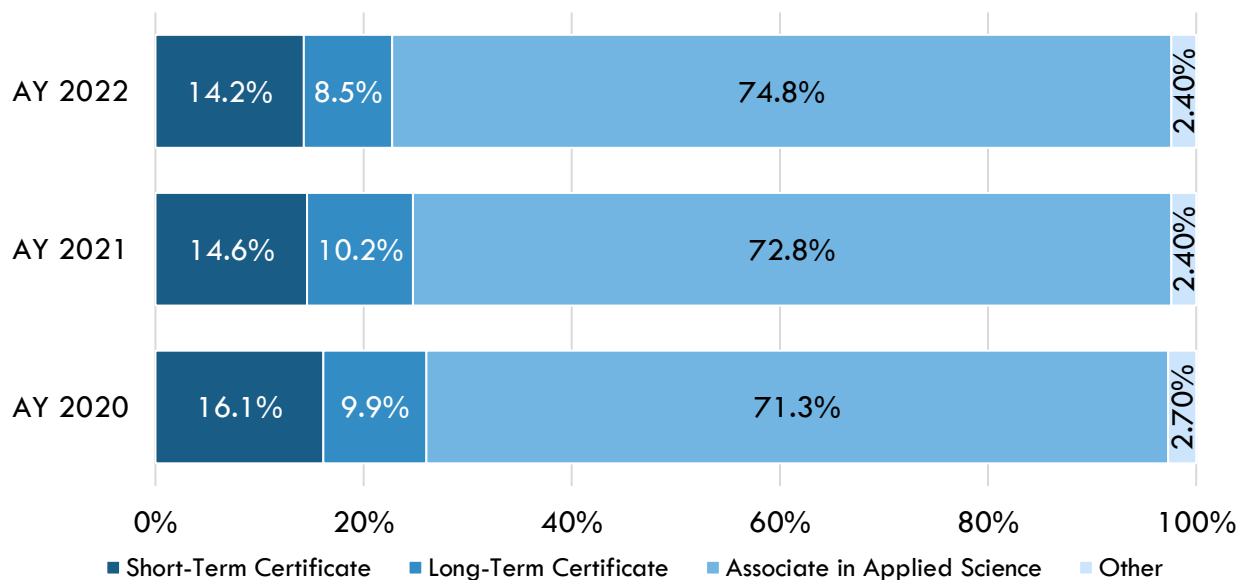
Class Level Distribution at Illinois Community Colleges

Class levels, as shown in Figure 25, consist of Freshman, Sophomore, and Other for Illinois community colleges. For the Other classification, this included students that have a bachelor's or associate degree but are enrolled in an early childhood program in a community college at the same level or lower. It may also include students enrolled in a bridge adult education credit bearing program. In AY 2022, freshmen consisted of 52.3% (N =

865) of the student population enrolled in early childhood programs, followed by sophomores at 27.7% (N = 458) and then Other at 20.0% (N = 331). The proportion of freshmen shifted fairly substantially in AY 2022 (52.3%) as compared to AY 2020 (43.4%) for incumbent early childhood workers enrolling in Illinois community colleges. As indicated in Figure 26, substantial growth occurred from AY 2020 to AY 2022 in the Freshman class (+27.2%). For the Sophomore and Other student classifications, the number of students decreased during the timeframe.

Figure 25: Incumbent Members of the ECEC Workforce Enrollment by Class Level at Illinois Community Colleges
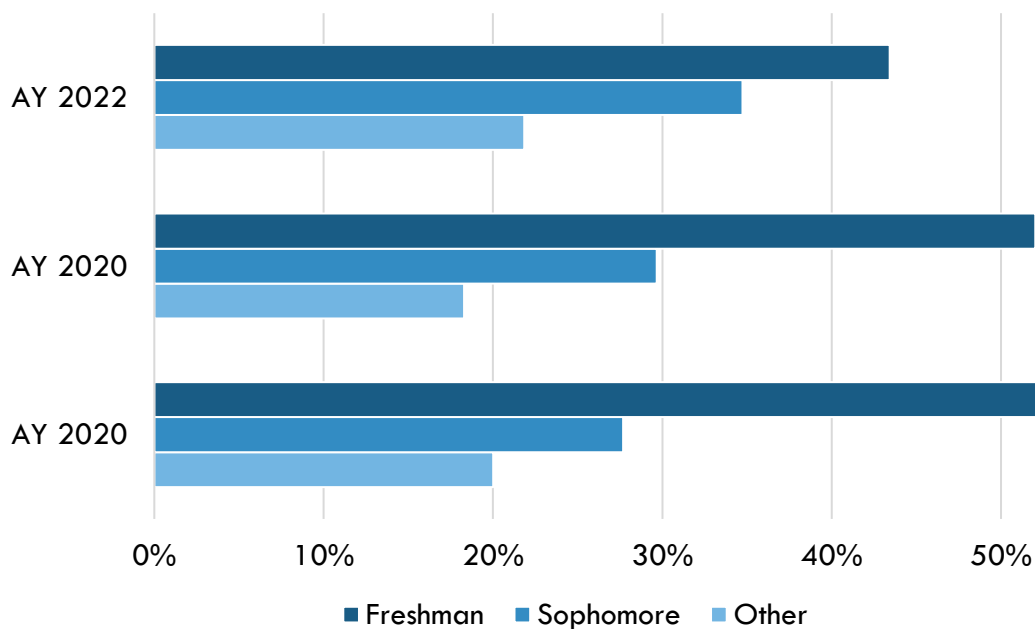
Figure 26: Enrollment of Incumbent Members of the ECEC Workforce by Class Level at Illinois Community Colleges
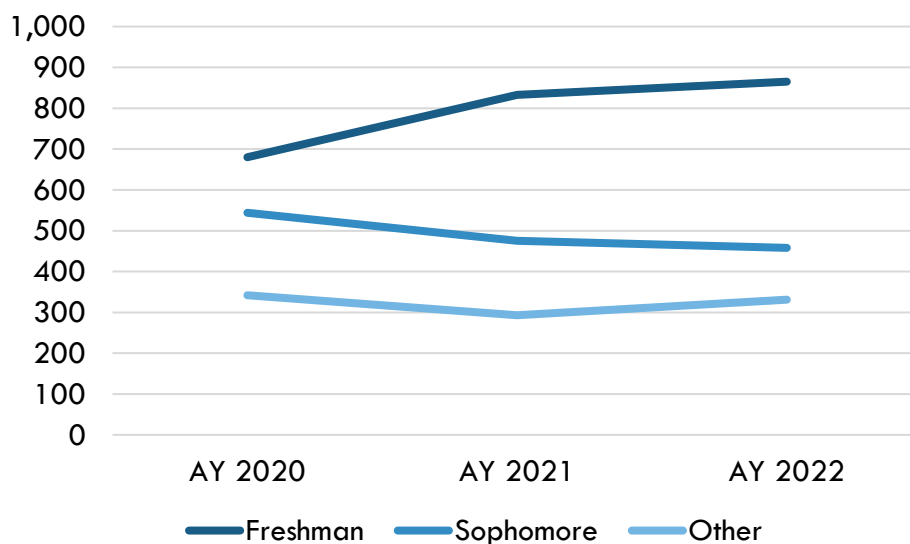
Pell Status at Illinois Community Colleges

The number of incumbent members of the ECEC workforce that received a Pell award was fairly level from AY 2020 to AY 2022, as shown in Figure 27. There were 674 Pell students in AY 2020 and 661 in AY 2022. The number of students not receiving Pell increased during the same timeframe (+11.3%). In terms of the

distribution, Pell students decreased slightly from AY 2020 (43.0%) to AY 2022 (40.0%), with an uptick in the proportion of the enrolled incumbents who did not receive Pell grants.

Figure 27: Enrollment of Incumbent Members of the ECEC Workforce by Pell Status at Illinois Community Colleges
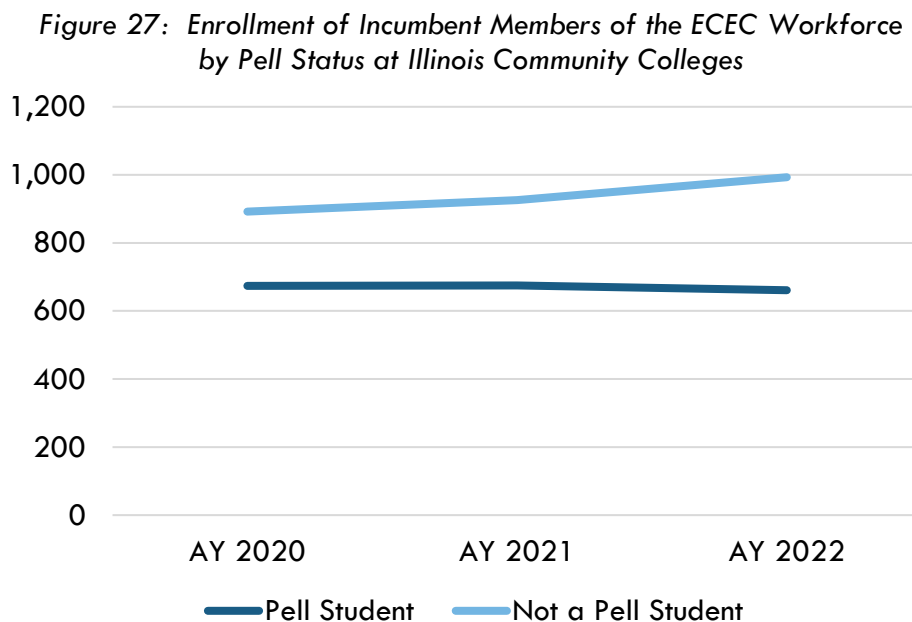
Race/Ethnicity at Illinois Community Colleges

There was enrollment growth for the incumbent members of the ECEC workforce enrolling in Illinois community colleges amongst White students (+14.9%) and African American students (+5.9%) from AY 2020 to AY 2022, as shown in Table X. During the same timeframe, Latino students decreased slightly (-1.5 %) while Asian students had the most substantial decrease (-22.7%).

Table 14: Enrollment of Incumbent Members of the ECEC Workforce by Race/Ethnicity at Illinois Community College

Race/Ethnicity	AY 2020	AY 2021	AY 2022	% Change AY20 to AY22
Asian	66	71	51	-22.7%
African American	290	294	307	5.9%
Latino	460	455	453	-1.5%
White	670	698	770	14.9%
Other	80	83	73	-8.8%
Total	1,566	1,601	1,654	5.6 %

As shown in Figure 28, the distribution of race/ethnicity for incumbent workers enrolling in early childhood programs was very similar across all academic years. African American students exhibited a slight increase proportionally when comparing AY 2020 to AY 2022, while White students increased the most across all race/ethnicities. The other race/ethnicity categories decreased proportionally from AY 2020 to AY 2022.

Figure 28: Enrollment of Incumbent Members of the ECEC Workforce by Race/Ethnicity Illinois Community Colleges

	AY 2020	AY 2021	AY 2022
Other	5.1%	5.2%	4.4%
White	42.8%	43.6%	46.6%
Latino	29.4%	28.4%	27.4%
African American	18.5%	18.4%	18.6%

■ Asian ■ African American ■ Latino ■ White ■ Other
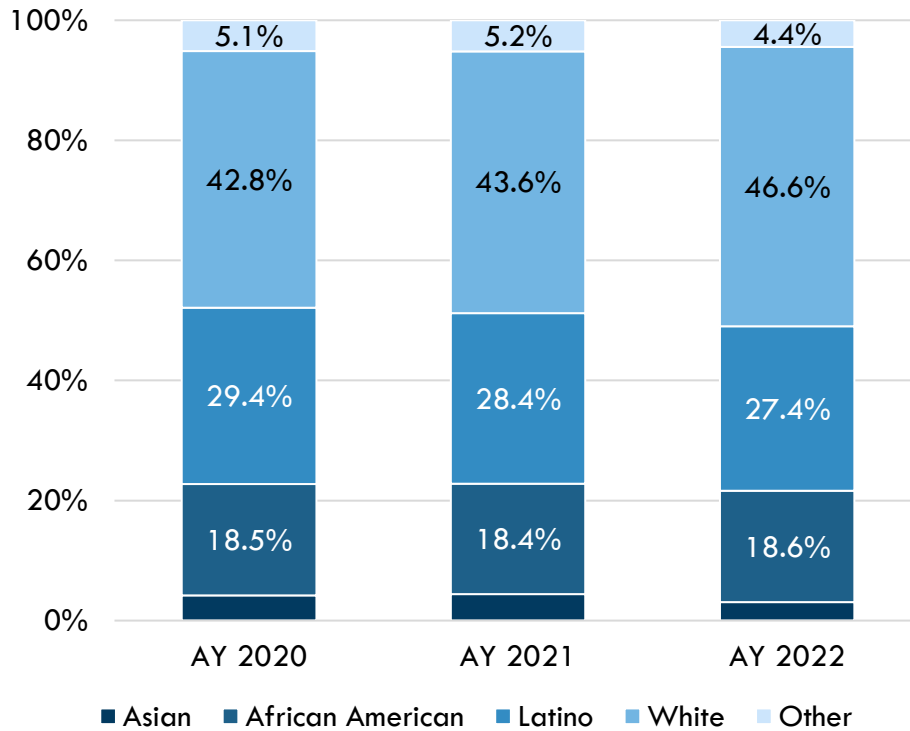
Adult Learners at Illinois Community Colleges

The number of enrolled incumbents who were adult learners (age 25 or older) remained fairly static from AY 2020 to AY 2022, as shown in Figure 29 (N = 1,093 in AY 2020; N = 1,004 in AY 2022). Growth in enrollment occurred with younger members of the incumbent ECEC workforce (those under 25). Because of this, the distribution shifted somewhat and went from 30% of students being younger AY 2020 to 39% in AY 2022.

Figure 29: Enrollment of Incumbent Members of the ECEC Workforce by Age at Illinois Community College

	AY 2020	AY 2021	AY 2022
Over 25	1,093	1,016	1,004
Under 25	473	585	650

■ Under 25 ■ Over 25
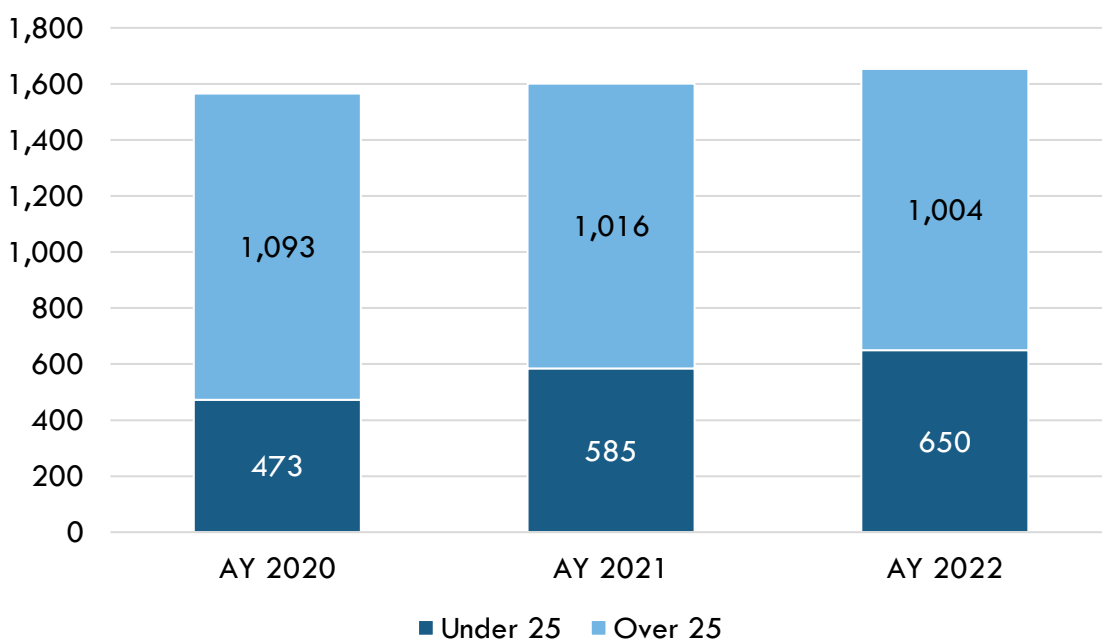
Gender at Illinois Community Colleges

The distribution of gender for incumbent workers enrolling in early childhood programs at Illinois community colleges was very similar across all academic years. Almost all students were female in AY 2020 through AY 2022. In AY 2020, females were 98.0% of the student population (N = 1,609) with it being 97.3% in AY 2022 (N = 1,535).

Residency at Illinois Community Colleges

The residency of incumbent workers enrolling in early childhood programs at Illinois community colleges was almost entirely Illinois. In both the baseline year and the first year of the Consortium, nearly all the enrolled incumbent members of the ECEC workforce were Illinois residents (around 99% in both years).

ICCB Data Source

Under the authority of the P-20 Longitudinal Education Data System Act (105 ILCS 13/1 et seq.) (the "LDS Act"), ICCB is the State Education Authority responsible for collecting and maintaining enrollment, completion, and student characteristic information on community college students. The data within this report derived from ICCB's Centralized Data System.

The Early Childhood Access Consortium for Equity is a multifaceted initiative, bringing together state agencies, public and private higher education institutions, and other partners to create and align systems and programs to meet the state's workforce needs in early childhood education and care settings. The initial year of work highlighted in this report showcases important Consortium successes in the recruitment, retention, and support of members of the incumbent workforce in their pursuit of higher education credentials. Since the end of December 2022, much additional work has occurred. While this work will be addressed in detail in future reports, a few highlights are mentioned below.

- A Consortium of 61 institutions was launched; guiding principles for the Consortium that prioritize centering student success were approved. An Advisory Committee chaired by five state agencies and comprising employers, legislators, higher education, and advocates was launched and continues to provide guidance on Consortium operations.

- Thousands of individuals participated in outreach events to learn about the ECACE Scholarship and opportunities to begin or complete higher education programs. During AY 2022–23, the IBHE led a series of professional development sessions for regional navigators to support their practice and enhance collaboration. Work continues to identify and share best practices among navigators.

- Enrollment in higher education programs by members of the incumbent workforce increased from the baseline year by 17.9%. During AY 2022–23, IBHE and ICCB developed new procedures for continuing to track the enrollment, retention, and completion of members of the incumbent workforce at Consortium institutions. Future reports will highlight multiyear trends.

- The ECACE Scholarship was launched, and over $5.7 million in funds were distributed to over 400 members of the incumbent workforce in the first soft launch year. Most recipients had federally defined Expected Family Contributions of less than $10,000, which means ECACE scholarship recipients had substantial financial need. Over 46% of AY 2022 scholarship recipients are persons of color. In the first six months AY 2022–23, ECACE awarded more scholarships than during all of AY 2022–22. During AY 2022–23, state agencies discussed expansion of eligibility for the ECACE scholarship to include individuals who hold bachelor's degrees in other fields seeking early childhood credentials, freshmen and sophomore students at universities in early childhood programs, and others. In May 2023, ISAC launched a revised ECACE scholarship application, with over 2,200 individuals seeking financial assistance in the first few weeks. State agency personnel continue to study and address points in the scholarship application process where individuals may stop out before funds can be awarded, as well as ways to maximize use of debt relief funds.

- Academic policies were put in place across all Consortium member institutions to provide six hours of college credit for holders of the national industry-recognized Child Development Associate credential. Consortium member institutions also were able to access a performance-based online assessment developed in partnership with INCCRRA and the Governor's Office of Early Childhood Development that allows members of the incumbent workforce to demonstrate prior learning for potential college credit. Further work on standardized methods to provide credit for prior learning has been identified as a priority among Consortium institutions.

- Bachelor's-granting institutions made provision for full transfer of credit for holders of the AAS in early childhood fields. As of summer 2023, the IBHE launched a community of practice for these colleges and universities to share best practices and further refine the design of the ways their bachelor's programs transfer in AAS degrees.

- Community colleges laid the groundwork to scale availability of online coursework through the Illinois Community Colleges Online (ILCCO) platform. As of April 2023, 79 early childhood courses from 14 community colleges are available via ILCCO, with further scaling under way.

- IBHE and ICCB engaged consultants – Afton Partners – to conduct a needs assessment of Consortium member institutions and chart a path for future development of the Consortium. This needs assessment will inform planning for future Consortium meetings and work groups.

In February of 2023, Governor Pritzker announced the launch of Smart Start Illinois, a comprehensive vision for expanding access to high-quality early learning and care across Illinois. Smart Start Illinois lays the foundation for groundbreaking innovation in the funding and contracting of publicly funded early childhood education and care. This plan also calls for strategic work to address preschool deserts in Illinois. Looking ahead, the Early Childhood Access Consortium for Equity will be a key partner in growing the number of well-qualified professionals to work in newly funded early childhood education and care settings and supporting the retention and educational advancement of the incumbent workforce as envisioned in Smart Start Illinois.

For more information on the Consortium, please visit https://www.ecace.org.

State agencies collect data from a variety of sources and through a variety of methods, including already established reporting functions, surveys, institutional grant reports, navigator reports, and information shared by State agencies and organizations, including IBHE, ICCB, IDHS, INCCRRA, ISBE, and ISAC.

The information in the table below outlines the data to be collected and the timeframe for which collection and reporting is required. Items 1 – 8 are required via legislation; item number 9 (and potentially others) will be added as relevant and as data is available. Some information is required to be reported annually and some biannually.

Item	ECACE Required Reporting	Annual Report (Spring)	Mid-Year Report (Fall)
1	Student **enrollment** numbers for the fall and spring terms or semesters, **retention** rates, **persistence** in relevant associate, baccalaureate, and credential programs, including demographic data that is disaggregated by race, ethnicity, and federal Pell Grant status	X	X
	Completion numbers and rates, **employer type**, and **years worked**	X	
2	**Tuition rates** charged and **net prices paid**, reported both as including and excluding **student loans**, by enrolled members of the incumbent workforce	X	
3	**Outreach plans** to recruit and enroll incumbent workforce members	X	X
4	**Participation of the incumbent workforce in outreach programs**, which may include participation in an informational session, social media engagement, or other activities	X	X
5	**Student academic and holistic support plans** to help the enrolled incumbent workforce persist in their education	X	
6	Evidence of **engagement and responsiveness** to the needs of **employer partners**	X	
7	**Consortium budget**, including the use of federal funds	X	
8	**Member contributions**, including financial, physical, or in-kind contributions, provided to the Consortium	X	
9	**Scholarship** awards (temporary, as data is available)	X	

In AY 2022 and AY 2023, to qualify for the ECACE Scholarship Program, an applicant must:

- Be a U.S. citizen or eligible noncitizen, as defined by the U.S. Department of Education;
- Be a member of the incumbent workforce, currently working or having worked in the early childhood industry (in either a licensed or license-exempt facility), including home-based child care (e.g., family, friend, neighbor), center-/community-based care, Preschool for All programs, school-based preschool settings, and Head Start programs, that serve children from birth to age five. Acceptable positions include teachers, assistant teachers, directors, family child care providers and assistants;
    - Applicants must provide documentation confirming their current membership in the Gateways to Opportunity Registry;
- Be enrolled or accepted for enrollment on a full- or part-time (at least 3 credit hours) basis at a public or nonprofit private 2- or 4-year Gateways-entitled and Early Childhood Access Consortium for Equity member institution, as an undergraduate* student, pursuing an early childhood education major;
    - If attending a 2-year public community college, be enrolled in an Associate of Applied Science degree program leading to a Level 4 Gateways credential or related certificate program in early childhood education;
    - If attending a 4-year institution, be at the junior level or above, or hold an Associate of Applied Science, Associate of Arts, or Associate of Science degree focused in early childhood education;
- Be enrolled or accepted for enrollment in a course of study which, upon completion, qualifies the student to receive:
    - A postsecondary credential or undergraduate degree in the field of early childhood education, or
    - A Professional Educator's License in early childhood education;
- Maintain satisfactory academic progress as established by the college;
- Complete the application process by submitting an Early Childhood Access Consortium for Equity Scholarship Program application and a Free Application for Federal Student Aid (FAFSA®) on or before the ISAC-established date in order to receive priority consideration;
- Be certified as meeting eligibility requirements by the college at which the scholarship will be used; and
- Not be in default on any student loan, nor owe a refund on any State or federal grant.

Retrieved from ISAC's webpage as of April 12, 2023: https://www.isac.org/ECACEscholarship.
*A student already holding a bachelor's degree in any field is not eligible for the ECACE Program.

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.

The Illinois Community College Act provides that if a local board of trustees fails to fill a vacancy on the board within 60 days the chair of the ICCB shall fill the vacancy. Currently, that ICCB has no rules in place to identify when vacancies occur or are filed on local community college boards. Thus, the ICCB proposes amendment to its administrative rules to require colleges to report information on trustee vacancies to ensure that ICCB fulfills its statutory responsibilities should an appointment not be completed within 60 days. Additionally, since implementation or the Pipeline for the Advancement of the Healthcare Workforce Program (PATH), the ICCB has identified program implementation challenges that require modification to administrative rule to address. Finally, this proposed rulemaking includes technical corrections to existing rules.

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

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

SUBPART B: LOCAL DISTRICT ADMINISTRATION

SUBPART C: PROGRAMS

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. 15357, effective August 24, 2022, for a maximum of 150 days; emergency expired January 20, 2023; amended at 47 Ill. Reg. 11426, effective July 11, 2023.; amended at 47 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(d̶f))
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 Native American Employment Plan 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 15	•	report of out-of-state extensions (see Section 1501.312(d)(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(cd))
- program review report (see Section 1501.303(d)(7))
- program review listing (see Section 1501.303(d)(7))

- 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
- 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(be))
- unexpended special initiative grant funds return report (see Section 1501.519(d))

30 days after the end of each term
- credit hour claims (see Section 1501.507(a))

(Source: Amended at 47 Ill. Reg. _____, effective _____)

Section 1501.207 Local District Board Member Vacancy

a) Within five working days after a vacancy occurs on an elected board of trustees, the chair of the board of trustees shall notify the ICCB in writing of the name of the trustee and the date of vacancy.

b) *The remaining members shall fill the vacancy* in accordance with Section 3-7 of the Act. Upon filling the vacancy, the chair of the board of trustees shall notify the ICCB in writing of the name of the newly appointed trustee and the effective date of the appointment.

c) *If the remaining members fail so to act within 60 days after the vacancy occurs,* the chair of the ICCB shall fill the vacancy in accordance with Section 3-7 of the Act.

(Source: Amended at 47 Ill. Reg. _____, effective _____)

SUBPART E: FINANCE

Section 1501.503 Audits

a) External Audits.

1) A copy of the annual external audit shall be submitted electronically to ICCB on or before December 30 following the close of the fiscal year. If the audit cannot be completed by this date, the district may submit a request for extension of time to the Executive Director ~~before November 15~~on or before December 30 following the close of the fiscal year. This request shall be with an explanation of the circumstances that cause the report to be delayed, along with an estimated date for submission.

2) An audit report shall contain financial statements composed of the funds established in Section 1501.511, a comment on internal control, a comment on basis of accounting, uniform financial statements prepared using the modified accrual basis of accounting, a certificate of chargeback verification and a State grant compliance section that includes a schedule of enrollment data, a proof of enrollment data, a description of the process for verifying residency status, a schedule of the district equalized assessed valuation, schedules for the restricted/special initiative grants distributed by ICCB and received by the district in the manner and format established by ICCB, and a schedule of federal financial assistance and related reports as prescribed by the federal Office of Management and Budget.

3) Each ICCB restricted or special initiatives grant shall verify that grant funds received by the district were expended in the manner designated by ICCB. ICCB shall designate allowable expenditures for each of the restricted or special initiatives grants to include, but not be limited to, salary and benefits, contractual services, materials, instructional and office equipment, staff development, and travel. The external audit shall include an auditor's report on compliance with State requirements, along with a balance sheet and a statement of revenues and expenditures based upon an understanding of the purpose of the grant, allowable expenditures, expenditure limitations, grant administrative standards, and transfer of funds, if applicable.

b) Confirmation of ICCB Grants. To confirm district records, a district shall provide a copy of ICCB allocation of grants to its external auditor. External auditing firms can confirm allocations using the community college Operating Budget and Technical Appendix located on the ICCB website.

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 August 1 of each year.

b)   Annual Instruction Cost Report in a format prescribed by ICCB for the previous fiscal year by December 3~~1~~0 following the end of that fiscal year.

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

d)   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 47 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 average number of completions of students enrolled in eligible healthcare programs in the most recent academic year for which the board has collected data and the two prior academic years.

3)   Prioritized Programs. Student completions shall be weighted based upon ~~local~~ statewide industry workforce demand as determined by ~~that community college~~the State Board. Non-prioritized programs will be funded at 67 percent of the amount allocated per completion to prioritized programs. This weighting may 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 a~~n~~ locally identified need for support as determined by that community college.

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 using the standard ~~GATA~~ 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 on its website. 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 should 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 healthcare 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 should 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 should 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: Amended at 47 Ill. Reg. _____, effective _____)

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 and Minutes of Closed Sessions** 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.

Illinois Community College Board

APPROVAL OF CONFIDENTIALITY OF EXECUTIVE SESSION MINUTES

The Open Meetings Act (5 ILCS 120/2.06 (d)) requires public bodies to review at least semi-annually all minutes of closed meetings (Executive Session) that have not been made available to the public.

RECOMMENDED ACTION:

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; March 24, 2023 are to remain confidential. All other Executive Session Minutes are available for public inspection.