

Agenda
458th Meeting of the
Illinois Community College Board

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

December 1, 2023

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4. Executive Director Report <i>Dr. Brian Durham</i>	—
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6.2 Adult Education and Family Literacy Council <i>Mr. Dan Deasy</i>	—
6.3 Illinois Community College System Foundation <i>Dr. Berry Hancock</i>	—
6.4 Illinois Community College Trustees Association <i>Mr. Jim Reed</i>	—
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<u>9:00 a.m. – Board Meeting</u>	<u>Page</u>
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16.1 Employment/Appointments Matters	—
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17.1 Employment/Appointment Matters	—
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Illinois Community College Board

**FINAL VERSION OF REVISED BOARD GOALS AS ADOPTED AT THE
SEPTEMBER 15TH, 2023 BOARD MEETING**

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, which was at the September 15th, 2023, Board meeting. The final version of those goals as revised are stated below.

The Board hereby supports and affirms the mission of the state's community college system in providing all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness. The Board is committed to working with community colleges to ensure racial and ethnic diversity on our campuses and to promote inclusive learning environments. The system's commitment to diversity, equity, and inclusion is essential to students' personal and professional growth and success academically, social-emotionally, and in the workforce. To meet this responsibility, the Board has committed to the following three goals:

GOAL 1: To support all students with a focus on minority, first-generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that **close equity gaps** resulting in system-wide improvement of equity metrics across enrollment, retention, advancement, and completion.

GOAL 2: To support a **seamless transition** for students into and through postsecondary education and the workforce by fostering the development of robust career pathways aligned to the needs of business and industry, strong engagement at all levels of the community college system, and with a focus on meeting students where they begin their educational journey, resulting in equitable access and outcomes for all students.

GOAL 3: To contribute to **economic and workforce development** by supporting the Illinois community college system's effort to provide high-quality, dynamic workforce training opportunities that build essential skills for high-value work through apprenticeships, work-based learning opportunities, and competency-based instructional models that result in **equitable economic mobility** through increased credential attainment.

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

Illinois Community College Board

**THE ILLINOIS MANUFACTURING WORKFORCE
ECOSYSTEM (IMWE) PRESENTATION**

Dr. Sheila Quirk-Bailey, President of Illinois Central College, will provide a presentation overview of the Illinois Manufacturing Workforce Ecosystem (IMWE). IMWE is a new community college-led initiative aimed to transform the Illinois manufacturing workforce through innovative, industry-aligned, and inclusive training at every community college, certifying 24,000 individuals across Illinois over the next three years. The ecosystem will provide flexible methods, curricula, and schedules to meet industry standards and the requirements of Illinois manufacturers. IMWE will offer entry-level and advanced certifications for both new entrants and incumbent workers. A minimum of 20% of people certified will come from impoverished backgrounds, with metrics that promote equity and inclusion.

Illinois Community College Board

FINANCE, BUDGETING, ACCOUNTABILITY, & EXTERNAL AFFAIRS COMMITTEE

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

- Election of Committee Chair
- Public Relations and Marketing Update
- Administrative Rules Update
- Adoption of Spring 2024 Legislative Agenda
- ICCB Finance Advisory Committee
- U.S. Census Bureau Post-Secondary Employment Outcomes (PSEO) Initiative
- SAT Placement Validity Study Update
- Fall 2023 Enrollment Report

Illinois Community College Board

FALL 2023 ILLINOIS COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

Data will be shared from the Fall 2023 Illinois Community College Opening Enrollment Report. Fall 2023 student headcount, full-time equivalent (FTE), and enrollment by instructional area will be examined. Preliminary analysis by demography will be provided as well as enrollment comparisons to trends nationally.



FALL 2023 ILLINOIS COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

October 2023

FALL 2023 COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

SYSTEMWIDE HEADCOUNT ENROLLMENTS INCREASE 5.7 PERCENT FROM THE PREVIOUS YEAR AND REGISTER SECOND LARGEST FALL-TO-FALL INCREASE IN THIRTY YEARS

Overall, the Illinois Community College System opening Fall 2023 enrollments had an increase in both headcount (+5.7 percent) and Full-time Equivalent (FTE) (+5.2 percent) from the previous year. The opening enrollments reflect the end of the regular fall registration period which is usually the 10th day of class. The preliminary counts derive from the web-based ICCB Fall 2023 Enrollment Survey.

The Fall 2022 to Fall 2023 increase of 5.7 percent is the second largest Fall-to-Fall enrollment growth in the last thirty years. Only the Fall 2008 to Fall 2009 increase of 7.4 percent during the Great Recession was higher. The pandemic had a profound effect on enrollment and Illinois community colleges continue to aggressively recruit and retain students. A variety of newly funded initiatives targeting programs in high-demand fields have assisted in attracting students, such as the Early Childhood Access Consortium for Equity (ECACE) and Pipeline for the Advancement of the Healthcare Workforce (PATH). Other innovative initiatives like the Workforce Equity Initiative (WEI) are expanding high demand training opportunities and increasing enrollment and expanding opportunities for minority students in at-risk communities.

Illinois community colleges also continue to utilize high school partnerships and are offering even more dual credit courses and programs that will lead high school students on a pathway to college or a credential directly to the workforce. The availability of in-person instruction to pre-pandemic levels has additionally had a significant positive impact on enrollment in instructional areas dependent on it, such as Career and Technical Education, Vocational Training, and Adult Education. Finally, Illinois remains a national leader for students enrolled in community college transfer to four-year institution programs. Much of this can be attributed to the strong statewide articulation mandate (the Illinois Articulation Initiative) that facilitates transfer of courses between community colleges and Illinois four-year institutions.

The Fall 2022 to Fall 2023 rate of enrollment incline for the Illinois Community Colleges System is outpacing growth nationally. According to a [Report](#) released by the National Student Clearinghouse (NSC) Research Center, a nonprofit organization that tracks postsecondary enrollment patterns, public 2-year sector (i.e., community colleges) Fall 2023 enrollment nationally increased 4.4 percent from the previous year as compared to the 5.7 percent growth in Illinois.

Significant findings from the ICCB Fall 2023 Community College Opening Enrollment Report include:

- Fall 2023 headcount enrollments (+5.7 percent) and Full-time Equivalents (FTE) enrollments (+5.2 percent) both increased significantly from the previous year.
- Thirty-six community colleges experienced an increase in headcount enrollment from Fall 2022 to Fall 2023, while twelve community colleges had a decrease.

- Instructional areas often dependent on in-person instruction increased headcount enrollments in Career and Technical Education (+10.4 percent) and Vocational Skills Training (+6.3%) in Fall 2023 compared to the previous year. Student enrollment in Transfer programs also had an uptick compared to the previous year with an increase of 1.8 percent.
- Adult Education, which is also mostly dependent on in-person instruction, increased headcount by 20.8 percent from Fall 2022 to Fall 2023. Adult Education serves a significant number of at-risk students, and the pandemic exacerbated issues for that population.
- For Dual Credit, which allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree, headcount enrollments increased 8.4 percent in Fall 2023 compared to Fall 2022.
- While the number of distance education students decreased in Fall 2023 as compared to the previous year, it remains a prevalent and flexible form of course delivery with 42.3 percent of students enrolling in at least one online course in the current Fall as compared to Fall 2019 (pre-pandemic) at 24.3 percent.

Table 1 provides systemwide comparative fall census enrollment counts for the last five years. Fall 2023 headcount enrollments increased but remain below pre-pandemic enrollments in Fall 2019. The Fall 2022 (N = 233,758) to Fall 2023 (N = 247,178) increase in enrollment represents the second consecutive year of growth after a low in Fall 2021 (N = 230,490). The FTE figures reflect the total number of credit hours being taken by students divided by 15, which is the number of semester hours traditionally considered a full-time class load. The FTE enrollment was 139,764 in Fall 2023. Statewide FTE enrollments are up the equivalent of 6,851 full-time students (FTE +5.2 percent) from Fall 2022.

Table 1
SUMMARY OF OPENING FALL ENROLLMENT IN
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2019-2023

	2019	2020	2021	2022	2023
Headcount	271,336	233,777	230,490	233,758	247,178
% Change from Previous Year	-4.3%	-13.8%	-1.4%	1.4%	5.7%
FTE	157,873	138,237	132,358	132,913	139,764
% Change from Previous Year	-4.0%	-12.4%	-4.3%	0.4%	5.2%

Data Source: ICCB Fall 2023 Enrollment Survey and ICCB Centralized Data System–Fall Enrollment (E1) Student-Level Submission for Fall 2019-2022.

Opening Fall Headcount and FTE Results by College. Table 2 provides comparative information by college for Fall 2019 through 2023 headcount enrollments. A one-year comparison

between Fall 2022 and Fall 2023 among the 48 community colleges shows that nearly three-quarters of the colleges reported an enrollment gain. Ten colleges reported headcount decreases of one percent or more. Thirty-four colleges exhibited headcount enrollment increases of one percent or above. Four of the colleges experienced little or no change (less than +/- one percent).

Table 3 provides college level comparative data on FTE enrollments for the most recent five-year period. Over the past year, FTE decreases are posted by nine colleges, and 36 colleges reported increases. Three of the colleges experienced little or no change in FTE (less than +/- one percent).

Opening Fall Headcount Online Enrollment Statewide and by College. Online instruction is an important part of the delivery of instructional programs in the community college system. Fall 2023 is the sixteenth year that online enrollments have been reported from all colleges in the Opening Fall Enrollment Survey. Tables 4 and 5 provide unduplicated and duplicated headcount online enrollment for Fall 2019 through Fall 2023. There are 210,354 duplicated online enrollments and 104,506 unduplicated online enrollments for Fall 2023. Duplicated online headcount enrollments decreased 4.3 percent (-9,414) from Fall 2022, while Fall 2023 unduplicated online enrollments decreased 5.5 percent with 6,073 fewer students than Fall 2022. Based on unduplicated beginning of term counts, in Fall 2023 online headcount enrollments (unduplicated) accounted for 42.3 percent of overall headcount enrollments, which is lower than last year (47.3 percent). Figure 1 represents the statewide proportion of online student enrollments (i.e., students enrolling in at least one online course) versus on-campus only students. Online students accounted for 42.3 percent of the overall student population in Fall 2023. Similarly, in Fall 2022, online student enrollments represented 47.3 percent of all students, in Fall 2021 represented 56.8 percent, and in Fall 2020 represented 61.9 percent. In contrast, prior to the pandemic, online enrollments represented only 24.3 percent of the population in Fall 2019.

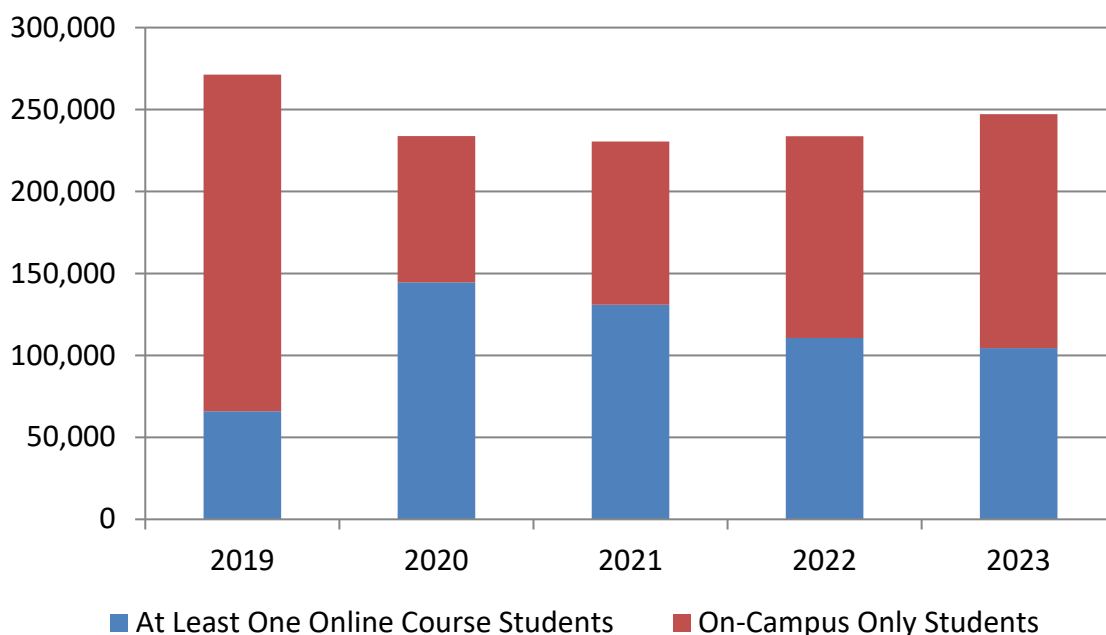


Figure 1: Opening Fall Headcount by Online Course Students versus On-Campus Only Students, 2019-2023

Table 6 provides opening online FTE enrollments for Fall 2019 through Fall 2023. There are 42,387 online FTE enrollments in Fall 2023, which is a decrease over Fall 2022 (-7.6 percent or -3,488 FTE). In Fall 2023, online FTE enrollments accounted for 30.3 percent of overall opening FTE enrollments, which is a drop from Fall 2022 (34.5 percent).

The Fall 2023 online unduplicated headcount is 93.9 percent of its corresponding 5-year average (N = 111,321). The Fall 2023 online duplicated headcount is also below its 5-year average (88.7 percent; N = 237,067). The online FTE for Fall 2023 is below its 5-year average (87.1 percent; N = 48,683).

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

Table 7 provides Fall 2023 opening enrollments by instructional program area. This is a newer table within the report reflecting additional items collected for the first-time in 2021 as a part of the Fall survey process. The collection of more granular data at the instructional program area level will allow for a deeper understanding of enrollment trends. Transfer was the largest instructional program, accounting for 56.9 percent. Career and Technical Education was the second largest instructional program, accounting for 26.6 percent of enrollments in Fall 2023. Students in Adult Education (ABE, ASE, and ESL) comprised 9.9 percent of enrollments, while 5.2 percent of enrollments were in General Associates programs. Enrollments in Vocational Skills (1.1 percent) and General Studies (0.2 percent) programs represented only about one percent of enrollments in Fall 2023.

Figure 2 provides fall opening enrollment headcount by instructional program area for Fall 2019 through Fall 2023. Short-term, from Fall 2022 to Fall 2023, increases in enrollment occurred for students enrolled in the following curriculums: Adult Education (+20.8 percent), Career and Technical Education (+10.4 percent), Vocational Skills (+6.3 percent), and General Studies Certificate (+0.4 percent). These instructional areas, which primarily lean on an in-person and hands-on curriculum, were impacted substantially by pandemic and the necessity in moving many courses to remote or online modalities. With more in-person course options in Fall 2023, these instructional areas have an uptick in enrollment. General Associate (+2.8 percent) and Transfer (+1.8 percent) instructional areas also saw increases in enrollment from Fall 2022 to Fall 2023. Longer-term, from Fall 2019 to Fall 2023, nearly all instructional program areas experienced enrollment declines ranging from 6.1 percent in Career and Technical Education to 34.3 percent in General Associate. Only Adult Education showed enrollment growth (+7.4 percent) from Fall 2019.

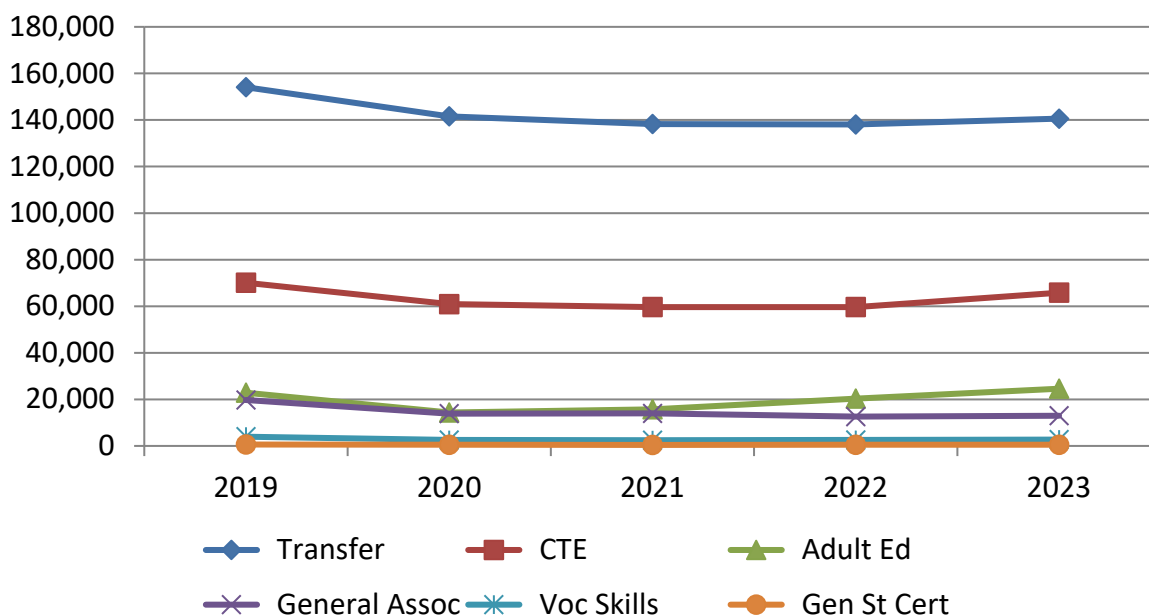


Figure 2: Opening Fall Headcount by Instructional Program Area, 2019-2023

Opening Fall Headcount Dual Credit Enrollment Statewide and by College.

Table 8 provides opening headcount enrollments of dual credit students in Fall 2023. Like Table 7, this table reflects the addition of new items collected in the Fall survey beginning in 2021. At the beginning of the Fall 2023 semester there were 41,946 enrollments for dual credit students, which represented about one in six enrollments (17.0 percent). Opening dual credit enrollments increased 8.4 percent from last fall and increased 18.9 percent from Fall 2021.

Additional Background. The Fall 2023 preliminary summary student counts in this report (Fall 2023 Opening Enrollment Report) derive from the web-based ICCB Fall 2023 Enrollment Survey. Beyond the survey, which allows ICCB and the Illinois Community College System to timely address stakeholder inquiries about fall enrollment, ICCB also annually collects student-level data from community colleges for the fall term. Upon finalization of the data in late fall, the nuanced data will allow ICCB to more fully analyze instructional areas, demographics, and other student characteristics.

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



Illinois Community College Board
Table 2
COMPARISON OF FINAL FALL 2019-2022 OPENING HEADCOUNT ENROLLMENT
WITH FALL 2023 PRELIMINARY OPENING ENROLLMENT

Dist. No.	District/College	Fall 2019 Headcount	Fall 2020 Headcount	Fall 2021 Headcount	Fall 2022 Headcount	Fall 2023 Headcount	% Change 2019-2023	% Change 2022-2023
503	Black Hawk	4,472	3,743	3,736	3,773	3,853	-13.8 %	2.1 %
518	Carl Sandburg	1,925	1,755	1,687	1,688	1,688	-12.3	0.0
508	City Colleges of Chicago	(40,508)	(35,646)	(32,565)	(34,795)	(39,221)	(-3.2)	(12.7)
02	Harold Washington	7,276	6,479	5,750	5,559	5,861	-19.4	5.4
04	Harry S Truman	6,365	5,186	4,749	5,289	6,191	-2.7	17.1
01	Kennedy-King	2,410	1,878	1,903	2,237	2,780	15.4	24.3
03	Malcolm X	6,997	7,273	6,551	7,314	8,011	14.5	9.5
05	Olive-Harvey	2,177	1,955	1,831	2,101	2,746	26.1	30.7
06	Richard J. Daley	6,521	4,929	4,545	4,787	5,842	-10.4	22.0
07	Wilbur Wright	8,762	7,946	7,236	7,508	7,790	-11.1	3.8
502	College of DuPage	23,903	21,010	20,849	21,939	23,216	-2.9	5.8
532	College of Lake County	13,743	11,854	12,117	11,651	12,290	-10.6	5.5
507	Danville Area	2,644	2,171	2,032	1,924	2,112	-20.1	9.8
509	Elgin	9,931	7,882	8,050	8,910	9,614	-3.2	7.9
512	Harper	13,477	12,199	12,015	12,434	13,069	-3.0	5.1
540	Heartland	4,974	4,485	4,697	4,774	4,795	-3.6	0.4
519	Highland	1,511	1,276	1,203	1,184	1,369	-9.4	15.6
514	Illinois Central	8,749	7,813	7,385	7,044	7,578	-13.4	7.6
529	Illinois Eastern	(6,196)	(5,113)	(4,826)	(4,171)	(4,755)	(-23.3)	(14.0)
04	Frontier	1,719	1,262	2,337	1,740	2,364	37.5	35.9
01	Lincoln Trail	797	723	632	636	605	-24.1	-4.9
02	Olney Central	1,034	906	992	869	880	-14.9	1.3
03	Wabash Valley	2,646	2,222	865	926	906	-65.8	-2.2
513	Illinois Valley	2,841	2,413	2,470	2,371	2,594	-8.7	9.4
530	John A. Logan	3,744	3,328	2,954	3,272	3,120	-16.7	-4.6
539	John Wood	1,934	1,881	1,728	1,720	1,866	-3.5	8.5
525	Joliet Junior	14,318	10,267	11,551	10,212	9,863	-31.1	-3.4
520	Kankakee	2,601	2,245	2,231	2,333	2,404	-7.6	3.0
501	Kaskaskia	3,248	2,785	2,282	3,370	3,447	6.1	2.3
523	Kishwaukee	3,060	2,626	2,442	2,581	2,807	-8.3	8.8
517	Lake Land	4,466	3,862	3,644	3,742	3,699	-17.2	-1.1
536	Lewis and Clark	6,413	4,683	4,125	3,973	4,196	-34.6	5.6
526	Lincoln Land	5,446	4,977	4,840	4,444	5,238	-3.8	17.9
528	McHenry County	7,473	7,814	8,765	8,874	9,052	21.1	2.0
524	Moraine Valley	13,032	11,026	10,578	10,511	11,144	-14.5	6.0
527	Morton	4,439	3,618	3,850	3,753	3,751	-15.5	-0.1
535	Oakton	8,083	7,313	7,433	7,645	7,032	-13.0	-8.0
505	Parkland	6,510	5,758	5,394	5,686	6,018	-7.6	5.8
515	Prairie State	3,843	2,716	2,618	2,680	3,043	-20.8	13.5
521	Rend Lake	2,287	1,802	2,002	2,017	1,871	-18.2	-7.2
537	Richland	2,846	2,235	2,252	2,075	2,214	-22.2	6.7
511	Rock Valley	6,092	5,762	5,494	5,861	5,480	-10.0	-6.5
506	Sauk Valley	1,616	1,386	1,378	1,386	1,433	-11.3	3.4
531	Shawnee	1,083	1,176	1,054	1,174	1,149	6.1	-2.1
510	South Suburban	4,066	3,366	3,691	3,905	3,789	-6.8	-3.0
533	Southeastern Illinois	1,732	1,263	1,239	1,379	1,392	-19.6	0.9
522	Southwestern Illinois	8,508	6,906	7,213	7,188	7,955	-6.5	10.7
534	Spoon River	1,386	1,239	1,273	1,212	1,225	-11.6	1.1
504	Triton	9,571	8,819	9,048	8,616	9,262	-3.2	7.5
516	Waubonsee	8,665	7,564	7,779	7,491	8,574	-1.1 %	14.5 %
Totals		271,336	233,777	230,490	233,758	247,178	-8.9 %	5.7 %

SOURCE OF DATA: ICCB Centralized Data System--Fall Enrollment (E1) for Fall 2019-2022 and Fall Enrollment Survey for Fall 2023



Illinois Community College Board
Table 3
COMPARISON OF FINAL FALL 2019-2022 OPENING FTE ENROLLMENT
WITH FALL 2023 PRELIMINARY OPENING FTE ENROLLMENT

Dist. No.	District/College	Fall 2019 FTE	Fall 2020 FTE	Fall 2021 FTE	Fall 2022 FTE	Fall 2023 FTE	% Change 2019-2023	% Change 2022-2023
503	Black Hawk	2,533	2,222	2,134	2,079	2,113	-16.6 %	1.6 %
518	Carl Sandburg	1,217	1,076	1,043	1,039	1,053	-13.5	1.4
508	City Colleges of Chicago	(25,726)	(21,802)	(19,565)	(20,401)	(22,959)	(-10.8)	(12.5)
02	Harold Washington	4,914	4,074	3,451	3,249	3,376	-31.3	3.9
04	Harry S Truman	3,498	2,867	2,616	2,971	3,452	-1.3	16.2
01	Kennedy-King	1,806	1,194	1,325	1,362	1,640	-9.2	20.4
03	Malcolm X	4,744	4,512	4,107	4,460	4,833	1.9	8.4
05	Olive-Harvey	1,392	1,196	1,046	1,209	1,596	14.6	32.0
06	Richard J. Daley	3,954	2,875	2,676	2,768	3,483	-11.9	25.8
07	Wilbur Wright	5,417	5,084	4,344	4,382	4,580	-15.5	4.5
502	College of DuPage	13,329	12,080	11,655	11,777	12,466	-6.5	5.9
532	College of Lake County	7,848	6,975	7,054	6,857	7,323	-6.7	6.8
507	Danville Area	1,388	1,185	1,139	1,111	1,225	-11.7	10.3
509	Elgin	5,732	4,816	4,712	5,016	5,406	-5.7	7.8
512	Harper	7,713	7,264	6,862	6,878	7,208	-6.5	4.8
540	Heartland	2,978	2,657	2,687	2,740	2,685	-9.9	-2.0
519	Highland	952	874	808	756	828	-13.1	9.4
514	Illinois Central	4,892	4,347	3,984	3,788	4,115	-15.9	8.6
529	Illinois Eastern	(2,667)	(2,431)	(2,270)	(2,256)	(2,260)	(-15.3)	(0.2)
04	Frontier	559	540	539	522	570	1.9	9.2
01	Lincoln Trail	575	567	484	481	440	-23.5	-8.6
02	Olney Central	710	638	666	653	635	-10.6	-2.7
03	Wabash Valley	822	686	583	600	616	-25.2	2.5
513	Illinois Valley	1,689	1,517	1,457	1,497	1,534	-9.2	2.5
530	John A. Logan	2,378	2,122	1,859	1,974	1,958	-17.7	-0.8
539	John Wood	1,299	1,252	1,160	1,117	1,165	-10.3	4.3
525	Joliet Junior	8,022	6,308	6,399	6,008	6,129	-23.6	2.0
520	Kankakee	1,557	1,431	1,368	1,455	1,494	-4.0	2.7
501	Kaskaskia	1,899	1,641	1,538	1,806	1,911	0.6	5.8
523	Kishwaukee	1,816	1,553	1,454	1,508	1,649	-9.2	9.4
517	Lake Land	2,900	2,605	2,368	2,476	2,381	-17.9	-3.9
536	Lewis and Clark	3,153	2,539	2,282	2,147	2,337	-25.9	8.8
526	Lincoln Land	3,413	3,123	3,019	2,807	3,131	-8.3	11.6
528	McHenry County	3,893	3,976	4,226	4,256	4,317	10.9	1.4
524	Moraine Valley	7,712	6,410	6,065	5,943	6,297	-18.3	6.0
527	Morton	2,391	2,019	2,054	2,043	2,053	-14.1	0.5
535	Oakton	4,497	4,254	4,068	4,151	3,933	-12.5	-5.3
505	Parkland	4,003	3,528	3,250	3,376	3,484	-13.0	3.2
515	Prairie State	2,242	1,618	1,505	1,602	1,797	-19.9	12.2
521	Rend Lake	1,544	1,263	1,351	1,398	1,297	-16.0	-7.2
537	Richland	1,500	1,219	1,147	1,094	1,081	-27.9	-1.2
511	Rock Valley	4,033	3,817	3,633	3,669	3,566	-11.6	-2.8
506	Sauk Valley	1,046	915	872	885	923	-11.8	4.3
531	Shawnee	843	862	648	707	617	-26.7	-12.6
510	South Suburban	1,939	1,645	1,566	1,663	1,707	-12.0	2.6
533	Southeastern Illinois	870	701	666	729	743	-14.6	1.9
522	Southwestern Illinois	5,388	4,510	4,583	4,310	4,570	-15.2	6.0
534	Spoon River	848	757	746	688	689	-18.7	0.1
504	Triton	5,411	4,796	4,836	4,785	4,889	-9.6	2.2
516	Waubonsee	<u>4,613</u>	<u>4,129</u>	<u>4,324</u>	<u>4,124</u>	<u>4,471</u>	<u>-3.1 %</u>	<u>8.4 %</u>
Totals		157,873	138,237	132,358	132,913	139,764	-11.5 %	5.2 %

SOURCE OF DATA: ICCB Centralized Data System--Fall Enrollment (E1) for Fall 2019-2022 and Fall Enrollment Survey for Fall 2023



Illinois Community College Board
Table 4
PRELIMINARY OPENING UNDUPLICATED ONLINE ENROLLMENT
FALL 2019-2023

Dist. No.	District/College	Fall 2019 Unduplicated	Fall 2020 Unduplicated	Fall 2021 Unduplicated	Fall 2022 Unduplicated	Fall 2023 Unduplicated	% Change 2019-2023	% Change 2022-2023
503	Black Hawk	1,511	2,656	2,192	1,962	1,780	17.8 %	-9.3 %
518	Carl Sandburg	836	1,250	1,121	1,052	1,016	21.5	-3.4
508	City Colleges of Chicago	(5,401)	(6,996)	(21,171)	(17,901)	(18,419)	(241.0)	(2.9)
02	Harold Washington	1,534	1,882	4,739	3,867	3,689	140.5	-4.6
04	Harry S Truman	624	854	2,380	2,048	2,373	280.3	15.9
01	Kennedy-King	263	315	1,085	1,217	1,332	406.5	9.4
03	Malcolm X	1,057	1,362	5,016	4,423	4,401	316.4	-0.5
05	Olive-Harvey	312	388	1,037	941	1,213	288.8	28.9
06	Richard J. Daley	465	719	2,107	1,934	2,175	367.7	12.5
07	Wilbur Wright	1,146	1,476	4,807	3,471	3,236	182.4	-6.8
502	College of DuPage	6,034	11,961	13,474	9,755	9,642	59.8	-1.2
532	College of Lake County	3,223	10,805	5,773	7,430	6,820	111.6	-8.2
507	Danville Area	864	1,663	972	888	411	-52.4	-53.7
509	Elgin	1,951	4,735	6,124	3,914	3,501	79.4	-10.6
512	Harper	3,022	10,549	8,553	6,216	5,862	94.0	-5.7
540	Heartland	1,555	3,327	2,615	2,522	2,557	64.4	1.4
519	Highland	453	737	620	576	594	31.1	3.1
514	Illinois Central	2,369	5,916	3,980	2,927	3,035	28.1	3.7
529	Illinois Eastern	(1,353)	(1,623)	(1,357)	(1,540)	(1,471)	(8.7)	(-4.5)
04	Frontier	215	277	195	302	184	-14.4	-39.1
01	Lincoln Trail	345	499	326	375	411	19.1	9.6
02	Olney Central	447	477	442	500	488	9.2	-2.4
03	Wabash Valley	346	370	394	363	388	12.1	6.9
513	Illinois Valley	657	1,770	950	1,265	998	51.9	-21.1
530	John A. Logan	1,242	1,543	1,342	1,265	1,278	2.9	1.0
539	John Wood	1,135	1,396	1,194	1,164	1,334	17.5	14.6
525	Joliet Junior	3,577	9,885	7,795	4,902	4,342	21.4	-11.4
520	Kankakee	593	1,513	793	1,031	967	63.1	-6.2
501	Kaskaskia	1,179	1,454	1,207	1,214	1,287	9.2	6.0
523	Kishwaukee	910	2,022	1,453	1,210	1,368	50.3	13.1
517	Lake Land	1,693	2,837	1,833	1,944	1,850	9.3	-4.8
536	Lewis and Clark	727	807	1,377	931	947	30.3	1.7
526	Lincoln Land	1,739	3,464	2,603	2,451	2,564	47.4	4.6
528	McHenry County	1,965	4,445	3,343	3,205	3,007	53.0	-6.2
524	Moraine Valley	2,872	8,557	7,216	4,495	4,305	49.9	-4.2
527	Morton	485	3,151	1,180	1,477	770	58.8	-47.9
535	Oakton	2,493	6,422	5,403	3,980	4,153	66.6	4.3
505	Parkland	2,317	3,530	2,794	4,223	3,078	32.8	-27.1
515	Prairie State	929	2,293	1,774	1,363	1,366	47.0	0.2
521	Rend Lake	520	1,295	879	851	782	50.4	-8.1
537	Richland	771	1,730	1,247	1,161	1,188	54.1	2.3
511	Rock Valley	1,490	4,936	3,539	3,014	2,901	94.7	-3.7
506	Sauk Valley	760	1,173	727	783	820	7.9	4.7
531	Shawnee	379	576	500	507	560	47.8	10.5
510	South Suburban	887	1,000	1,072	1,392	1,308	47.5	-6.0
533	Southeastern Illinois	772	689	568	718	577	-25.3	-19.6
522	Southwestern Illinois	2,362	3,635	3,202	3,115	3,201	35.5	2.8
534	Spoon River	475	757	528	705	467	-1.7	-33.8
504	Triton	1,871	6,636	4,543	2,442	828	-55.7	-66.1
516	Waubonsee	<u>2,553</u>	<u>4,897</u>	<u>3,948</u>	<u>3,088</u>	<u>3,152</u>	<u>23.5 %</u>	<u>2.1 %</u>
Totals		65,925	144,631	130,962	110,579	104,506	58.5 %	-5.5 %

SOURCE OF DATA: Fall Enrollment Surveys



Illinois Community College Board
Table 5
PRELIMINARY OPENING DUPLICATED ONLINE ENROLLMENT
FALL 2019-2023

Dist. No.	District/College	Fall 2019 Duplicated	Fall 2020 Duplicated	Fall 2021 Duplicated	Fall 2022 Duplicated	Fall 2023 Duplicated	% Change 2019-2023	% Change 2022-2023
503	Black Hawk	2,537	6,971	4,973	3,936	3,425	35.0 %	-13.0 %
518	Carl Sandburg	1,373	2,746	2,389	2,123	2,055	49.7	-3.2
508	City Colleges of Chicago	(8,783)	(12,840)	(60,989)	(37,291)	(36,097)	(311.0)	(-3.2)
02	Harold Washington	2,648	3,434	13,388	8,308	7,614	187.5	-8.4
04	Harry S Truman	939	1,388	6,398	4,280	4,381	366.6	2.4
01	Kennedy-King	446	545	2,778	2,502	2,696	504.5	7.8
03	Malcolm X	1,662	2,153	15,122	9,021	8,526	413.0	-5.5
05	Olive-Harvey	545	1,288	2,711	2,003	2,518	362.0	25.7
06	Richard J. Daley	756	1,249	5,807	4,061	4,120	445.0	1.5
07	Wilbur Wright	1,787	2,783	14,785	7,116	6,242	249.3	-12.3
502	College of DuPage	9,944	24,272	29,518	19,252	18,515	86.2	-3.8
532	College of Lake County	5,056	28,972	9,995	14,998	13,320	163.4	-11.2
507	Danville Area	1,446	1,763	1,560	2,047	1,246	-13.8	-39.1
509	Elgin	2,869	7,597	14,659	7,562	5,951	107.4	-21.3
512	Harper	4,502	29,689	20,217	12,416	11,015	144.7	-11.3
540	Heartland	2,435	8,884	6,561	4,557	4,770	95.9	4.7
519	Highland	799	1,739	1,278	1,238	1,215	52.1	-1.9
514	Illinois Central	3,754	15,846	8,325 *	5,566 *	5,775	53.8	3.8
529	Illinois Eastern	(1,767)	(2,140)	(1,618)	(1,786)	(1,722)	(-2.5)	(-3.6)
04	Frontier	280	379	208	320	201	-28.2	-37.2
01	Lincoln Trail	521	707	449	457	509	-2.3	11.4
02	Olney Central	584	616	514	605	577	-1.2	-4.6
03	Wabash Valley	382	438	447	404	435	13.9	7.7
513	Illinois Valley	961	5,225	1,829	2,260	2,289	138.2	1.3
530	John A. Logan	2,141	2,850	2,503	2,146	2,527	18.0	17.8
539	John Wood	2,033	2,844	2,566	2,507	2,670	31.3	6.5
525	Joliet Junior	5,778	26,779	18,671	9,322	7,771	34.5	-16.6
520	Kankakee	850	3,759	1,376	1,819	1,748	105.6	-3.9
501	Kaskaskia	2,294	2,784	2,749	2,370	2,654	15.7	12.0
523	Kishwaukee	1,516	6,053	3,696	2,770	2,938	93.8	6.1
517	Lake Land	3,354	10,308	3,552	4,046	3,764	12.2	-7.0
536	Lewis and Clark	1,147	1,327	2,362	931	1,614	40.7	73.4
526	Lincoln Land	3,056	7,141	5,463	4,994	4,999	63.6	0.1
528	McHenry County	3,192	10,477	6,820	6,242	5,676	77.8	-9.1
524	Moraine Valley	4,382	26,439	16,065	9,066	8,370	91.0	-7.7
527	Morton	656	7,508	2,616	2,428	8,508	1197.0	250.4
535	Oakton	3,775	16,597	12,731	9,328	10,078	167.0	8.0
505	Parkland	3,618	5,771	5,142	9,471	7,157	97.8	-24.4
515	Prairie State	1,551	5,731	3,453	2,782	2,493	60.7	-10.4
521	Rend Lake	838	3,691	1,635	1,607	1,441	72.0	-10.3
537	Richland	1,322	4,126	1,803	1,734	1,624	22.8	-6.3
511	Rock Valley	2,238	14,168	8,047	6,339	5,774	158.0	-8.9
506	Sauk Valley	1,264	3,763	1,374	1,488	1,693	33.9	13.8
531	Shawnee	685	1,228	1,003	1,050	1,201	75.3	14.4
510	South Suburban	1,285	1,480	3,147	2,670	2,305	79.4	-13.7
533	Southeastern Illinois	1,379	1,387	1,037	1,310	1,186	-14.0	-9.5
522	Southwestern Illinois	3,982	7,480	6,489	6,338	6,362	59.8	0.4
534	Spoon River	914	1,149	1,115	1,573	998	9.2	-36.6
504	Triton	2,840	16,667	9,633	4,413	1,405	-50.5	-68.2
516	Waubensee	<u>4,317</u>	<u>11,271</u>	<u>8,161</u>	<u>5,992</u>	<u>6,003</u>	<u>39.1 %</u>	<u>0.2 %</u>
Totals		106,633	351,462	297,120	219,768	210,354	97.3 %	-4.3 %

* Modified by College

SOURCE OF DATA: Fall Enrollment Surveys



Illinois Community College Board
Table 6
PRELIMINARY OPENING ONLINE FTE ENROLLMENT
FALL 2019-2023

Dist. No.	District/College	Fall 2019 FTE	Fall 2020 FTE	Fall 2021 FTE	Fall 2022 FTE	Fall 2023 FTE	% Change 2019-2023	% Change 2022-2023
503	Black Hawk	480	1,321	970	751	662	37.9 %	-11.8 %
518	Carl Sandburg	280	559	479	434	416	48.7	-4.3
508	City Colleges of Chicago	(1,870)	(2,611)	(11,750)	(8,297)	(8,364)	(347.3)	(0.8)
02	Harold Washington	563	737	2,629	1,824	1,668	196.2	-8.6
04	Harry S Truman	200	296	1,231	952	1,115	457.3	17.1
01	Kennedy-King	93	113	537	536	587	531.5	9.6
03	Malcolm X	352	459	2,829	2,068	1,994	466.4	-3.6
05	Olive-Harvey	116	189	530	438	562	384.8	28.3
06	Richard J. Daley	162	263	1,131	899	987	509.1	9.7
07	Wilbur Wright	384	554	2,863	1,580	1,451	277.9	-8.1
502	College of DuPage	2,098	5,343	6,389	4,121	3,948	88.1	-4.2
532	College of Lake County	1,028	6,037	2,203	3,136	2,766	169.1	-11.8
507	Danville Area	300	443	372	312	436	45.3	39.8
509	Elgin	583	1,731	3,196	1,567	1,317	125.8	-15.9
512	Harper	892	6,202	4,188	2,538	2,224	149.2	-12.4
540	Heartland	499	1,961	1,367	939	1,014	103.2	8.0
519	Highland	144	315	233	242	232	61.5	-4.0
514	Illinois Central	747	3,436	1,751	1,131	1,161	55.5	2.6
529	Illinois Eastern	(268)	(324)	(293)	(332)	(351)	(31.0)	(5.7)
04	Frontier	44	53	38	55	43	-1.8	-21.6
01	Lincoln Trail	80	92	77	83	95	18.5	14.6
02	Olney Central	94	110	99	111	117	23.8	5.6
03	Wabash Valley	50	69	79	84	97	94.1	15.5
513	Illinois Valley	180	1,047	340	417	339	88.3	-18.7
530	John A. Logan	426	573	514	457	506	18.7	10.7
539	John Wood	360	519	481	470	495	37.6	5.4
525	Joliet Junior	1,206	5,643	3,920	1,896	1,632	35.3	-13.9
520	Kankakee	169	743	253	360	333	96.7	-7.6
501	Kaskaskia	286	557	498	474	949	231.7	100.3
523	Kishwaukee	291	1,206	734	552	583	99.8	5.5
517	Lake Land	653	2,250	861	779	722	10.5	-7.4
536	Lewis and Clark	236	264	473	678	314	33.1	-53.6
526	Lincoln Land	641	1,485	1,135	1,055	1,070	66.9	1.4
528	McHenry County	605	2,129	1,272	1,162	1,074	77.6	-7.6
524	Moraine Valley	895	5,463	3,064	1,829	1,701	90.1	-7.0
527	Morton	135	1,598	79	490	568	320.7	15.9
535	Oakton	728	3,496	2,535	1,525	1,582	117.4	3.8
505	Parkland	777	1,432	1,123	2,094	1,180	52.0	-43.6
515	Prairie State	306	1,208	714	533	483	57.7	-9.4
521	Rend Lake	159	714	309	301	262	64.2	-13.0
537	Richland	277	892	535	538	501	80.8	-6.9
511	Rock Valley	453	2,897	1,584	1,224	1,124	148.2	-8.2
506	Sauk Valley	209	778	230	610	245	17.2	-59.8
531	Shawnee	135	259	209	207	247	82.9	19.4
510	South Suburban	231	273	614	519	460	98.9	-11.3
533	Southeastern Illinois	250	288	206	253	214	-14.3	-15.4
522	Southwestern Illinois	748	1,417	1,283	1,237	1,242	66.0	0.4
534	Spoon River	182	567	222	320	205	12.6	-35.7
504	Triton	596	3,825	2,023	933	297	-50.1	-68.1
516	Waubonsee	815	2,210	1,601	1,165	1,170	43.7 %	0.4 %
Totals		21,137	74,015	60,001	45,875	42,387	100.5 %	-7.6 %

SOURCE OF DATA: Fall Enrollment Surveys



Illinois Community College Board
Table 7
PRELIMINARY OPENING ENROLLMENT BY INSTRUCTIONAL PROGRAM AREA
FALL 2023

Dist. No.	District/College	General Associates	Transfer	Career & Technical Education	General Studies	Vocational Skills	Adult Basic Education	Adult Secondary Education	English as a Second Language	Total
503	Black Hawk	0	2,106	1,336	0	89	43	35	244	3,853
518	Carl Sandburg	260	1,076	347	0	5	0	0	0	1,688
508	City Colleges of Chicago	(5,166)	(19,962)	(4,405)	(0)	(0)	(1,785)	(539)	(7,364)	(39,221)
	Harold Washington	386	5,052	423	0	0	0	0	0	5,861
	Harry S Truman	308	2,228	642	0	0	397	102	2,514	6,191
	Kennedy-King	204	1,454	749	0	0	237	15	121	2,780
	Malcolm X	2,824	2,635	1,275	0	0	416	59	802	8,011
	Olive-Harvey	176	1,523	503	0	0	182	36	326	2,746
	Richard J. Daley	622	2,780	501	0	0	324	192	1,423	5,842
	Wilbur Wright	646	4,290	312	0	0	229	135	2,178	7,790
502	College of DuPage	231	11,536	8,741	92	2	137	52	2,425	23,216
532	College of Lake County	17	7,221	3,213	6	204	57	209	1,363	12,290
507	Danville Area	0	1,016	759	0	234	66	37	0	2,112
509	Elgin	35	5,479	2,377	0	6	92	103	1,522	9,614
512	Harper	91	8,640	2,787	0	55	144	0	1,352	13,069
540	Heartland	0	3,781	747	0	1	63	22	181	4,795
519	Highland	47	943	290	42	46	1	0	0	1,369
514	Illinois Central	912	4,731	1,652	0	0	108	0	175	7,578
529	Illinois Eastern	(295)	(1,856)	(2,044)	(0)	(417)	(48)	(73)	(22)	(4,755)
	Frontier	59	434	1,414	0	320	48	73	16	2,364
	Lincoln Trail	92	403	97	0	13	0	0	0	605
	Olney Central	59	576	242	0	3	0	0	0	880
	Wabash Valley	85	443	291	0	81	0	0	6	906
513	Illinois Valley	94	1,502	862	26	1	30	15	64	2,594
530	John A. Logan	134	2,097	817	0	66	3	3	0	3,120
539	John Wood	0	1,427	439	0	0	0	0	0	1,866
525	Joliet Junior	359	5,378	3,340	16	22	58	131	559	9,863
520	Kankakee	465	923	851	0	0	36	51	78	2,404
501	Kaskaskia	324	2,128	995	0	0	0	0	0	3,447
523	Kishwaukee	2	1,693	852	0	52	28	67	113	2,807
517	Lake Land	264	2,099	1,315	0	19	1	0	1	3,699
536	Lewis and Clark	149	1,112	2,738	0	19	83	77	18	4,196
526	Lincoln Land	625	3,201	1,402	0	10	0	0	0	5,238
528	McHenry County	0	6,488	2,049	0	0	38	62	415	9,052
524	Moraine Valley	134	8,395	2,205	0	0	41	7	362	11,144
527	Morton	1,826	70	1,471	11	0	62	27	284	3,751
535	Oakton	36	4,905	1,738	0	65	55	75	158	7,032
505	Parkland	177	4,037	1,799	0	0	0	0	5	6,018
515	Prairie State	236	1,350	1,155	0	113	7	75	107	3,043
521	Rend Lake	0	1,187	658	0	26	0	0	0	1,871
537	Richland	378	1,301	508	0	20	5	2	0	2,214
511	Rock Valley	0	4,165	1,252	0	47	4	9	3	5,480
506	Sauk Valley	4	925	504	0	0	0	0	0	1,433
531	Shawnee	96	197	405	300	141	10	0	0	1,149
510	South Suburban	48	2,652	652	0	126	128	50	133	3,789
533	Southeastern Illinois	88	690	248	0	366	0	0	0	1,392
522	Southwestern Illinois	0	4,191	3,400	0	0	94	91	179	7,955
534	Spoon River	39	765	277	0	7	63	55	19	1,225
504	Triton	237	3,849	3,642	0	573	930	1	30	9,262
516	Waubonsee	193	5,476	1,571	21	0	263	39	1,011	8,574
TOTALS		12,962	140,550	65,843	514	2,732	4,483	1,907	18,187	247,178

SOURCE OF DATA: Fall Enrollment Surveys

Note: Historical Fall Enrollment by Instructional Program Area collected via Student-Level Data are available via ICCB Databook Section II Table 1.



Illinois Community College Board
Table 8
PRELIMINARY OPENING
DUAL CREDIT ENROLLMENTS
BY COLLEGE, FALL 2021-2023

Dist. <u>No. College Name</u>	Fall 2021 Dual Credit <u>Headcount</u>	Fall 2022 Dual Credit <u>Headcount</u>	Fall 2023 Dual Credit <u>Headcount</u>	% Change <u>2021-2023</u>	% Change <u>2022-2023</u>
503 Black Hawk	995	1,098	1,118	12.4 %	1.8 %
518 Carl Sandburg	535	535	555	3.7	3.7
508 City Colleges of Chicago	(2,694)	(3,558)	(3,968)	(47.3)	(11.5)
02 Harold Washington	759	808	819	7.9	1.4
04 Harry S Truman	65	147	359	452.3	144.2
01 Kennedy-King	292	381	514	76.0	34.9
03 Malcolm X	220	376	246	11.8	-34.6
05 Olive-Harvey	356	424	561	57.6	32.3
06 Richard J. Daley	441	837	924	109.5	10.4
07 Wilbur Wright	561	585	545	-2.9	-6.8
502 College of DuPage	2,505	3,549	3,501	39.8	-1.4
532 College of Lake County	115	161	231	100.9	43.5
507 Danville Area	281	181	330	17.4	82.3
509 Elgin	748	1,040	1,178	57.5	13.3
512 Harper	1,744	2,031	2,013	15.4	-0.9
540 Heartland	1,022	1,107	1,232	20.5	11.3
519 Highland	175	275	288	64.6	4.7
514 Illinois Central	1,892	1,794	1,996	5.5	11.3
529 Illinois Eastern	(918)	(890)	(1,078)	(17.4)	(21.1)
04 Frontier	238	248	393	65.1	58.5
01 Lincoln Trail	150	190	205	36.7	7.9
02 Olney Central	325	236	295	-9.2	25.0
03 Wabash Valley	205	216	185	-9.8	-14.4
513 Illinois Valley	494	481	578	17.0	20.2
530 John A. Logan	785	999	890	13.4	-10.9
539 John Wood	215	222	252	17.2	13.5
525 Joliet Junior	2,049	871	305	-85.1	-65.0
520 Kankakee	228	147	131	-42.5	-10.9
501 Kaskaskia	462	1,481	1,541	233.5	4.1
523 Kishwaukee	460	595	750	63.0	26.1
517 Lake Land	1,042	1,027	1,079	3.6	5.1
536 Lewis and Clark	1,409	1,355	1,452	3.1	7.2
526 Lincoln Land	328	23	715	118.0	3008.7
528 McHenry County	3,242	3,582	3,678	13.4	2.7
524 Moraine Valley	2,143	2,235	2,611	21.8	16.8
527 Morton	741	754	268	-63.8	-64.5
535 Oakton	512	465	448	-12.5	-3.7
505 Parkland	747	874	1,090	45.9	24.7
515 Prairie State	0	34	43	--	26.5
521 Rend Lake	574	409	589	2.6	44.0
537 Richland	643	618	739	14.9	19.6
511 Rock Valley	308	565	603	95.8	6.7
506 Sauk Valley	247	251	242	-2.0	-3.6
531 Shawnee	204	320	287	40.7	-10.3
510 South Suburban	1,353	1,663	1,118	-17.4	-32.8
533 Southeastern Illinois	101	134	118	16.8	-11.9
522 Southwestern Illinois	689	1,081	1,710	148.2	58.2
534 Spoon River	272	315	312	14.7	-1.0
504 Triton	1,199	888	1,435	19.7	61.6
516 Waubonsee	<u>1,216</u>	<u>1,103</u>	<u>1,474</u>	<u>21.2 %</u>	<u>33.6 %</u>
Totals	35,287	38,711	41,946	18.9 %	8.4 %

SOURCE OF DATA: Fall Enrollment Surveys

Illinois Community College Board

SPRING 2024 LEGISLATIVE AGENDA

The Board discussed potential legislation for the Spring 2024 legislative session during its retreat on September 15, 2023. The legislative agenda presented to the Board for approval is informed by the Board's goals and conversations with the community college system.

The Illinois Community College Board is requested to approve the Spring 2024 Legislative Agenda and authorize board staff to introduce legislation in the Illinois General Assembly to enact the agenda.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following Spring 2024 Legislative Agenda and authorizes board staff to introduce legislation to enact Agenda:

1. Transfer Application Fee Waiver
2. Omnibus Legislative Clean-Up

BACKGROUND

Transfer Application Fee Waiver

The ICCB proposes amending the Management Act for each public university to waive the application fees for community college students on track to complete their associate degree who are applying to transfer to an Illinois public university.

Application fees can become a barrier for community college students transferring to public universities. In the academic year 2021-2022, over 26,000 community college students graduated with a Transfer Degree. Of those graduates, 7,794 (30 percent) were low income (Pell recipients). While most institutions have a fee waiver process for low-income students, this process varies by institution and usually requires verification.

Omnibus Legislative Clean-Up

This proposal eliminates outdated statutes, reduces administrative burden, and ensures statutory language is consistent with ICCB operating processes and procedure.

Current law requires the following items which are either amended or repealed in this proposed legislation:

- **110 ILCS 805/2.7** – allows the ICCB to appoint advisory committees; this section is updated to also provide for the designation of standing advisory organizations. ICCB administrative allows independent organizations to petition the Board for advisory organization status but does not allow the board to designate such organizations on its own accord.
- **110 ILCS 805/2-12(d)** – qualification and certification of facilities. The ICCB does not have the staff expertise or experience to evaluate community college facilities but does collect facility data as part of its annual submission requirements.
- **110 ILCS 805/2-12(f)** – requires ICCB to grant recognition to community colleges meeting the standards identified in this section. The language in this section is inconsistent with statutory requirements pertaining to recognition in section 2-15 of the Act.
- **110 ILCS 805/2-12(k)** – requires ICCB to establish guidelines for special programs for high school dropouts that have received truancy status. The language is outdated, and no such programs exist.
- **110 ILCS 805/2-15** – current statute provides authority for the ICCB to dissolve a community college district but is silent on disbursement of local revenues. Metropolitan Community College was closed in October of 1998 and the East St. Louis Higher Education Center was opened under the control of the ICCB. Since the community college's closure, the ICCB has been the custodian of local revenues invested through Illinois Funds with no statutory direction as to the use of those funds; as such, language is added to direct local revenues back into the local area.
- **110 ILCS 805/3-16** – requires community college academic terms to be established with the consent of the ICCB. The ICCB has adopted rules for establishment of academic terms but does not provide consent, nor is such consent necessary given established rules.
- **110 ILCS 805/3-19** – requires community colleges to file a treasurer surety bond with the ICCB and allows the ICCB to direct community colleges to increase or decrease the amount of these bonds. This is an outdated and unnecessary mandate on the community college system.
- **110 ILCS 805/3-29.8** – requires community college submission of faculty and staff salary and benefit information to the ICCB by July 1. This due date falls directly after the close of the fiscal year for which the data reported is based on.
- **110 ILCS 805/5-3 through 5-6** – these sections pertain to requirements for approval and prioritization of state funded community college capital projects including the study of facility needs and approval of applications and plans. The language in these sections does not reflect the current ICCB RAMP process and capital project prioritization.

Item #7.1b
December 1, 2023

- **110 ILCS 805/5-6** – requires ICCB to appoint a licensed appraiser in specified circumstances. This requirement is outdated and outside the scope of ICCB expertise.
- **110 ILCS 205/8** – requires the ICCB to submit their budget recommendations to IBHE by November 15 of each year. The ICCB approves budget and capital recommendations at its December board meeting.
- **110 ILCS 983/** - includes provisions within the Know Before You Owe Private Education Loan Act for ICCB and IBHE to certify institutions as compliant. This law was an initiative of the Illinois Attorney General's Office; no process has ever been established for such certifications resulting in potential for audit findings.
- **110 ILCS 148/60** - Postsecondary and Workforce Readiness Act provisions that allow for community college base operating grant dollars to fund transitional math and English courses. These courses are high school courses and funding of such courses is inconsistent with the community college funding formulas. This provision is subject to funding and has never been enacted.
- **105 ILCS 5/3-15.12** – establishes the statutory authority for Regional Offices of Education to receive high school equivalency testing fee revenue into a special purpose fund. Additional statutory language is being added to specify fee revenues shall go back into administration of the high school equivalency testing program.

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE

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

- Workforce Education
 - CTE Annual Report
 - Career Pathway Definitions
- High School Equivalency
 - HSE Conference
- Academic Affairs
 - Dual Credit NOFO
 - New Units of Instruction
- Other
 - Equity Plans

Illinois Community College Board

EQUITY PLAN GUIDANCE

In response to the strategies outlined in A Thriving Illinois, P.A. 102-1046 (110 ILCS 205/9.16) requires each public institution of higher education and encourages each private institution of higher education to develop and implement an equity plan and practices for its institution that, at a minimum, close gaps in enrollment, retention, completion, and student loan repayment rates for underrepresented groups, including students of color, low-income students, working adult students, rural students, and individuals with disabilities so that individuals, families, and communities throughout the state can thrive.

IBHE, in collaboration with ICCB, is charged with:

- Requiring and collecting from each public institution of higher education an Equity Plan and encouraging each private institution to submit an Equity Plan;
- Conducting periodic review of each institution for compliance and notifying the institution of steps to achieve compliance;
- Providing advice and counsel;
- Conducting studies on the effectiveness and outcomes of the Equity Plan's strategies and methods;
- Requiring components of the Equity Plans, including developing guidance;
- Mandating all public institutions and encouraging private institutions of higher education to submit data necessary to assess the Equity Plans; and
- Report to the Governor and General Assembly annually with an assessment of the Plans and the effectiveness and outcomes of the strategies implemented by each institution.

Equity Plan Guidance Background

The Equity Plan Guidance attached provides the framework for institutions to develop, implement, and assess Equity Plans and Practices as outlined. The first submission of college Equity Plans will be baseline information to analyze and understand where colleges need additional technical assistance.

The Equity Plan framework was developed in partnership with an Advisory Committee composed of 20 individuals from all sectors of higher education and was co-convened by the Illinois Board of Higher Education and the Illinois Community College Board.

Equity Plan Submission

Community colleges should submit their Equity Plans for Fiscal Year 2025 no later than May 31, 2024. Further guidance will be provided to community colleges on December 4, 2023.

Equity Plan & Practices Framework Baseline Plan

Background:

A New Strategic Plan Grounded in Equity

In 2021, after extensive stakeholder engagement, the Illinois Board of Higher Education adopted, and the Illinois Community College Board and Illinois Student Assistance Commission endorsed, a new strategic plan for higher education. Called [A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth](#), the plan centers equity and recognizes that Illinois' economic growth and educational equity are inseparable. The plan includes 25 strategies to achieve the three goals of Equity, Sustainability, and Growth: close equity gaps for students who have been left behind (Equity); build stronger financial futures for individuals and institutions (Sustainability); and increase talent and innovation to drive economic growth (Growth).

Grounded in data that show significant gaps in enrollment, persistence, advancement, and completion of students of color, low-income students, working adults, and rural students, *A Thriving Illinois* calls for each institution to establish and implement an equity plan and practices to close its access, progress, completion, and attainment gaps. This includes:

- Review and revision of existing policies and practices that exacerbate equity gaps, including funding distribution, financial aid, transfer mechanisms, admissions, placement tests, remedial programs, or structured pathways.
- Interrogating disaggregated data to understand points of intervention and whether solutions are working, including early indicators and other predictive analytic tools.
- Incorporating equity impact analysis to ensure decisions are made only after analysis of impact on underserved or minoritized groups.
- Conducting campus climate surveys, with action based on findings to improve the experience of historically underserved or underrepresented students.
- Professional development designed to achieve equity, including cultural competency training with a trauma-informed lens and a focus on intersectionality.
- Strategies to support the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices, such as summer bridge programs, extended learning opportunities, proactive and comprehensive advising, implementing research-based high impact practices, and meeting students' basic needs.
- Equitable talent management practices to increase and retain faculty, staff, administrators, and trustees of color.

Establishing Equity Plans and Practices in Statute

In response to the strategies outlined in *A Thriving Illinois*, P.A. 102-1046 (110 ILCS 205/9.16) requires each public institution of higher education and encourages each private institution of higher education to develop and implement an equity plan and practices for its institution that, at a minimum, close gaps in enrollment, retention, completion, and student loan repayment rates for underrepresented groups, including students of color, low-income students, working adult students, rural students, and individuals with disabilities so that individuals, families, and communities throughout the state can thrive.

IBHE, in collaboration with ICCB, is charged with:

- Requiring and collecting from each public institution of higher education an Equity Plan and encouraging each private institution to submit an Equity Plan;
- Conducting periodic review of each institution for compliance and notifying the institution of steps to achieve compliance;
- Providing advice and counsel;
- Conducting studies on the effectiveness and outcomes of the Equity Plan's strategies and methods;
- Requiring components of the Equity Plans, including developing guidance;
- Mandating all public institutions and encouraging private institutions of higher education to submit data necessary to assess the Equity Plans; and
- Report to the Governor and General Assembly annually with an assessment of the Plans and the effectiveness and outcomes of the strategies implemented by each institution.

Equity Plan Guidance

The Equity Plan Guidance that follows provides the framework for institutions to develop, implement, and assess Equity Plans and Practices as outlined above in *A Thriving Illinois* and statute.

The Equity Plan framework was developed in partnership with an Advisory Committee composed of 20 individuals from all sectors of higher education and was co-convened by the Illinois Board of Higher Education and the Illinois Community College Board. The charge to the Advisory Committee, full list of members, resources, and presentations can be found on the [Equity Plans Advisory Committee](#) page of the IBHE website.

Equity Plan and Practices Defined:

Illinois Higher Education Equity Plans and Practices are student-centered practices that are designed to meet the need and support the success of historically underserved and underrepresented students so that all students have the tools they need to succeed. While the framework focuses on populations where the data shows gaps in outcomes - Black, Latinx, low income, rural, women, individuals with disabilities, working adults, and other racially minoritized groups, as outlined in statute - it is designed for sustainable actions across all marginalized populations. Illinois Higher Education institutions commit to practices that support student success and achievement in their academic and career goals while promoting respect, fairness, diversity, equity, inclusion, and access.

Plan Submission:

Institutions should submit their Equity Plans for Fiscal Year 2025 no later than May 31, 2024.

Public universities and private four-year colleges and universities should submit their plans to EquityPlans@ibhe.org.

Community colleges should submit their plans to ICCB.EquityPlans@illinois.gov.

IBHE and ICCB will host a series of webinars to provide an overview of the guidance and to delve deeper into aspects of the Equity Plans and Practices to assist institutions in development.

Equity Plan Framework. Each institution should submit an Equity Plan that adopts the following outline and incorporates the information described in each section below.

I. Table of Contents

II. Introduction

A. Institution vision of Diversity, Equity, Inclusion, and Accessibility, including:

1. Adopted Institution Diversity, Equity, Inclusion, and Accessibility Statements
2. Adopted Institution Mission, Vision, Value Statements
3. Other institutional statements and goals that support DEIA efforts (such as College, Division, or support areas)

B. Institutional vision for Equity

III. Analyze Data: Assess the equity gaps for Black, Latino, low-income, adult, rural students, students with disabilities, and other underrepresented groups, as identified in 110 ILCS 205/9.16.

- A. IBHE/ICCB will provide data on current gaps and five-year trends in enrollment, persistence, advancement, completion, and student loan repayment rates, as collected statewide.
- B. Provide any additional relevant institution-specific data that you analyzed.
- C. Use IBHE/ICCB data and additional institutional data provided from Parts a and b above to identify gaps to be addressed.
- D. Identify major barriers in policy and practices that have led to equity gaps for each group identified above.
- E. Assess programs, efforts, curricular, or pedagogical changes that have been implemented to address the equity gaps and their outcomes. Describe any “lessons learned” that inform this plan and the practices/policies recommended.

IV. Assess Climate (Campus Climate Surveys):

- A. Describe the institution’s methods or approaches used to assess the campus climate and culture, including the campus community’s perceptions and experiences of diversity, equity, belonging, inclusion and other relevant factors. This must include describing the institution’s process for engagement with, at a minimum, staff, faculty, students-including those who are minorities, from marginalized and underrepresented populations, low-income, rural, are individuals with disabilities, adult students, other underrepresented backgrounds. The institution may also include processes to engage local perspectives of key partners providing services to minority, marginalized, and underrepresented populations. Partners may include but are not limited to education, community, policy makers, and employers. Examples of methods or approaches used may include formal campus climate surveys, online surveys, focus groups, etc. Institutions should consider accessibility to ensure inclusion of all minority, marginalized, and underrepresented populations.
- B. Indicate how often campus climate surveys or assessments are administered and when the most recent climate assessment was completed. If an assessment has not yet been undertaken or is underway, indicate when it will be completed, and data analyzed.
- C. Summarize the key findings of the campus climate assessment that will inform your Equity Plan and Practices.

- V. **Policies, Strategies, Services, & Practices:** Based on the data analysis, campus climate assessment, evaluation of any current programs/services, outline an **integrated, holistic plan** of research- or practice-informed policies, services, strategies, and practices to be implemented (or continued) to close equity gaps for minority, low-income, rural, adult, individuals with disabilities, or other marginalized, underrepresented groups. Include strategies to close gaps in enrollment, persistence, advancement, completion, and student loan repayment rates. Describe the connection between the analysis, the research, and the strategy chosen.
- A. Outline curricular or pedagogical changes, academic support, student support (including basic needs), faculty/staff diversity efforts, financial assistance (and increasing awareness of financial assistance available), policy, or other changes to be implemented.
 - B. Include a timeline for implementation with appropriate milestones.
 - C. Identify approaches to assess near-term and long-term outcomes of the strategies. Include data and metrics that will be collected and reviewed.
 - D. Describe the institution's approach to the development of the equity plan, including efforts taken to ensure all staff including but not limited to, faculty, student, executive leadership, institutional committees, staff, students, administrative personnel, and transfer coordinators, participated in the design of this plan and how feedback and buy-in at all levels occurred.
 - E. Describe the relationship of this equity plan to other institutional plans (e.g., institution strategic plan, enrollment management plans, other DEIA plans).
 - F. Describe the institution's plans to solicit ongoing feedback and how information will be shared with staff, students, and faculty as well as the community.



November 9, 2023

The Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB) are pleased to formally release the Equity Plan Framework Guidance. As you will recall, pursuant to Public Act 102-1046 institutions of higher education are required to “develop and submit an equity plan and implement practices that, at a minimum, close gaps in enrollment, retention, completion, and student loan repayment rates for underrepresented groups...” In turn, the IBHE and ICCB, respectively, are charged with evaluating these plans once submitted.

To facilitate this outcome, the agencies convened an [Equity Plan Framework advisory committee](#), who were instrumental in the development of the Equity Plan Framework Guidance. We owe a debt of gratitude to the Advisory Committee for their thoughtful input. Also, a special thanks is due to Ja’Neane Minor, IBHE Chief of Staff, and Jennifer Foster, ICCB Deputy Executive Director for shepherding the plan forward up to this point.

To begin the Equity Planning process, an informational webinar will be held on December 4th @ 2 p.m. The purpose of the webinar is to provide information and answer questions specifically related to the Equity Plan Framework. We strongly encourage you to review the framework in its entirety and forward your questions ahead of this webinar to ensure that we thoughtfully respond to your inquiries and maximize the use of our collective time together. University constituents should forward all questions to equityplans@ibhe.org. Community College constituents should send questions to ICCB.EquityPlans@illinois.gov. To register for the webinar, click the link below.

[Equity Plan Framework Guidance Webinar Registration](#)

In addition, please note that the first submission of the attached Equity Plan Framework Guidance, by public institution of higher education will serve as the “baseline” submission for all institutions. We realize that the amount of information available from institution to institution may vary. This is an opportunity for the universities and community colleges to assess where they are in the process in accordance with the guidance provided. The state agencies will conduct an analysis of the information to develop a training plan to support all public higher education institutions.

The first Equity Plan submission will be due on May 31, 2024. Public Universities should make their submission to equityplans@ibhe.org. Community Colleges should submit their plans to ICCB.EquityPlans@illinois.gov. We also encourage you to make sure that you have appointed a point person for the development of the plan and that this individual is able to attend the webinar as well as future meetings.

Thank you for your patience as we navigate the process. We look forward to meeting with you.

Sincerely,

Ginger Ostro
IBHE Executive Director

Brian Durham
ICCB Executive Director

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Illinois Community College Board

**FISCAL YEAR 2025
OPERATIONS, GRANTS, AND CAPITAL IMPROVEMENTS BUDGET REQUEST**

The Illinois Community College Board's fiscal year 2025 operations, grants, and capital budget request reflects funding for core priorities and is consistent with the Board's goals. The request focuses on increasing access and success for low-income and minority students; expanding opportunities for workforce training programs that are critical to moving people out of poverty and addressing workforce shortages; and increasing the state's investment in the community college system to ensure colleges have the resources needed for student success. The capital budget request contains three components: recommended funding allocations to all projects that have been appropriated but not funded, capital renewal grants, and college specific projects.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby:

1. Approves the fiscal year 2025 Operations and Grants Budget Request for the Illinois Community College System as presented in the attached Table 1 and Table 2;
2. Approves the fiscal year 2025 Capital Budget Request for the Illinois Community College System as presented in the attached Table 3 and Table 4;
3. Authorizes the submission of the requests to the Illinois Board of Higher Education; and
4. Authorizes its Executive Director, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

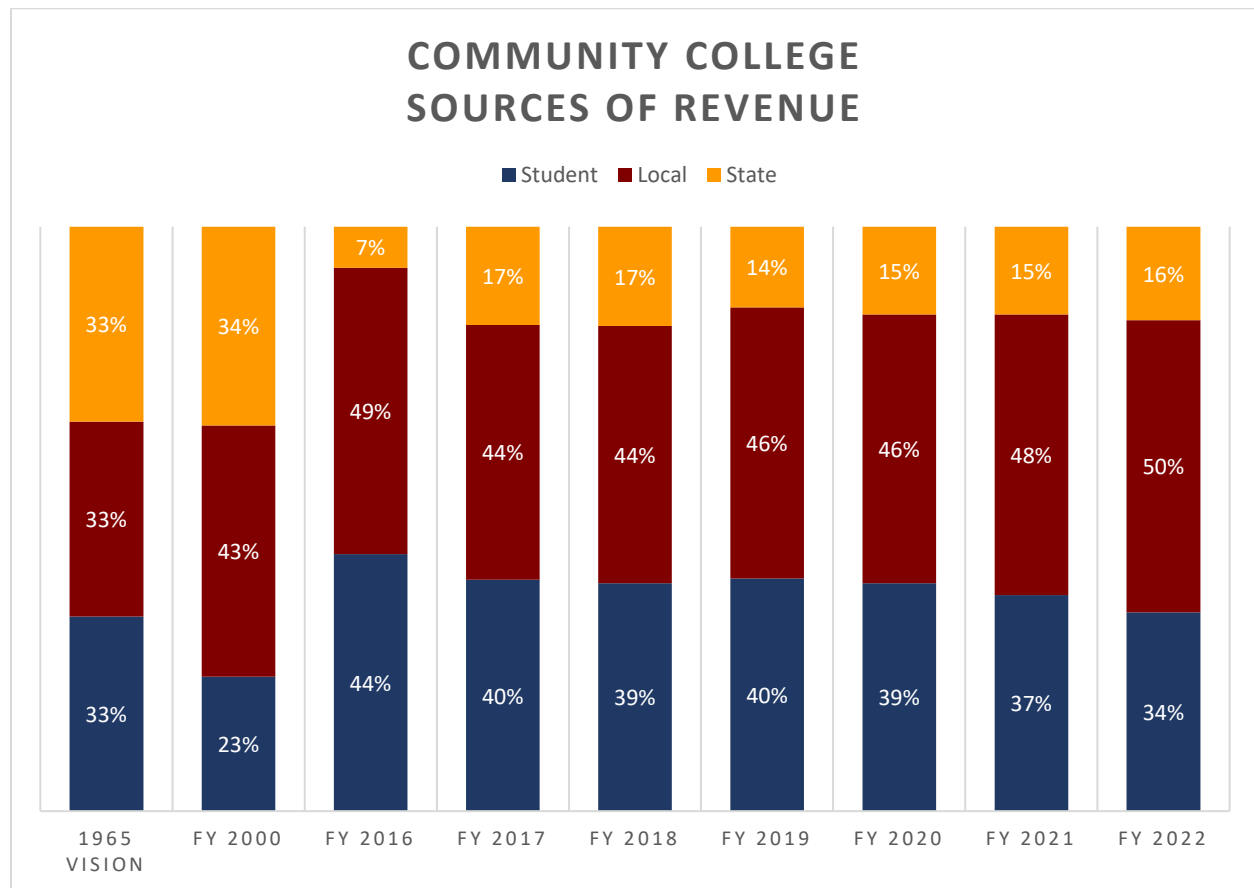
BACKGROUND

OVERVIEW

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

Illinois community colleges enrolled over 247,000 students in Fall, 2023, with 12 percent of whom were African American and 30 percent Latinx. Community colleges serve many rural students and low-income students. Investing in community colleges is essential to Illinois closing its equity gaps. Colleges will also need enhanced resources to meet the academic and social-emotional needs of students returning to school and ensure they stay on track.

Illinois has cut higher education funding in half since fiscal year 2002. This has led to a greater reliance on tuition and property taxes for operational funding. The state is providing roughly 16 percent of community college funding. Under the original funding parameters, each contribution should be one-third of funding. A steady and equitable funding stream from the state continues to support the colleges without increasing tuition.



As summarized in **Table 1**, the ICCB is recommending a General Funds operating appropriation increase of \$24.2 million (or 5.0 percent). In total, the Board recommends an all-funds appropriation of \$567.4 million.

COMMUNITY COLLEGE UNRESTRICTED GRANTS

In fiscal year 2025, ICCB endorses prioritization of funding for system operating grants (Base Operating, Equalization, and City Colleges of Chicago). As such, the Board recommends a funding increase of \$20,794,487 (7.0 percent). In total, the Board recommends fiscal year 2025 funding levels of:

- Base Operating: \$216,314,196, an increase of \$14.2 million
- Equalization: \$85,597,432, an increase of \$5.6 million
- City Colleges of Chicago: \$15,946,959, an increase of \$1.0 million

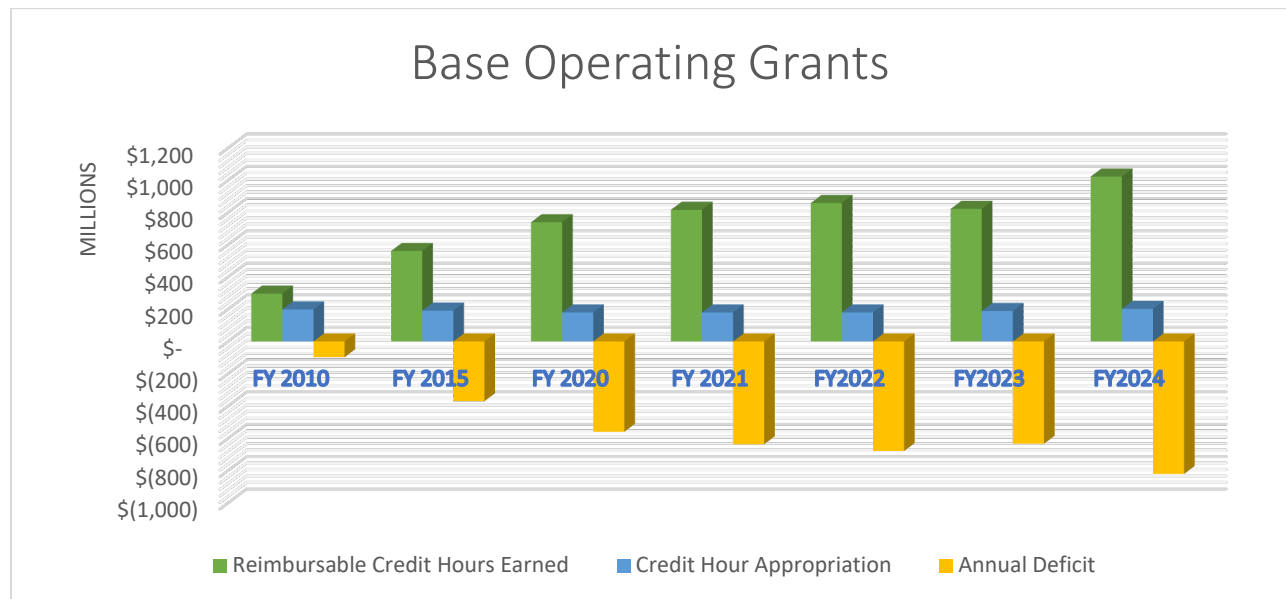
Federal stimulus funding (CARES, ARPA) for the community colleges expires in fiscal year 2024. These large federal grants assisted the community colleges by supplementing the cost of student services and mental health support during the pandemic. As the stimulus funding ends, the colleges must shift the costs of these activities to other sources.

Base Operating Grant

❖ *Increase of \$14.2 million (7.0 percent)*

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

The current appropriations resulted in an 80 percent funding deficit for Base Operating Grants. This deficit translates into a shortfall of over \$820.5 million for the community college system.



The fiscal year 2025 recommended base funding increase of 7.0 percent (\$14,151,396) is essential to maintaining high quality, affordable community college programs. Increasing Base Operating grants helps reduce the amount of costs that would be shifted to local governments through taxing and to students by tuition increases.

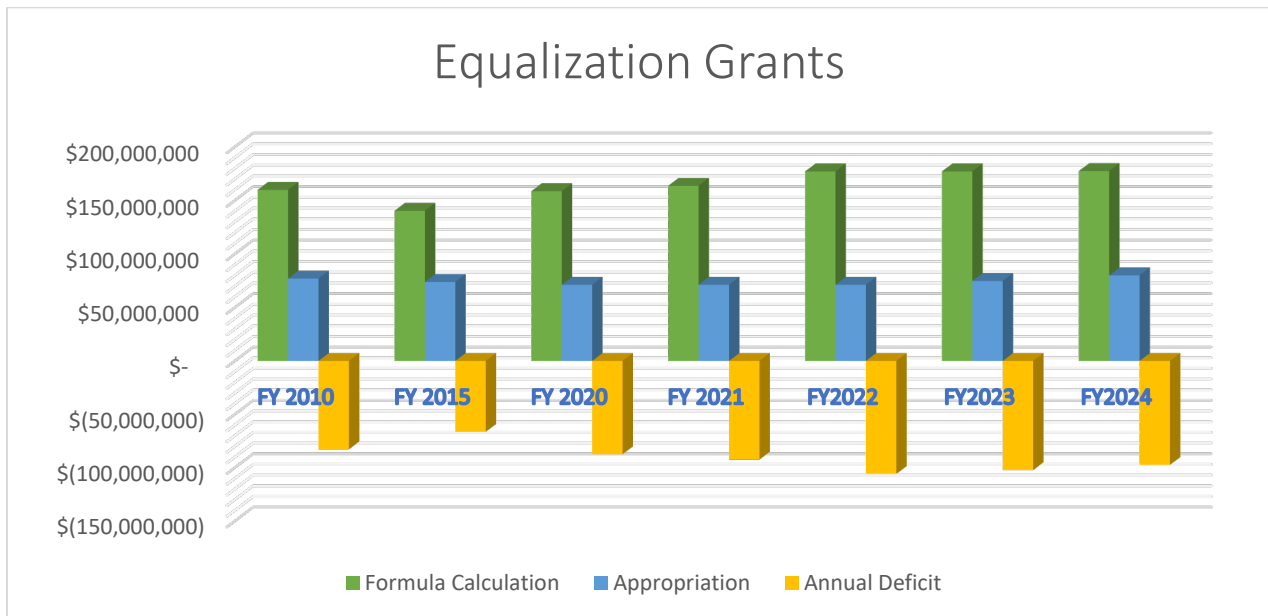
Fiscal year 2025 recommended funding: **\$216,314,196.**

Equalization Grant

❖ *Increase of \$5.6 million (7.0 percent)*

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

The current appropriations resulted in an 81 percent funding deficit for Equalization Grants. This deficit translates into a shortfall of over \$102.3 million to community colleges eligible for equalization funding.



In fiscal year 2025, the ICCB recommends a 7.0 percent increase (\$5,599,832).

Fiscal Year 2025 recommended funding: **\$85,597,432.**

City Colleges of Chicago Grant

❖ *Increase of \$1.0 million (7 percent)*

The ICCB recommends a 7.0 percent increase (\$1,043,259) in fiscal year 2025 for the City Colleges of Chicago grant. This grant originated in fiscal year 2005 to compensate for the district's loss in equalization funding. The grant can be used for operating expenditures at City Colleges of Chicago.

Fiscal year 2025 recommended funding: **\$15,946,959.**

Small College Grants

❖ *Level funding*

This grant recognizes that small colleges have fixed costs, particularly in administrative areas, and that should be recognized in funding. Fiscal year 2025 recommended funding: **\$548,400.**

Performance Based Funding

❖ *Level funding*

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

Fiscal year 2025 recommended funding: **\$359,000.**

COMMUNITY COLLEGE RESTRICTED GRANTS

Postsecondary Career and Technical Education

❖ *Increase of \$1.3 million (7.0 percent)*

ICCB recommends a 7.0 percent increase (\$1,328,103) in fiscal year 2025 for career and technical education (CTE) programs. This grant recognizes that keeping career and technical programs current and reflective of the highest quality practices in the workplace is necessary to prepare students to be successful in their chosen careers and to provide employers with the well-trained workforce they require.

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

Fiscal year 2025 recommended state funding: **\$20,301,003.**

Adult Education and Family Literacy

❖ *Increase of \$3.8 million (7.0 percent)*

ICCB recommends a 7.0 percent increase (\$2,490,747) in fiscal year 2025 for Adult Education and Literacy programs administered under the Workforce Innovation and Opportunity Act. Specifically, this recommendation includes:

- Basic grants: \$25,448,452, an increase of \$1.7 million
- Performance based grants: \$12,624,395, an increase of \$825,895

Adult Education programs provide critical services to adults with less than a 12th grade education, adults for whom English is a second language, and high school and adult students pursuing CTE training through integrated education and training programs.

Fiscal year 2025 recommended state funding: **\$38,072,847.**

Title II Adult Education (Digital Literacy)

❖ *Level funding*

Adult learner access to technology and digital skills instruction is essential for effectively transitioning into postsecondary education or the workforce. As new technology continues to emerge, adult education programs must adapt and upgrade their technology infrastructure to better serve adult learners. The purpose of this grant is to provide funding for adult education programs to improve their technology infrastructure, support technology integration in the classroom, and improve distance learning options for adult learners.

Fiscal year 2025 recommended funding: **\$2,000,000.**

English Language Services

❖ *Increase of \$0.75 million (100.0 percent)*

The intent of this funding is to serve the uptick in asylees, refugees and migrants who are accessing English Language Acquisition. This funding would be made available to adult education providers in the Chicagoland area who are serving this population. This funding will promote economic, linguistic, and civic integration by helping adult immigrants and adult English Learners achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens.

Fiscal year 2025 recommended funding: **\$1,500,000.**

Workforce Equity Initiative / Innovative Bridge and Transition Grants

❖ *Level funding*

The purpose of the [Workforce Equity Initiative](#) (WEI) is to create, support, or expand one-year or less credit and/or non-credit workforce training opportunities in high-need communities focused on specific sectors with identified workforce gaps. The funds provide grant-funding opportunities to community colleges that focus on improving workforce equity for African Americans. There are over 120 WEI programs offered by 18 participating colleges throughout the state. To date, there have been 9,754 students enrolled, including 7,086 African American students, and 6,304 credentials have been completed.

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

Fiscal year 2025 recommended funding: **\$28,794,400.**

Pipeline for the Advancement of the Healthcare Workforce Program (PATH)

❖ *Level funding*

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

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

Investing in the recruitment and retention efforts in health care through PATH remains a top budgetary priority.

Fiscal year 2025 recommended funding: **\$25,000,000.**

Dual Credit Grants

❖ *Increase of \$7.0 million*

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

The state's community college system offered over 13,500 dual credit courses to 90,000 students during the academic year 2022. Students earned credit in a wide variety of subjects from math to English, to various career and technical education courses. Over the past ten years, the number and variety of courses offered have steadily grown, to the point that dual credit students now represent one in five students enrolled in community college courses annually. All 48 community colleges offer dual credit.

The ICCB recommends an increase of \$7,000,000 to expand the community college dual credit grant program. These funds will enable the community college system to enhance and grow dual credit opportunities with a focus on low-income students and students of color. For countless students across Illinois, this investment in dual credit enhances their chances of postsecondary success, saving them time and money.

In keeping with the Board's recommendation for operational funds tied to grant programs, the fiscal year 2025 request includes an increase of \$25,000 for staffing and program administration costs.

Fiscal year 2025 recommended state funding: **\$10,000,000 for grants and \$175,000 for program administration.**

Advanced Manufacturing & Electric Vehicle Grants

❖ *Level funding*

The purpose of the Advanced Manufacturing & Electric Vehicle Grants (entitled Rev Up EV Community College Initiative) is to support a cohort of community colleges with building capacity in their institutions and communities for the transition to electric vehicle technology. The funding prioritizes education and training programs that span across the EV technology occupational continuum from development and production to maintenance of electric vehicles, as well as installation and maintenance of critical

infrastructure. The funds also support the Illinois Green Economy Network's (IGEN) community college centered community of practice to assist with statewide curriculum development and implementation.

Fiscal year 2025 recommended funding: **\$10,000,000.**

Non-Credit Workforce Training Grants

❖ *Level funding*

The ICCB recommends level funding (\$5.0 million) to continue the non-credit workforce training grants. These funds enable the community college system to increase their investment in immediate, short-term workforce solutions that position individuals for career growth, without having to invest the time commitment required to get a credit bearing degree or credential.

Employers are facing significant workforce shortages in today's economic climate, with challenges in both hiring and retention of staff. The Illinois community college system has strong partnerships with employers and provides significant economic impact to local economies. Community colleges have a long background in providing customized training and specialized business solution services to local employers. These programs and services can further increase innovation and economic development in their communities, helping companies upskill their incumbent workforce.

In keeping with the Board's recommendation for operational funds tied to grant programs, the fiscal year 2025 request includes an increase of \$25,000 for staffing and program administration costs.

Fiscal year 2025 recommended state funding: **\$5,000,000 for grants and \$175,000 for program administration.**

Apprenticeship Grants

❖ *New funding of \$3.1 million*

As the largest workforce training provider in the State, community colleges are actively engaged in the development and expansion of apprenticeship as a workforce strategy to help individuals connect to a career. Commonly referred to as a "learn and earn" model, where on-the-job training is combined with relevant classroom instruction, apprenticeships provide opportunities to progressively acquire new skills and apply these learned skills on the job.

In 2018, the ICCB was a recipient of the U.S. Department of Labor's (DOL) for the Scaling Apprenticeship Sector Strategies Grant. The ICCB received nearly \$4.0 million over four years (2019 – 2023) to develop and support the Customized Apprenticeship Programming – Information Technology (CAP-IT). For the fiscal year 2025, the ICCB is requesting state support of \$2.9 million to continue its effort to expand apprenticeship in multiple sectors such as engineering technology, advanced manufacturing, and early childhood education, among others. Given recent changes to the process for accessing state-level apprenticeship funding combined with the close out of the highly successful CAP-IT program, state grant funding is critical to ensuring that community colleges remain leaders in the apprenticeship space.

Fiscal year 2025 recommended state funding: **\$2,900,000 for grants and \$175,000 for program administration.**

Early Childhood Access Consortium for Equity (ECACE)

❖ *New funding of \$4.1 million*

[ECACE](#) initiative is a groundbreaking effort by a consortium of public and private higher education institutions, state agencies, and other stakeholders to meet the state's workforce needs in early childhood education and care settings through opportunities to complete higher education credentials.

Federal funding for this initiative expires this fiscal year, but the work must continue in some form to upskill and retain the incumbent early childhood workforce. ICCB requests continuation of state support for the colleges to implement those components of the ECACE initiative that have proven the most successful, specifically mentors to help guide students through enrollment and completion, as well as continued funding for ICCB staffing and related administrative costs.

Fiscal year 2025 recommended funding: **\$4,100,000.**

Mental Health Early Action on Campus

❖ *Level funding*

The purpose of the Mental Health Early Action on Campus grant is to provide funding to support implementation of the Mental Health Early Action on Campus Act. Allocations were based on college survey submissions to the Commission on Government Forecasting and Accountability (COGFA). Appropriations in fiscal year 2023 and 2024 were by line item to the colleges.

The ICCB is requesting a lump sum appropriation in fiscal year 2025 to more equitably allocate the funding to institutions as the initial allocations were based on surveys that did not adequately project resource needs for implementation of the Act.

Fiscal year 2025 recommended funding: **\$9,218,800.**

Grants for Transitional and Developmental Education

❖ *Level funding*

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

Fiscal year 2025 recommended funding: **\$1,000,000.**

East St. Louis Higher Education Center

❖ *Level funding*

Funding for the East St. Louis Community College Center funds higher education consortium activities at the Center. Higher education training has been offered at the Center since 1999 after the closing of Metropolitan Community College.

Fiscal year 2025 recommended funding: **\$1,457,900.**

Veterans Shortfall Grants

❖ *Level funding*

This grant is provided for offsetting the mandated tuition and fee waiver for veterans and National Guard members enrolling at community colleges.

Fiscal year 2025 recommended funding: **\$4,264,600.**

Lincoln's Challenge Scholarships

❖ *Level funding*

Students successfully completing this military-style boot camp for at-risk teens who have not completed high school are eligible to receive a scholarship to attend community college.

Fiscal year 2025 recommended funding: **\$60,200.**

Homelessness Prevention

❖ *New funding of \$0.3 million*

In fiscal year 2024, the ICCB received funds from DHS for homeless prevention efforts. In fiscal year 2025, ICCB requests a direct appropriation for these funds. A direct appropriation to the ICCB will streamline the administration of funds while allowing the Board to continue its work to address housing insecurity among community college students in cooperation with the Illinois Office to Prevent & End Homelessness.

Fiscal year 2025 recommended funding: **\$250,000.**

Alternative Schools Network

❖ *Level funding*

This grant funds the Alternative Schools Network to re-enroll high school dropouts in a program that will ultimately allow them to receive a high school diploma.

Fiscal year 2025 funding: **\$4,000,000.**

Southwestern Illinois Justice and Workforce Development Campus

❖ *Level funding*

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

As part of this program, SWIC manages campus operations for the city of Belleville. This grant supports funding for annual expenditures including security; dormitory and dining operations; utilities; custodial and maintenance of buildings and grounds; and insurance and administrative fees.

Fiscal year 2025 recommended funding: **\$5,900.000.**

Legislative Initiatives

❖ *Reduction of \$18.2 million*

Consistent with prior years, the ICCB recommends eliminating \$18,168,000 appropriated in fiscal year 2024 for new legislative initiatives to focus funding on system operating grants, Adult Education, and Career and Technical grants. These grants remain the Board's top funding priority and provide the community college system with the greatest flexibility to meet local campus needs.

Specifically, this recommendation eliminates funding for the following grant programs:

- Grants for costs associated with trade schools to support community college CTE programs; a reduction of \$5.0 million.
- Grant to the City Colleges of Chicago for CTE programs; a reduction of \$5.0 million.
- Grant to Illinois Central College for CTE program; a reduction of \$5.0 million.
- Grants for Data Center Curriculum Development; a reduction of \$1.0 million.
- Grants to Rock Valley College for CTE enrichment and Hospitality Program; a reduction of \$1.0 million.
- Grants for Virtual Reality Technology; a reduction of \$0.8 million.
- Grant to Joliet Junior College for the 12 x 12 x 12 Program; a reduction of \$0.2 million.
- Grant to the City of Rockford for the Grow Your Own Police Program; a reduction of \$0.1 million.
- Transfer of the P-20 Council appropriation from ICCB to Illinois State Board of Education; a reduction of \$0.1 million.

COMMUNITY COLLEGE BOARD OPERATIONS

Illinois Longitudinal Data System (ILDS)

❖ *Increase of \$1.0 million*

The ILDS is a student unit record data system that links student records from early learning through the postsecondary level, which may consist of separate student unit record systems integrated through agreement and data transfer mechanisms.

In fiscal year 2025, ICCB requests \$1.0 million for replacement of a legacy data system for adult education and literacy and enhancement to existing data systems to support enhanced data collection on noncredit education and training. ICCB is seeking to build-out or purchase a new statewide Adult Education data system and establish a more user-friendly technical solution that also addresses security concerns and support challenges associated with older system and the lack of system support. The current system is ineffective and unreliable with reports and outputs which means an inordinate amount of time by ICCB staff is spent in ensuring the data are of quality and meet state and federal standards. A new adult education system would include robust data entry validation and robust back-end reporting capabilities for adult education programs and ICCB. This funding would support gap analysis, staffing, and the purchase or build out of a new adult system as well as the technical support surrounding testing, piloting, and implementation.

Additionally, an increase of \$12,360 is requested to support personal services expenditures for a cost-of-living adjustment.

Fiscal year 2025 recommended funding: **\$1,012,360.**

High School Equivalency (HSE) Administration (general revenue)

❖ ***Increase of \$0.5 million***

An increase of \$500,000 in the High School Equivalency appropriation will allow the ICCB to maintain access to and purchasing power of GED® test discount codes in response. In previous years, the ICCB has been able to provide limited relief to GED® test takers seeking to earn their State of Illinois High School Diploma; however, this approach is not sustainable going forward, due to increased costs for both the test and ICCB administrative expenses. This recommended increase will allow the ICCB to provide these discounts and expand upon numbers served in the current fiscal year for some of the most disadvantaged populations of students.

Additionally, an increase of \$16,220 is requested to support personal services expenditures for a cost-of-living adjustment.

Fiscal year 2025 total recommended funding: **\$1,664,220.**

DEIA/Community College Equity Plans

❖ ***New funding \$0.4 million***

The ICCB is requesting a new appropriation that will allow the agency to implement the required Equity plans, consistent with Public Act 102-1046 (HB5464 Omnibus Bill). These funds will support training and technical assistance to the community college system in the development of the required plans. The funds may also supplement other ICCB DEIA initiatives and priorities as identified in the agency's DEIA Plan.

Fiscal Year 2025 recommended funding: **\$400,000.**

Grants Administration

❖ ***New funding \$0.5 million***

The ICCB is requesting additional funds for grants administration. The number of grants administered by the ICCB has more than tripled in both grant award amounts and number of grantees over the last few years, and it is expected that this trend will continue. ICCB is implementing Amplifund, the State's Grants Management System, and expects increased support costs for building out grant programs in the system as well as providing additional training to grantees. These critical funds will ensure the ICCB can maintain necessary staffing (estimated headcount increase of three) and contractual services to effectively administer all grants under the responsibility of the Board.

Fiscal Year 2025 recommended funding: **\$500,000.**

ICCB Operations (general revenue)

❖ ***Increase of \$0.1 million***

The ICCB requests an additional \$118,564 to continue its core operations. These increases are spread across the Board's operating lines as follows:

- Personal Services, Retirement and Medicare: \$1,730,754, an increase of \$76,354
- PATH Administration: \$175,000; an increase of \$25,000 for Personal Services
- Electronic Data Processing (IT): \$713,610, an increase of \$13,610 for Personal Services
- Travel: \$40,000, an increase of \$3,600

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Personal Services. The ICCB's headcount has steadily increased from a maximum of 50 in fiscal year 2022 to a maximum of 65 in the current year. The ICCB continues to receive new grant programs, operationalize legislation expanding responsibilities, and implement new initiatives.

The ICCB has experienced significant turnover in critical roles and must remain competitive for compensation with other Illinois State agencies. To recruit and retain staff, additional funds are recommended for personal services and lump sum lines that support staff salaries to for a cost-of-living adjustment, as determined by the Board.

Travel. A small increase in travel appropriation is recommended to meet anticipated needs for staff in the face of rising travel costs and the return to pre-pandemic travel levels.

Fiscal year 2025 recommended funding: **\$3,015,464.**

COMMUNITY COLLEGE CAPITOL PROJECTS

Support for allocating funds to the projects appropriated: The Rebuild Illinois Capital Program, established in fiscal year 2020, is the largest ever program for higher education. It included \$479 million for new capital projects and statewide deferred maintenance at community colleges. The appropriated but not released projects include 118 community college projects totaling \$577.9 million. Re-appropriations for projects funded in prior years but never released are needed as the State must issue bonds to finance projects and authorize the release of funding before the projects can commence. **Table 3** summarizes the Rebuild Illinois projects and the re-appropriation projects.

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

College Specific Projects: Colleges request state funding for construction projects in their Resource Allocation and Management Plan (RAMP) which is submitted annually to the ICCB. This year, the ICCB received 97 requests which totaled nearly \$ 1.6 billion. Community colleges are required to match state resources with a 25 percent local match for each project. **Table 4** summarizes the 44 projects prioritized on the ICCB capital list that will be submitted to the Governor's Office of Management and Budget, the Illinois General Assembly, and the Illinois Board of Higher Education. Projects were evaluated and ranked using criteria established in the Administrative Rules of the Illinois Community College Board. Narratives follow to support the 44 specific college project requests. An additional project includes the Capital Renewal/Deferred Maintenance request.

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Table 1
Illinois Community College Board
Fiscal Year 2025 Budget Recommendation

Fund	Line Item	P.A. 103-0006 FY 2024 Appropriations	FY 2025 Budget Recommendation	FY 2024 Change (\$)	FY 2024 Change (%)
	State General Funds	\$ 370,740,100	\$ 394,957,581	\$ 24,217,481	7%
	State PPRT Fund	\$ 105,570,000	\$ 105,570,000	\$ -	0%
	Total General Funds	\$ 476,310,100	\$ 500,527,581	\$ 24,217,481	5%
	<u>Unrestricted Grants</u>				
0007	Base Operating Grant	\$ 96,592,800	\$ 110,744,196	\$ 14,151,396	15%
0802	Base Operating Grant	105,570,000	105,570,000	-	0%
	Subtotal Base Operating Grants	\$ 202,162,800	\$ 216,314,196	\$ 14,151,396	7%
0007	Equalization Grant	\$ 79,997,600	\$ 85,597,432	\$ 5,599,832	7%
0001	City Colleges of Chicago	14,903,700	15,946,959	1,043,259	7%
0001	Performance Based Funding	359,000	359,000	-	0%
0001	Small College Grant	548,400	548,400	-	0%
	Subtotal Unrestricted Grants	\$ 297,971,500	\$ 318,765,987	\$ 20,794,487	7%
	<u>Statewide Initiatives & Other Grants</u>				
0001	Lincoln's Challenge Program	\$ 60,200	\$ 60,200	\$ -	0%
0001	Alternative Schools Network	4,000,000	4,000,000	-	0%
0001	Illinois Veterans & National Guard	4,264,400	4,264,400	-	0%
0001	Transitional Math & English	1,000,000	1,000,000	-	0%
0001	East St. Louis Higher Education Center	1,457,900	1,457,900	-	0%
0001	BRIDGE and Workforce Equity Grants	28,794,400	28,794,400	-	0%
0001	SWIC Lindenwood	5,900,000	5,900,000	-	0%
0001	PATH Grants	25,000,000	25,000,000	-	0%
0001	Mental Health Early Action on Campus Grants	9,218,800	9,218,800	-	0%
0001	Advanced Manufacturing & Electric Vehicle Grants	10,000,000	10,000,000	-	0%
0001	Dual Credit Grants	3,150,000	10,175,000	7,025,000	223%
0001	Noncredit Workforce Grants	5,150,000	5,175,000	25,000	0%
0001	Early Childhood Grants	-	4,100,000	4,100,000	100%
0001	Apprenticeship Grants	-	3,075,000	3,075,000	100%
0001	Homelessness Prevention Grant	-	250,000	250,000	100%
0001	Data Center Curriculum Development	1,000,000	-	(1,000,000)	-100%
0001	Joliet 12X12X12 Program	150,000	-	(150,000)	-100%
0001	Virtual Reality Technology	768,000	-	(768,000)	-100%
0001	City of Rockford Grow Your Own Police Program	100,000	-	(100,000)	-100%
0001	P-20 Council	150,000	-	(150,000)	-100%
0001	Trade Schools	5,000,000	-	(5,000,000)	-100%
	Subtotal Statewide Initiatives & Other Grants	\$ 105,163,700	\$ 112,470,700	\$ 7,307,000	7%
	<u>Adult Education</u>				
0001	Adult Education State Basic	\$ 23,783,600	\$ 25,448,452	\$ 1,664,852	7%
0001	Adult Education State Performance	11,798,500	12,624,395	825,895	7%
0001	Title II Adult Education (Digital Literacy)	2,000,000	2,000,000	-	0%
0001	English Language Services	750,000	1,500,000	750,000	100%
	Subtotal Adult Education Grants	\$ 38,332,100	\$ 41,572,847	\$ 3,240,747	8%
	<u>Career and Technical Education</u>				
0001	Career & Technical Education Grants	\$ 18,972,900	\$ 20,301,003	\$ 1,328,103	7%
0001	Career & Technical Education Grants - Chicago	5,000,000	-	(5,000,000)	-100%
0001	Career & Technical Education Grant - Illinois Central	5,000,000	-	(5,000,000)	-100%
0001	CTE Enrichment - Rock Valley College	500,000	-	(500,000)	-100%
0001	CTE Hospitality - Rock Valley College	500,000	-	(500,000)	-100%
	Subtotal Career & Technical Education Grants	\$ 29,972,900	\$ 20,301,003	\$ (9,671,897)	-32%
	Total Grants	\$ 471,440,200	\$ 493,110,537	\$ 21,670,337	5%
	<u>Agency Operations</u>				
0001	IL Longitudinal Data System	\$ 650,000	\$ 1,662,360	\$ 1,012,360	156%
0001	High School Equivalency (GED)	1,148,000	1,664,220	516,220	45%
0001	PATH Administration	150,000	175,000	25,000	17%
0001	DEIA/Equity Plans	-	400,000	400,000	100%
0001	Grants Administration	-	500,000	500,000	100%
0001	Agency Operations	2,921,900	3,015,464	93,564	3%
	Subtotal GRF Operations	\$ 4,869,900	\$ 7,417,044	\$ 2,547,144	52%
	Total Budget	\$ 476,310,100	\$ 500,527,581	\$ 24,217,481	5%

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Table 2
Illinois Community College Board
Fiscal Year 2025 Budget Recommendation

		P.A. 103-0006	FY 2025	FY 2024	FY 2024
		FY 2024	Budget	Change	Change
Fund	Line Item	Appropriations	Recommendation	(\$)	(%)
	State General Funds	\$ 370,740,100	\$ 394,957,581	\$ 24,217,481	7%
	State Other Funds	\$ 200,948,910	\$ 121,395,000	\$ (79,553,910)	-40%
	Federal Funds	\$ 50,400,000	\$ 51,000,000	\$ 600,000	1%
		<u>\$ 622,089,010</u>	<u>\$ 567,352,581</u>	<u>\$ (54,736,429)</u>	<u>-9%</u>
	<u>Unrestricted Grants</u>				
0007	Base Operating Grant	\$ 96,592,800	\$ 110,744,196	\$ 14,151,396	15%
0802	Base Operating Grant	105,570,000	105,570,000	-	0%
	Subtotal Base Operating Grants	<u>\$ 202,162,800</u>	<u>\$ 216,314,196</u>	<u>\$ 14,151,396</u>	<u>7.0%</u>
0007	Equalization Grant	\$ 79,997,600	\$ 85,597,432	\$ 5,599,832	7%
0001	City Colleges of Chicago	14,903,700	15,946,959	1,043,259	7%
0001	Performance Based Funding	359,000	359,000	-	0%
0001	Small College Grant	548,400	548,400	-	0%
	Subtotal Unrestricted Grants	<u>\$ 297,971,500</u>	<u>\$ 318,765,987</u>	<u>\$ 20,794,487</u>	<u>7.0%</u>
	<u>Statewide Initiatives & Other Grants</u>				
0001	Lincoln's Challenge Program	\$ 60,200	\$ 60,200	\$ -	0%
0001	Alternative Schools Network	4,000,000	4,000,000	-	0%
0001	Illinois Veterans & National Guard	4,264,400	4,264,400	-	0%
0001	Transitional Math & English	1,000,000	1,000,000	-	0%
0001	East St. Louis Higher Education Center	1,457,900	1,457,900	-	0%
0001	BRIDGE and Workforce Equity Grants	28,794,400	28,794,400	-	0%
0001	SWIC Lindenwood	5,900,000	5,900,000	-	0%
0001	PATH Grants	25,000,000	25,000,000	-	0%
0001	Mental Health Early Action on Campus Grants	9,218,800	9,218,800	-	0%
0001	Advanced Manufacturing & Electric Vehicle Grants	10,000,000	10,000,000	-	0%
0001	Dual Credit Grants	3,150,000	10,175,000	7,025,000	223%
0001	Noncredit Workforce Grants	5,150,000	5,175,000	25,000	0%
0001	Early Childhood Grants	-	4,100,000	4,100,000	100%
0001	Apprenticeship Grants	-	3,075,000	3,075,000	100%
0001	Homelessness Prevention Grant	-	250,000	250,000	100%
0001	Data Center Curriculum Development	1,000,000	-	(1,000,000)	-100%
0001	Joliet 12X12X12 Program	150,000	-	(150,000)	-100%
0001	Virtual Reality Technology	768,000	-	(768,000)	-100%
0001	City of Rockford Grow Your Own Police Program	100,000	-	(100,000)	-100%
0001	P-20 Council	150,000	-	(150,000)	-100%
0001	Trade Schools	5,000,000	-	(5,000,000)	-100%
0324	College Bridge Program (ARP Act)	7,653,910	-	(7,653,910)	-100%
0339	Governor's Emergency Education Relief (CARES)	27,000,000	-	(27,000,000)	-100%
0339	Early Childhood Programs	50,000,000	-	(50,000,000)	-100%
	Subtotal Statewide Initiatives & Other Grants	<u>\$ 189,817,610</u>	<u>\$ 112,470,700</u>	<u>\$ (77,346,910)</u>	<u>-41%</u>
	<u>Adult Education</u>				
0001	Adult Education State Basic	\$ 23,783,600	\$ 25,448,452	\$ 1,664,852	7%
0001	Adult Education State Performance	11,798,500	12,624,395	825,895	7%
0001	Title II Adult Education (Digital Literacy)	2,000,000.00	2,000,000	-	0%
0001	English Language Services	750,000.00	1,500,000	750,000	100%
0692	Adult Education Federal Grants	26,800,000	27,400,000	600,000	2%
	Subtotal Adult Education Grants	<u>\$ 65,132,100</u>	<u>\$ 68,972,847</u>	<u>\$ 3,840,747</u>	<u>6%</u>
	<u>Career and Technical Education</u>				
0001	Career & Technical Education Grants	\$ 18,972,900	\$ 20,301,003	\$ 1,328,103	7%
0001	Career & Technical Education Grants - Chicago	5,000,000	-	(5,000,000)	-100%
0001	Career & Technical Education Grant - Illinois Central	5,000,000	-	(5,000,000)	-100%
0001	CTE Enrichment - Rock Valley College	500,000	-	(500,000)	-100%
0001	CTE Hospitality - Rock Valley College	500,000	-	(500,000)	-100%
0772	CTE Federal Grants	22,000,000	22,000,000	-	-
	Subtotal Career & Technical Education Grants	<u>\$ 51,972,900</u>	<u>\$ 42,301,003</u>	<u>\$ (9,671,897)</u>	<u>-19%</u>
	Total Grants	<u>\$ 604,894,110</u>	<u>\$ 542,510,537</u>	<u>\$ (62,383,573)</u>	<u>-10%</u>
	<u>Agency Operations</u>				
0001	IL Longitudinal Data System	\$ 650,000	\$ 1,662,360	\$ 1,012,360	156%
0001	High School Equivalency (GED)	1,148,000	1,664,220	516,220	45%
0001	PATH Administration	150,000	175,000	25,000	17%
0001	DEIA/Equity Plans	-	400,000	400,000	100%
0001	Grants Administration	-	500,000	500,000	100%
0001	Agency Operations	2,921,900	3,015,464	93,564	3%
	Subtotal GRF Operations	<u>\$ 4,869,900</u>	<u>\$ 7,417,044</u>	<u>\$ 2,547,144</u>	<u>52%</u>
0070	ICCB Resarch & Technology Fund	\$ 100,000	\$ 100,000	\$ -	0%
0161	High School Equivalency Testing Fund	100,000	100,000	-	0%
0339	ICCB Contracts & Grants Fund	10,000,000	15,000,000	5,000,000	50%
0350	ICCB Federal Trust Fund	525,000	625,000	100,000	19%
0692	ICCB Adult Education Fund	1,600,000	1,600,000	-	0%
	Total Operations	<u>\$ 17,194,900</u>	<u>\$ 24,842,044</u>	<u>\$ 7,647,144</u>	<u>44%</u>
	Total Budget	<u>\$ 622,089,010</u>	<u>\$ 567,352,581</u>	<u>\$ (54,736,429)</u>	<u>-9%</u>

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(In thousands)

College	Project	State Funding	Local Match	Project Total
Carl Sandburg College	Customer service renovations and other improvements	\$ 7.6	\$ 2.5	\$ 10.1
Carl Sandburg College	Repair and pavement of parking lots and roads	\$ 200.0	\$ 66.7	\$ 266.7
City Colleges of Chicago	Misc. capital improvements	\$ 27,064.1	\$ 9,021.4	\$ 36,085.5
City Colleges of Chicago Olive Harvey College	Additional funding for new building	\$ 171.2	\$ 57.1	\$ 228.2
City Colleges of Chicago Olive Harvey College	Funding for new building	\$ 2.8	\$ 0.9	\$ 3.8
City Colleges of Chicago Truman College	Capital improvements	\$ 5,000.0	\$ 1,666.7	\$ 6,666.7
College of DuPage	Temporary facilities replacement	\$ 20,000.0	\$ 6,666.7	\$ 26,666.7
College of DuPage	Instructional Center noise abatement	\$ 3,131.6	\$ 1,043.9	\$ 4,175.4
College of DuPage	Grounds and retention pond improvements	\$ 1,560.0	\$ 520.0	\$ 2,080.0
College of DuPage	Science-Tech.-Engineering-Mathematics Center renovations	\$ 125.0	\$ 41.7	\$ 166.7
College of DuPage	Capital improvements	\$ 150.0	\$ 50.0	\$ 200.0
College of DuPage	Infrastructure improvements	\$ 200.0	\$ 66.7	\$ 266.7
College of Lake County	Construction of student service building	\$ 11,108.5	\$ 3,702.8	\$ 14,811.3
College of Lake County	Construction of classroom building at Grayslake Campus	\$ 26,713.1	\$ 8,904.4	\$ 35,617.5
College of Lake County	Electrical, HVAC upgrades and install fire suppression-Grayslake	\$ 2,815.8	\$ 938.6	\$ 3,754.4
College of Lake County	Construction of a classroom building and capital improvements	\$ 1,861.3	\$ 620.4	\$ 2,481.7
Danville Area Community College	Clock tower center and ornamental horticulture facility and other	\$ 2,084.2	\$ 694.7	\$ 2,778.9
Danville Area Community College	Renovate Veterans Center	\$ 100.0	\$ 33.3	\$ 133.3
Elgin Community College	infrastructure improvements and expansion of vocational center	\$ 1,000.0	\$ 333.3	\$ 1,333.3
Elgin Community College	Manufacturing Training Facility	\$ 25,000.0	\$ 8,333.3	\$ 33,333.3
Elgin Community College	Optician laboratory technology space	\$ 300.0	\$ 100.0	\$ 400.0
Elgin Community College	Capital improvements for mechatronics	\$ 200.0	\$ 66.7	\$ 266.7
Elgin Community College	Manufacturing building expansion	\$ 1,000.0	\$ 333.3	\$ 1,333.3
Elgin Community College	Manufacturing Training Facility	\$ 25,000.0	\$ 8,333.3	\$ 33,333.3
Elgin Community College	Purchase of a new building	\$ 36.0	\$ 12.0	\$ 48.0
Elgin Community College	Regional technical training center	\$ 500.0	\$ 166.7	\$ 666.7
Elgin Community College	Infrastructure improvements including vocational training center	\$ 970.0	\$ 323.3	\$ 1,293.3
Harper College	Admission and campus student life center	\$ 40,713.1	\$ 13,571.0	\$ 54,284.1
Harper College	Hospitality facility replacement	\$ 4,370.0	\$ 1,456.7	\$ 5,826.7
Harper College	Upgrading parking lots and other improvements	\$ 1,410.0	\$ 470.0	\$ 1,880.0
Harper College	Engineering and Technology Center renovations	\$ 601.3	\$ 200.4	\$ 801.7
Heartland Community College	Infrastructure improvements	\$ 150.0	\$ 50.0	\$ 200.0
Heartland Community College	capital improvements	\$ 264.0	\$ 88.0	\$ 352.0
IL Eastern Community Colleges Frontier College	Student education and support center renovation	\$ 2,642.9	\$ 881.0	\$ 3,523.9
IL Eastern Community Colleges Lincoln Trail College	Construction of Technology Center and other cap. Imp.	\$ 8,094.3	\$ 2,698.1	\$ 10,792.4
IL Eastern Community Colleges Lincoln Trail College	Construction of AC/Refrigeration Sheet metal technology building	\$ 1,660.0	\$ 553.3	\$ 2,213.3
IL Eastern Community Colleges Olney Central College	Collision repair technology center and other capital improvements	\$ 2,225.0	\$ 741.7	\$ 2,966.7
IL Eastern Community Colleges Olney Central College	Renovation of applied technology center	\$ 120.0	\$ 40.0	\$ 160.0
IL Eastern Community Colleges Wabash Valley College	Construction of Student Center and other cap. Imp.	\$ 4,460.0	\$ 1,486.7	\$ 5,946.7
Illinois Central College	East Peoria Campus expansion and facility improvements	\$ 300.0	\$ 100.0	\$ 400.0
Illinois Central College	Sustainability education center	\$ 5,070.6	\$ 1,690.2	\$ 6,760.9
Illinois Central College	Classroom renovations and other improvements	\$ 588.6	\$ 196.2	\$ 784.8
Illinois Central College	Renovations at Edwards Building, roadway and parking lot resurf.	\$ 80.0	\$ 26.7	\$ 106.7
Illinois Valley Community College	Community instructional center and other capital improvements	\$ 210.0	\$ 70.0	\$ 280.0
John A. Logan	West lobby expansion and other capital improvements	\$ 3,596.2	\$ 1,198.7	\$ 4,794.9
John A. Logan	Capital improvements	\$ 150.0	\$ 50.0	\$ 200.0
John Wood	Infrastructure improvements	\$ 195.0	\$ 65.0	\$ 260.0
John Wood	Infrastructure improvements	\$ 100.0	\$ 33.3	\$ 133.3
Joliet Junior College	Renovations-Mental Health and Wellness office	\$ 250.0	\$ 83.3	\$ 333.3
Joliet Junior College	Upgrading utilities and other capital improvements	\$ 270.2	\$ 90.1	\$ 360.3
Joliet Junior College	Replacing exterior stairs and other capital improvements	\$ 50.0	\$ 16.7	\$ 66.7
Joliet Junior College	Facility infrastructure improvements	\$ 1,170.0	\$ 390.0	\$ 1,560.0
Joliet Junior College	renovations to Health Professions Shell Space	\$ 300.0	\$ 100.0	\$ 400.0
Kaskaskia College	infrastructure improvements	\$ 1,000.0	\$ 333.3	\$ 1,333.3
Kaskaskia College	Vandalia Campus infrastructure improvements and other cap. imp.	\$ 6,200.0	\$ 2,066.7	\$ 8,266.7
Kaskaskia College	Capital improvements	\$ 75.0	\$ 25.0	\$ 100.0
Kaskaskia College	Infrastructure improvements	\$ 885.0	\$ 295.0	\$ 1,180.0
Lake Land College	Construction of Workforce Relocation Center and other cap. imp.	\$ 10,930.0	\$ 3,643.3	\$ 14,573.3
Lake Land College	Student services building addition and other capital improvements	\$ 8,950.0	\$ 2,983.3	\$ 11,933.3
Lake Land College	Construction of Rural Development Technology Center	\$ 8,400.0	\$ 2,800.0	\$ 11,200.0

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College	Project	State Funding	Local Match	Project Total
Lake Land College	Agriculture Education Building	\$ 4,000.0	\$ 1,333.3	\$ 5,333.3
Lewis & Clark Community College	Construction of Engineering annex and other capital improvements	\$ 37,500.0	\$ 12,500.0	\$ 50,000.0
Lewis & Clark Community College	Daycare and Montessori school and other capital improvements	\$ 1,700.0	\$ 566.7	\$ 2,266.7
Lewis & Clark Community College	Greenhouse renovations	\$ 1,650.0	\$ 550.0	\$ 2,200.0
Lewis & Clark Community College	Main complex renovations	\$ 875.0	\$ 291.7	\$ 1,166.7
Lincoln Land Community College	Sangamon Hall renovations	\$ 3,565.0	\$ 1,188.3	\$ 4,753.3
Lincoln Land Community College	Exterior repairs and other improvements	\$ 3,315.0	\$ 1,105.0	\$ 4,420.0
Lincoln Land Community College	Renovation of student services facilities	\$ 335.0	\$ 111.7	\$ 446.7
McHenry County College	Greenhouse	\$ 14,769.1	\$ 4,923.0	\$ 19,692.1
McHenry County College	Pump house	\$ 750.0	\$ 250.0	\$ 1,000.0
McHenry County College	Construction of CTE center	\$ 120.0	\$ 40.0	\$ 160.0
Moraine Valley Community College	Renovation of buildings A, B, and L and health careers center	\$ 43,063.4	\$ 14,354.5	\$ 57,417.9
Morton College	Emergency generator	\$ 4,700.4	\$ 1,566.8	\$ 6,267.2
Morton College	Construction of a new facility	\$ 195.0	\$ 65.0	\$ 260.0
Oakton Community College	Skokie campus improvements	\$ 31,866.5	\$ 10,622.2	\$ 42,488.7
Oakton Community College	Des Plaines campus renovations	\$ 125.0	\$ 41.7	\$ 166.7
Parkland College	Student services center addition	\$ 149.8	\$ 49.9	\$ 199.8
Parkland College	Safety improvements to chemistry lab	\$ 100.0	\$ 33.3	\$ 133.3
Prairie State College	Capital improvements	\$ 5,526.6	\$ 1,842.2	\$ 7,368.8
Prairie State College	Roof repairs and high voltage system repairs & other cap. imp.	\$ 60.6	\$ 20.2	\$ 80.8
Rend Lake Community College	Allied Health building	\$ 5,270.7	\$ 1,756.9	\$ 7,027.6
Richland Community College	Student success center renovation and addition	\$ 40.3	\$ 13.4	\$ 53.8
Richland Community College	Capital improvements	\$ 15,315.0	\$ 5,105.0	\$ 20,420.0
Rock Valley College	LED lighting upgrades-Student Center Building	\$ 250.0	\$ 83.3	\$ 333.3
Rock Valley College	Renovation and expansion of Classroom Building II	\$ 17,000.0	\$ 5,666.7	\$ 22,666.7
Rock Valley College	Renovation and expansion of classroom space	\$ 8,600.0	\$ 2,866.7	\$ 11,466.7
Rock Valley College	Construct performance venue center, remodel classroom buildings	\$ 1,766.1	\$ 588.7	\$ 2,354.8
Rock Valley College	Reconstruction and improvements to the Stenstrom Center	\$ 200.0	\$ 66.7	\$ 266.7
Rock Valley College	Infrastructure improvements	\$ 100.0	\$ 33.3	\$ 133.3
Rock Valley College	Building renovations	\$ 100.0	\$ 33.3	\$ 133.3
Sauk Valley Community College	Capital improvements	\$ 175.0	\$ 58.3	\$ 233.3
Shawnee Community College	Facility improvements at Metropolis Regional Education Center	\$ 1,824.1	\$ 608.0	\$ 2,432.2
Shawnee Community College	Construction and renovation of a building center and other imp.	\$ 70.0	\$ 23.3	\$ 93.3
South Suburban College	Capital improvements	\$ 250.0	\$ 83.3	\$ 333.3
South Suburban College	Capital improvements	\$ 100.0	\$ 33.3	\$ 133.3
South Suburban College	Capital improvements	\$ 500.0	\$ 166.7	\$ 666.7
South Suburban College	Roofing and exterior repairs	\$ 100.0	\$ 33.3	\$ 133.3
South Suburban College	Plan, acquire, construct allied health center & other	\$ 37,464.0	\$ 12,488.0	\$ 49,952.0
South Suburban College	Plan, acquire, construct allied health center & other	\$ 13,369.3	\$ 4,456.4	\$ 17,825.7
Southeastern Illinois College	Infrastructure improvements	\$ 500.0	\$ 166.7	\$ 666.7
Southeastern Illinois College	Construction of a vocational building	\$ 1,549.9	\$ 516.6	\$ 2,066.6
Southeastern Illinois College	Addition to Carmi/White County vocational building	\$ 1,650.0	\$ 550.0	\$ 2,200.0
Southwestern Illinois Community College	Site improvements at Central Quad	\$ 880.0	\$ 293.3	\$ 1,173.3
Southwestern Illinois Community College	Capital projects	\$ 17,500.0	\$ 5,833.3	\$ 23,333.3
Spoon River College	Multi-Purpose building	\$ 5,783.5	\$ 1,927.8	\$ 7,711.3
Spoon River College	Macomb campus improvements	\$ 100.0	\$ 33.3	\$ 133.3
Triton College	capital improvements including prior year costs	\$ 1,400.0	\$ 466.7	\$ 1,866.7
Triton College	capital improvements	\$ 1,000.0	\$ 333.3	\$ 1,333.3
Triton College	Renovations including roof replacement	\$ 1,449.5	\$ 483.2	\$ 1,932.7
Triton College	Renovating and expanding Technology building	\$ 400.0	\$ 133.3	\$ 533.3
Triton College	Infrastructure improvements	\$ 330.0	\$ 110.0	\$ 440.0
Triton College	Restroom ADA improvements	\$ 20.5	\$ 6.8	\$ 27.4
Triton College	Window replacements & other capital improvements	\$ 0.5	\$ 0.2	\$ 0.7
Triton College	Geology Lab	\$ 75.0	\$ 25.0	\$ 100.0
Triton College	Infrastructure improvements & purchase of equipment	\$ 750.0	\$ 250.0	\$ 1,000.0
Triton College	Infrastructure improvement	\$ 250.0	\$ 83.3	\$ 333.3
Waubonsee Community College	Replace building A	\$ 12,669.7	\$ 4,223.2	\$ 16,892.9
Waubonsee Community College	Construction & renovation of CTE building	\$ 2,900.0	\$ 966.7	\$ 3,866.7
Total \$=Thousands		\$ 577,852.0	\$ 192,617.3	\$ 770,469.3

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Illinois Community College Board
Table 4
Fiscal Year 2025 New Capital Budget Recommendations

Rank	District	Project Title	Request for Local Funds	Request for State Funds	Total Project Funding
	Statewide	Capital Renewal Grants/Deferred Maintenance	\$75,000,000	\$225,000,000	\$300,000,000
1	510 South Suburban	Renovate Labs Main Campus	\$1,125,000	\$3,370,000	\$4,495,000
2	540 Heartland	Science Labs Expansion and Upgrades	\$1,508,700	\$4,526,000	\$6,034,700
3	540 Heartland	New Career & Technical Education Building	\$12,234,000	\$36,701,800	\$48,935,800
4	507 Danville Area	Julius W Hegeler II Hall	\$3,791,658	\$11,374,974	\$15,166,632
5	508 City Colleges	STEM Labs	\$6,750,000	\$20,250,000	\$27,000,000
6	513 Illinois Valley	Nursing Program Expansion	\$708,500	\$2,125,500	\$2,834,000
7	515 Prairie State	Allied Health Building	\$5,568,180	\$16,704,540	\$22,272,720
8	513 Illinois Valley	Library / Academic Support Center	\$1,710,000	\$5,130,000	\$6,840,000
9	531 Shawnee	Renovation of Labs	\$799,954	\$2,399,850	\$3,199,804
10	504 Triton	Window Replacements Student Resource Buildings	\$703,700	\$2,111,100	\$2,814,800
11	524 Moraine Valley	Career & Technical Education Lab Expansion	\$2,938,740	\$8,816,010	\$11,754,750
12	526 Lincoln Land	Menard Hall Renovations	\$4,475,100	\$13,425,300	\$17,900,400
13	504 Triton	Window Replacements Line Buildings Phase 2	\$809,700	\$2,429,100	\$3,238,800
14	509 Elgin	Building I - Culinary Renovation and Expansion	\$6,614,000	\$19,842,000	\$26,456,000
15	508 City Colleges	Student Success Centers	\$4,625,000	\$13,875,000	\$18,500,000
16	525 Joliet Junior	Eastern Portion of District Campus Construction	\$9,487,200	\$28,461,400	\$37,948,600
17	505 Parkland	Biological/Chemical and Physical Sciences Training Center	\$7,348,495	\$22,032,269	\$29,380,764
18	529 IL Eastern	ADA Improvements to Public Restrooms and Other Capital Improvements	\$2,100,000	\$6,300,000	\$8,400,000
19	530 John A. Logan	Library Remodel	\$582,660	\$1,747,980	\$2,330,640
20	509 Elgin	Building F Mechanical Upgrade and Renovation	\$4,704,300	\$14,112,900	\$18,817,200
21	528 McHenry County	First Responder Training Center	\$3,066,326	\$9,198,977	\$12,265,303
22	502 College of DuPage	S.T.E.M Center	\$17,747,158	\$53,241,474	\$70,988,632
23	506 Sauk Valley	CTE Expansion	\$3,924,375	\$11,773,125	\$15,462,720
24	503 Black Hawk	New Career and Technical Education Building at the Quad-Cities Campus	\$15,726,657	\$47,179,970	\$62,906,627
25	528 McHenry County	Multi-Purpose Addition	\$4,326,713	\$12,980,138	\$17,306,851
26	539 John Wood	Parking Lot Repairs - Main Campus	\$175,000	\$525,000	\$700,000
27	521 Rend Lake	Advanced Technology Center	\$9,047,500	\$27,142,700	\$36,190,200
28	523 Kishwaukee	Greenhouse Replacement	\$500,000	\$1,500,000	\$2,000,000
29	531 Shawnee	Main Campus Parking & Roadway Access	\$143,650	\$430,762	\$574,412
30	517 Lake Land	Remodel of Northwest Classroom Building	\$3,670,000	\$11,010,000	\$14,680,000
31	516 Waubensee	Collins Hall Remodel	\$4,583,088	\$13,749,264	\$18,332,352
32	522 Southwestern Illinois	Belleville Campus Allied Health, Nursing, & Mental Health Building	\$15,898,034	\$47,694,101	\$63,592,135
33	536 Lewis and Clark	Roadway, Parking Lot & Sidewalk Improvements	\$1,752,100	\$5,256,300	\$7,008,400
34	535 Oakton	Eastern District Expansion	\$8,125,600	\$24,376,800	\$32,502,400
35	521 Rend Lake	New Student Center Addition	\$3,885,200	\$1,165,700	\$15,542,200
36	521 Rend Lake	Applied Science Center Addition	\$2,538,700	\$7,616,400	\$10,155,100
37	514 Illinois Central	Architectural Panel/Window/Door Replacement Academic Building	\$1,153,125	\$3,459,375	\$4,612,500
38	539 John Wood	Learning Center Roof Replacement	\$131,250	\$393,750	\$525,000
39	518 Carl Sandburg	Asphalt Sidewalk Replacement Project	\$238,032	\$714,096	\$952,128
40	539 John Wood	Ag Center Heat Pump Replacement	\$32,750	\$98,250	\$131,000
41	532 College of Lake County	Wellness and Health Sciences Center	\$5,130,967	\$15,392,900	\$20,523,866
42	525 Joliet Junior	Health Professions Expansion	\$6,591,100	\$19,773,000	\$26,364,000
43	526 Lincoln Land	Sangamon And Menard Hall Renovations	\$3,295,750	\$9,887,250	\$1,318,300
44	522 Southwestern Illinois	Belleville Campus Manufacturing Training Academy South Expansion	\$3,421,914	\$10,265,743	\$13,687,657
Total FY2025 Capital Project Request			\$268,689,876	\$795,560,798	\$1,062,642,393

CAPITAL PROJECT DESCRIPTIONS

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

Priority #1 South Suburban Renovate Labs Main Campus: The general scope of work entails the renovation of two biology labs and two physics labs. The current labs are outdated and have equipment that is over 20 years old. Their current layout and equipment do not meet today's high-tech standards for learning environments. The new learning environment in each lab shall consist of 4 chair student workstations with center isles for circulation. The new spaces will serve a dual function for lecturing and lab work. New ceilings with new dimmable LED lighting appropriate for the working environment. Walls will be repaired and painted along with a new chemical resistant epoxy floor system will be installed. New electrical power will be provided as required along with new plumbing, air and gas as needed for new student work stations. An ADA work station will be a part of the new student workstations. The existing HVAC system and temperature controls will be upgraded as required to provide comfort in the space. New fixed equipment such as base and wall cabinets with glass doors will be installed. A new teacher work station with the flexibility to lecture and instruct during lab sessions will also be installed. New markerboard(s) and a new smart board will be installed. Existing emergency shower and fume hoods will be upgraded or replaced.

Priority #2 Heartland Science Labs Expansion and Upgrades: In order to accommodate the need for additional science lab space, to consolidate science labs together on campus, and to upgrade the existing science labs to meet current curriculum needs, approximately 22,440 SF of existing space on the first and second floors of the west portion of the Instructional Commons Building (ICB) will be renovated. The existing space within the ICB currently consists of existing science labs, classroom space, and student lounge space, and as a result of an in-depth planning study.

Priority #3 Heartland New Career & Technical Education Building: In order to accommodate Heartland Community College's current lack of Career & Technical Education (CTE) program space as well as additional space required to support future workforce training needs within its district, a new 70,800 GSF Career & Technical Education Building is necessary at the College's main campus in Normal, Illinois. Based on current and projected enrollment trends as well as the findings from a recent gap analysis associated with these programs, the proposed new facility will need to accommodate the following programs: Maintenance Program (MAIN), Welding Program (WELD), Manufacturing Program (MTT), Building Facilities Program (BULD), Construction Program (CNST), CAD / Drafting Program (CAD), Classrooms (3 @ 1,000 SF each). In accordance with the College's Facilities Master Plan, the proposed new CTE Building will be located on the west portion of the campus.

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

Priority #5 City Colleges STEM Labs: Scope of work to include the design and construction of district wide STEM labs. The colleges with the most immediate need are Wright College (Science & Technology Labs), Olive-Harvey (Chemistry), and Daley College (Renewable Energy Lab). The Daley College Renewable Energy Labs will convert an existing 1-story 15,400 sq. ft. building into a series of labs and related support spaces. Scope of work to include abatement, selective demolition, HVAC and electrical upgrades, new partitions, AV&IT infrastructure, new finishes, equipment, compressed air, and millwork.

The renovation of the Olive-Harvey chemistry labs includes the renovation of up to five 1,200 sq. ft. Chemistry labs. The labs require selective demolition, additional fume hoods, HVAC & electrical upgrades, new millwork, AV&IT infrastructure, plumbing fixtures, lighting, and finishes. Similar to Olive-Harvey, the Wright College renovation of the biology, physical science, and chemistry labs will include selective demolition, HVAC & electrical upgrades, new millwork, AV&IT infrastructure, plumbing fixtures, lighting, and new finishes. Work shall meet or exceed all applicable codes. Final design and engineering may adjust the project conceptual scope provided.

Priority #6 Illinois Valley Nursing Program Expansion: In order to provide appropriate space to support the Nursing Program at Illinois Valley Community College, an existing 5,100 sf space located at the west side of the middle level of Building B will require complete renovation. The space needs required to support the programmatic expansion for the nursing program includes the following: hospital simulation labs, control rooms, debrief room, clinical simulation labs, nursing stations, office space, collaboration space.

Priority #7 Prairie State Allied Health Building: Allied Health building will add 27,840 gross square feet of laboratory, classroom and faculty office space to the College's physical plant. The new Allied Health Building will be constructed between the Health Training Center and the Wellness Center. Another 10,000 gsf of space in the Main Building will be renovated and reassigned to other academic programs after the nursing and nursing assistant programs move to the new building. The new facility will house 9,000 gsf of classroom space, 9,840 gsf of instructional laboratory space and 9,000 additional gsf for facility offices, student study areas and other functions. The instructional laboratories will be shared among the allied health programs, both existing and those yet to be established such as medical assisting and licensed practical nurse. In addition to labs for microbiology and chemistry, there will be specialized training rooms devoted to high fidelity simulation and other health care technologies, such as electronic medical records and clinical documentation. Offices for full and part-time nursing and other allied health faculty will be included as well as administrative offices for the dean and support staff. The ADA compliant building will expand the campus footprint on the site, consistent with the 2022 Facilities Master Plan.

Priority #8 Illinois Valley Library / Academic Support Center: In order to renovate the existing Library and create a remodeled Academic Support Center within this space for Illinois Valley Community College, the existing 15,720 sf Library currently located on the middle level of Buildings A and C along with the immediately adjacent corridor space will require complete renovation. The overall layout of the proposed Library / Academic Support Center will be a combination of open spaces and acoustically separated spaces. Where acoustical separation is required, glass walls will be used to create space that is visually connected and easily monitored throughout. New carpeting / flooring materials, a combination of acoustical and "hard" ceiling systems, and strategically located sound absorbing panels will also be incorporated throughout the space in order to control the sound within this very active environment. The furniture and equipment to support this space will be critical to the overall design.

Priority #9 Shawnee Renovation of Labs: This project will consist of the renovation of existing Chemistry, Biology, and all Learning Laboratories. The scope of the project will include an upgraded ventilation system as well as ADA accessibility from the classroom to lab environments. The project will also allow for the storage of chemicals, supplies, and lab projects and include safe handling, secure access, and monitoring.

Priority #10 Triton Window Replacements Student Resource Buildings: Replace existing original windows in Triton College's Student Resource Buildings. A detailed site analysis of the windows will be required. The site analysis will determine what interior work is required as well as whether or not any of the window caulking needs to be abated. A detailed set of construction documents will then be prepared for bidding.

Priority #11 Moraine Valley Career & Technical Education Lab Expansion: In order to support the needs of the Career and Technical Education programs at Moraine Valley Community College's main campus, expansion is required for the following programs: Heating, Ventilation, Air Conditioning & Refrigeration, Welding and Automotive Technology. Based on the current building geometry and the requirements for expansion for each program, the size of the three separate building additions are as follows: Heating, Ventilation, Air Conditioning & Refrigeration Labs @ 5,600 sf, Welding Lab @ 2,000 sf, Automotive Technology Lab @ 3,400 sf. In order to match the existing building massing and to provide adequate height for the functions within the proposed labs, the new additions will be two story volumes, and the concrete slabs will likely be structural slabs to accommodate for the poor soil conditions within this area. Both the Automotive Technology Lab addition and the Welding Lab addition will require access drives to be extended from the existing drive system to the new additions to accommodate deliveries and vehicle access.

Priority #12 Lincoln Land Menard Hall Renovations: Scope will include renovation to areas on the 1st floor and lower level of Menard Hall to improve student services and college function. The renovation will include mechanical updates to lighting, heating and air conditioning, electrical service, data access, plumbing, and asbestos remediation. The renovation will also include remediation of accessibility issues such as hallway widths, door push and pull areas, turning radii, etc. The 1st floor renovation will include improving services in the following departments: Information Technology, Human Resources, LLCC Foundation, Public Relations and Marketing, Student Lounge, Meeting Space, and Elevator. The lower-level renovation will include improving services in the following areas: Bookstore, Student Life and Student Government, Student Union.

Priority #13 Triton Window Replacements Line Buildings Phase 2: Replace existing original windows in Triton College's Line Buildings which are comprised of four buildings. In order to install new windows in the Line Buildings, a thorough site analysis needs to be completed. A detailed site analysis of the windows will determine what interior work is required as well as whether or not any of the window caulking needs to be abated.

Priority #14 Elgin Building I - Culinary Renovation and Expansion: The Culinary Arts facilities at Elgin Community College are consistently amongst the most enrolled classes on campus. This reflects the continued need for trained service industry labor and the continued interest of constituents in this career path. With a continued growth in service industry careers and an increased interest in the program, the College is looking to right-size and update their facilities and equipment to match the current and projected demand and the evolution of culinary instruction. The current facilities include five lab classrooms (two savory, two pastry and one commercial/restaurant kitchen, a working restaurant dining room and terrace, a retail quick-serve counter, and associated offices, locker rooms and support services. Among suggested improvements would be to add, update, and expand direct instructional classroom and class lab space, reorganize the operational components of the restaurant and quick serve counter, provide student and faculty support space, create stronger connections between the program and the remaining campus, and update building systems and finishes throughout. The proposed project includes a renovation of the entire building I and an approximately 15,000 gsf building addition.

Priority #15 City Colleges Student Success Centers: The scope of work for the district wide Student Success Centers is the design and construction necessary to renovate and transform CCC's outdated libraries to meet current academic and research models. The colleges with the most immediate need are Wright College (renovation of up to 40,000 sq. ft. of the existing Library Resource Center building), Truman College (renovation of up to 21,000 sq. ft. of the existing library) and Harold Washington College (renovation of up to 25,000 sq. ft). Wright College Student Success Center will transform a portion existing library space into a dynamic study and support center. Truman College Student Success Center will open a new wing in the existing library that will be equipped with state-of-the-art technology, including

additional computers, to meet the growing demand for digital resources and research. Learning classrooms will be incorporated into the design, offering dedicated spaces for workshops and seminars. Harold Washington Student Success Center is a complete renovation of the existing library and will include a maker's space.

Priority #16 Joliet Junior Eastern Portion of District Campus Construction: This project would consist of a new site for the Eastern portion of the district campus. This would involve identifying an available property within the desired service area of the district. Additionally, the selected location will need to meet the accessibility needs of the college in terms of public and private modes of transportation. Construction of a new facility of approximately 40,000 square feet to serve all students in the district. The facility will be designed to provide a full range of credit and non-credit classes, including all of the required courses for an Associate in Arts transfer degree as well as GED, ESL, special interest, youth, adult and life-long learning classes and provide space for proctored testing. Within the structure will be general education classrooms, lab space for biology and chemistry, computer lab space, conference space, food service, resource center, student lounge space, faculty/staff and administrative support office space, mechanical and custodial operations and storage space. An appropriately sized utility building will be provided for grounds maintenance equipment and operation.

Priority #17 Parkland Biological/Chemical and Physical Sciences Training Center: The new Science Addition will be a 2-story, ~ 44,000 gross square feet structure located on available land immediately adjacent to the existing L-Wing on the north side of the Parkland College campus. The building will connect to the L-Wing on both floor levels and be designed to meet the specific programmatic needs identified below. It will also be designed to be compatible with the existing campus architecture in terms of form and materials usage. In addition to internal access, new walkways will extend from the existing campus network to provide pedestrian access to the main entries of the new facility. Site landscaping and lighting will be provided that is consistent with the existing campus standards.

Priority #18 IL Eastern ADA Improvements to Public Restrooms and Other Capital Improvements: This remodel project will take current restroom space located on each campus and ensure accessibility exists in every building. The work necessary to accomplish this would consist of a re-design of the current floor plan(s) of the existing restrooms. This re-design would include the removal and reduction of commode stalls to accommodate individuals in wheelchairs and other physical limitations. Washing sinks would require adjustment to necessary minimum heights to ensure proper access. Entryways to restrooms would require reconfiguration to allow for minimum width and clearance requirements as well as purchase and installation of automatic door openers to accommodate entrance to the restrooms. Restrooms selected for this project will primarily target those used by students and guests of the District. Access to facilities, such as restrooms, improves the student and visitor experience.

Priority #19 John A. Logan Library Remodel: The current Library spaces in the "C" building occupy approximately 12,000 gross square feet (gsf) of space. This project will completely remodel the spaces within the library using finishes similar to upgrades that have occurred in the adjacent spaces. The spaces currently in use for Library have been occupied and rearranged as services have expanded, without major renovation work to facilitate efficient space use and flow and provide for all spaces to be ADA compliant. With the exception of mechanical rooms and stairs located within the boundaries of the proposed remodeling work, all interior partitions, and floor coverings, will be completely removed and newly installed. New private meeting spaces, study rooms, and offices will be created and some existing walls will be eliminated to open up other spaces. The restrooms serving this area will be renovated and new furnishings, shelving, and cabinetry will be provided.

Priority #20 Elgin Building F Mechanical Upgrade and Renovation: Building F is a two (2) story structure that consists of 67,376 gross sq. ft./34,726 net sq. ft., it was built in 1995, and is currently in need

of renovation. The building currently contains twenty-eight (28) classrooms/labs, twenty-four (24) offices, two (2) conference rooms, four (4) restrooms, and a study-lounge/lobby area. The scope of renovations includes replace/upgrade mechanical/HVAC systems, upgrade IT cabling and IT infrastructure, upgrade restrooms, replace/upgrade lighting throughout the building and many other replacements and improvements to update and renovate the facility.

Priority #21 McHenry County First Responder Training Center: The proposed new First Responder Training Center at McHenry County College will consist of the construction of new structures as well as sitework to support the needs of the Fire Science, EMT, and Criminal Justice programs on campus. The proposed new complex will be located at the southeast portion of the existing campus on property that was recently acquired by the College and will include: a new multi-purpose/garage space to accommodate various emergency scenarios, new classroom and office space, a new burn tower and an emergency vehicle operations course (EVOC) pad.

Priority #22 College of DuPage S.T.E.M. Center: This new facility would consist of 105,000 square feet within three stories located on west side of the College of DuPage main campus. The building will create a learning environment designed to meet evolving S.T.E.M. educational needs of today as well as enable the College to creatively address the needs of the future. The S.T.E.M. Center will serve as the foundation for the College of DuPage efforts to create interactive blended learning in Science, Technology, Engineering and Mathematics. The new facility will include space to address new classrooms to increase the number of course offerings in S.T.E.M. The S.T.E.M. Center will continue the ability of the College of DuPage to create learning environments, which encourage joint exploration, and teaching among the sciences, technology, engineering and mathematics programs. These interactive blended programs will promote collaborative learning designed to enable students to excel in their continued educational and professional endeavors.

Priority #23 Sauk Valley CTE Expansion: The CTE expansion at SVCC will require a 10,000 sqft. addition to the west-end of the SVCC's main facility. The expansion will make room for SVCC's CTE programs, including but not limited to, Agriculture, Welding, Multicraft Technology, HVAC, and Electrical Engineering. Site preparations for the expansion footprint will require the demolition of two existing substandard structures and excavation of existing employee parking. The expansion will also require additions to SVCC's main facility's electrical and HVAC infrastructure.

Priority #24 Black Hawk New Career and Technical Education Building at the Quad-Cities Campus: Black Hawk College is looking to develop a Career and Technical Education Center on its Quad-Cities campus in Moline, Illinois. The facility will include educational programming in the following areas: Automotive Technology Center, Automotive Body Repair, Diagnostic Medical Sonography, HVAC / Refrigeration, Manufacturing / CNC, Microbrew / Craft Distillery, Occupational Therapist Assistant, Welding, Related and Shared Classrooms and Faculty and Staff Office Space. This new CTE facility will allow existing programming to be updated/modernized (manufacturing is offered in spaces that were built in the 1960's), and accommodate programming that has not been offered on the QC campus (automotive). New programming will be accommodated in this new space as well, including automotive body repair, diagnostic medical sonography, occupational therapist assistant, HVAC/Refrigeration, and microbrewing/craft distillery. Program support spaces including program specific classroom space, shared classroom space, and faculty/staff offices will allow for students to have convenient access to support their success.

Priority #25 McHenry County Multi-Purpose Addition: In order to address the lack of large meeting space on campus to support events such as career fairs, college fairs, and industry-related events, as well as to create space to support the health and wellness of the college community and the community-at-large, a new addition and a series of renovations to the existing facilities will need to be implemented. The general

scope of work will include new multi-purpose addition (approx. 24,600 SF) and renovations (approx. 9,950 SF). Renovations would include upgrade existing home team locker rooms / training room, improve handicap accessibility, replace existing MEP infrastructure, and create space for visiting team locker rooms that does not currently exist. A new, more inviting entry for the community-at-large will be created at this public entrance to the College which is highly visible from US Highway 14.

Priority #26 John Wood Parking Lot Repairs - Main Campus: The project includes milling and repaving of approximately 150,000 square feet of asphalt pavement. Work to include the following: parking lot 2, the North 48th Street entrance drive, drive lanes in front of the Student Activity Center and maintenance buildings, and portions of the drive lanes in parking lot 4 which are the primary delivery truck lanes.

Priority #27 Rend Lake Advanced Technology Center: Provide 10 classrooms large enough to instruct from 25 to 45 students each, a mix of tables and desks to be used and the teachers' desks, which will all comply with current accessibility standards. Two of the classrooms would be large enough to be used as a lecture hall to be used for special meetings and conferencing. 12 laboratories for computers, welding, robotics, criminal justice, and electronics labs large enough to seat 25 to 35 students. A new state of the art welding department, occupied by 42 new welding booths and 12 grinding stations with proper ventilation, make-up air supply, and HVAC. A new state of the art robotics lab. Two study lounges are to be provided that will seat 15-20 students each. 30 offices for the entire department to be provided (including four for future expanding programs) for the faculty and staff. Site Improvements to consist of a new entry plaza and development, accessible walks, site lighting, connection to the campus storm sewer system, water lines, sanitary sewer, gas lines, communication systems, underground electrical, a building emergency generator and HVAC controls system.

Priority #28 Kishwaukee Greenhouse Replacement: The Greenhouse Replacement project would replace the existing 15,000 sq. ft. deteriorating hoop house side of our greenhouse. This would give students an adequate, updated, and safe environment for their horticulture lab needs. The old section of the building would be demolished. A concrete pad with in-floor heating and proper floor drainage would be added. A new premanufactured greenhouse would be installed including ventilation fans, heating systems, and other environmental control systems all integrated into the college building automation system, or another standalone management system designed for greenhouses. The building would be reconnected to the head house with a new vestibule between buildings. New tables would be installed to provide space for students to work. New dechlorination, automatic watering, and nutrient supply systems would be added to support the latest technologies for student learning.

Priority #29 Shawnee Main Campus Parking & Roadway Access: This project will consist of pavement rehabilitation and resurfacing for facility entrances and access ways. The project will include new roadway with sidewalk. The project also includes pavement maintenance for parking areas and adjoining site facility areas at the main campus facility. All entry/exit points for Campus will be linked, allowing for increased safe access for all students, staff, and faculty.

Priority #30 Lake Land Remodel of Northwest Classroom Building: This major remodeling project will include a comprehensive renovation of the Northwest Classroom Building. In addition, the project will remodel numerous spaces throughout the building including the ceilings, floors, doors and restrooms. The mechanical and electrical systems will also be improved to assure a comfortable learning environment, increase the efficiency of the lighting and to ensure a viable source of power for each room.

Priority #31 Waubensee Collins Hall Remodel: The scope of the Collins renovation includes a full interior renovation. Primary areas and offices in Collins that will be impacted by the renovation of the building include the library, tutoring, and other academic support areas which provide direct support to

students. Other areas in Collins include training and support for faculty and online instruction, a TV studio, information technology support spaces and administrative offices. Goals and structural items identified include 80,000 SF renovation, improved spaces for student and faculty support services, replace/relocate washrooms to meet plumbing code and the Americans with Disabilities Act (ADA), improvement of internal way-finding and connection to adjacent buildings, renovate facade and entry to provide full accessibility at all points of entry, replace exterior masonry and entrances to provide natural daylight and emphasize views of the lake and other outdoor scenery from student study areas.

Priority #32 Southwestern Illinois Belleville Campus Allied Health, Nursing, & Mental Health Building: The project includes +/- 79,000 S.F. building dedicated to allied health sciences instruction. The proposed +/- 79,000 S.F. facility will include: +/- 20 classrooms and +/- 20 laboratories, clinic, office and support space for some faculty and staff, centralized and discipline-oriented entry lobby, adequate facility support spaces, restrooms, vending and student gathering space. The site development for the project will include utility extensions for water and sewer, new electrical service, modifications to entrances and connecting roads and parking area, on-site parking for +/- 500 vehicles, site lighting and security, site amenities such as wayfinding, seating, trash cans and landscaping, emergency power and storm water retention.

Priority #33 Lewis and Clark Roadway, Parking Lot & Sidewalk Improvements: This project includes pervious pavers to lots such as the Wade faculty/staff parking lot, Ringhausen and Gilman parking areas and the Math and Science building parking lots. Construction of the final phases of bioswales in the Hatheway parking lot will promote further sustainable practices by controlling storm water runoff. The campus sees steady traffic during the spring and fall semesters and through events hosted throughout the year of nearly 200,000 visitors. In addition, delivery trucks are routinely on campus adding wear and tear on the roads over time. This has led to deterioration of the asphalt roadway. Extensive patching of roadways is no longer adequate and requires replacement. Civil engineers have identified the most severely damaged roadways and parking lots that need immediate attention, and this project addresses those concerns.

Priority #34 Oakton Eastern District Expansion: A future need that has been identified is the need to provide critical access to education for prospective students residing on the College's eastern district from the Evanston Township. The College currently has two campuses located in Skokie and Des Plaines, however, there is a considerable distance for students from the Evanston area to travel to either campus. The Eastern Campus is intended to identify a location in the Evanston corridor for a physical building with the following program elements: flexible spaces areas appropriate for student learning, academic support services areas (faculty breakout rooms, lounge), coordinated and centralized student services (enrollment center, financial aid, academic advising), creation of student life space, spaces for business and industry training and community service programs (partnerships with high school and neighboring university).

Priority #35 Rend Lake New Student Center Addition: Construction of a two-story addition to the existing Student Center for meetings, student multi-purpose center, student commons spaces, and bookstore. The ground floor level will consist of an Entrance Lobby, with direct access to an elevator. Primary spaces on this level include a Student Commons/Dining area with chair and table seating for 100, a Coffee/snack bar, and a bookstore with an office, and a receiving/processing and book storage area. Restrooms and janitorial spaces will be provided adjacent to the lobby. The second level will serve as a new Multi-purpose Center, with a capacity of 400 with chair and table seating, and with flexible partitions to divide the space into small groups. A Reception Lobby will serve the Center and will include the elevator and a reception counter with coats check. Restrooms and janitorial spaces will be provided adjacent to the Lobby. Site Improvements will consist of redeveloping the patio and commons areas north of the proposed addition, including accessible outdoor spaces, site lighting, connection to the existing facility systems.

Priority #36 Rend Lake Applied Science Center Addition: The new Applied Sciences Center Addition will be an extension of the existing facility. Spaces planned for the addition include three new service bays, a combine bay, wash bay, two classrooms for instruction, a diesel laboratory, a small student lounge, restrooms, and storage spaces. Site Improvements to consist of accessible walks, site lighting, aprons and drives, connection to the facility storm sewer system, water lines, sanitary sewer, gas lines, communication systems, underground electrical, and HVAC controls system.

Priority #37 Illinois Central Architectural Panel/Window/Door Replacement Academic Building: Replace Curtain Wall/Architectural Panels and Windows/Door systems on the Academic Building, East Peoria Campus. The current curtain walls are comprised of separate horizontal bands of “storefront” type metal framing set between horizontal bands of insulated metal panels that are structurally attached to the building framing. The sections are structurally independent of the building and could be removed in whole and replaced with a similar style installation or a traditional full height curtain wall system. The scope also includes contingencies for asbestos which was discovered at the Edwards cross walk bridge and could be present in other areas of the courtyard. The current architectural panels, windows & doors have never been replaced and are 50 plus years old and are at the end of their serviceable lifespan. The panels are severely aged, the paint is extremely faded and they are significantly rusting and deteriorated. The windows and door frames are severely rusted also to the point that in many areas we have leaks into the building and the frames are rusted completely through. The current panels, windows and doors are not energy efficient and the college would save significant energy funds by upgrading.

Priority #38 John Wood Learning Center Roof Replacement: This project would remove and replace the original synthetic rubber roofing membrane from 2001, with 3 roof-top air-handling units and 4 condensing units (for split-system cooling for our primary server room). This roofing membrane is approaching the end of its life-cycle. Repetitive roof leaks have developed above our main Library areas, damaging drywall ceilings and columns (in addition to acoustical ceilings) as well as in our computer testing room. While we have identified some probable sources over the years, storms with strong winds continue to create random water entry, seemingly by the changes in air pressure over the roof surface, thereby creating lift to raise and/or separate surfaces in tiny or unseen locations.

Priority #39 Carl Sandburg Asphalt Sidewalk Replacement Project: This project includes a topographic survey of the existing asphalt sidewalks and concrete ramps to determine their compliance with ADA and establish a base map for the replacement of the asphalt walkways. The purpose of this project is to provide access from the existing parking lots to the existing campus entrances that meet current accessibility requirements and provide more durable surfaces that are more easily maintained. The existing asphalt sidewalk infrastructure dates back to the original campus and has been upgraded to concrete as new projects have been completed on the campus. The asphalt sidewalks have exceeded their anticipated serviceable life. The remaining areas of asphalt are an ongoing source of maintenance due to their deteriorating sub-base and general thinness of the material. The concrete sidewalks will provide an improvement to the overall quality of the campus by providing higher quality materials with consistent walking surfaces for a diverse user group. Consistent use of concrete sidewalks on the campus also allows for better maintainability, consistent surface drainage and improved surface profiles for slip resistance.

Priority #40 John Wood Ag Center Heat Pump Replacement: Replace 15 existing 20+ years old geothermal heat pumps. As part of the 2019 Facility Master Plan update, a mechanical engineering review was performed by Klingner and Associates finding these heat pumps to be at the end of or beyond their normal life cycle, being described as in "Poor Condition". Therefore, deferred maintenance planning has elevated this need and RAMP application.

Priority #41 College of Lake County Wellness and Health Sciences Center: The Wellness and Health Sciences Center would bring health and wellness programming into a single state-of-the-art learning environment. The Center will provide students with opportunities to work seamlessly in a setting that better mirrors the way they will be engaging in patient care as professionals at area hospitals and other healthcare facilities. The Center will be designed with a specific focus to train on nursing, allied health and wellness professions through an integrated training facility where students will learn patient care using the tools and techniques used in top-notch healthcare facilities. This planned facility would provide rich learning experiences to CLC students including computer simulation, interdisciplinary education, collaborative learning spaces, and simulated learning experiences. It would add an additional 54,000 square feet and allow for new classroom and lab facilities to the following areas of the existing healthcare programs: nursing, nursing assistant, medical imaging, surgical technology, health information technology and kinesiology classrooms and labs.

Priority #42 Joliet Junior Health Professions Expansion: The Health Professions Expansion will be a new structure that will help the college expand the high-demand nursing, allied health and emergency services programs to meet projected growth. The structure site will be located in close proximity to the current Health Professions building. The expanded facilities will include laboratory, classroom, office and instructional space designed to incorporate new and future technologies, especially in simulation centers providing situational skills practice. The project will provide: expanded space for Nursing/CAN/MA, Radiologic Technology, CPR/EKG/ Phlebotomy, Pharmacy Technicians, Simulation Center, EMS/Fire Science Technology, Massage Therapy, Dietetic Assistant, and Occupational and Physical Therapy Assistant programs; include design and construction of a 31,000 gross square foot structure serving the community with a combination of facilities necessary to the health professions curriculum; the addition of six new biology, health sciences and simulation laboratory rooms; the addition of up to twelve new classrooms or group study; and, up to ten offices, reception and conference room for faculty and support staff.

Priority #43 Lincoln Land Sangamon And Menard Hall Renovations: Scope will include renovation to the 1st floor and lower level of Sangamon Hall South, 2nd floor of Sangamon Hall North, and 2nd floor of Menard Hall to relocate and improve the art program classrooms and labs, police station, faculty offices, and the create conference and student lounge/study spaces. The renovation to the 2nd floor of Menard Hall will include classrooms, labs, lecture halls, offices, and the creation of conference and student space. The renovation will include mechanical updates to lighting, heating and air conditioning, electrical service, data access, plumbing, and asbestos remediation. The renovation will also include remediation of accessibility issues such as hallway widths, door push and pull areas, turning radii, etc. Renovation of the Police station will provide access to secure parking on the lower level, a second exit for emergencies, secure front door, and increase visibility from building exterior. Work in the Police station will include upgrades to technology, heating, air conditioning, ventilation, and electrical systems, and asbestos abatement. Sangamon Hall renovations would consolidate art program classrooms and labs in one location, create classrooms and labs that will include upgrades to technology, heating, air conditioning, ventilation, electrical, art equipment, and asbestos abatement, renovation of faculty offices to create spaces for faculty to meet with students, conference rooms, and student study spaces. The Menard Hall scope includes converting former art classrooms and labs into active learning and collaborative classrooms, renovation of two large lecture halls, faculty offices will be relocated to create spaces for faculty to meet with students, conference rooms, and student study spaces.

Priority #44 Southwestern Illinois Belleville Campus Manufacturing Training Academy South Expansion: The project includes +/- 14,313 S.F. building dedicated to expanding the manufacturing trades. As overseas labor costs rise the demand here in the states for skilled employees in trades such as welding, CNC machining, and precision machining has grown. According to the Bureau of Labor Illinois is 2nd in the nation for states seeking machinist with more than 31,790 employed across the state.

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Southwestern Illinois College's welding program is recognized as #7 for best welding schools in the nation. The machining program here at SWIC just recently finished 2nd in the nation in 'Project MFG', a competition that combined welding, machining, and programming challenging the competitions problem-solving and technical aptitudes. This MTA expansion will add 14,313 square feet to the state-of-the-art facility by adding four (4) large classrooms, four (4) large computer rooms for programming, two (2) offices, and supporting areas. When this facility is complete it will have over 45,455 square feet and house multiple large scale, high-end manufacturing equipment such as 3D printers, CNC machines, Precision machines, welding, and robotics.

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

Illinois Eastern Community College (Frontier)

- Gas Utility Construction and Service Certificate (35.5 credit hours)

Illinois Central College

- Associate in Fine Arts (A.F.A.) – Art and Design (62 credit hours)
- Associate in Fine Arts (A.F.A.) – Music (63 credit hours)

Triton College

- Barber Certificate (50 credit hours)

BACKGROUND

Illinois Eastern Community College (Frontier) **Gas Utility Construction and Service Certificate (35.5 credit hours)**

Program Purpose: This program will prepare individuals to install, maintain, and operate natural and propane gas distribution systems used for supplying residential, commercial, and industrial customers.

Catalog Description: Graduates of the Gas Utility Construction and Service Certificate program will be able to enter one of the most technologically intensive industries in today's economy, with potential careers in gas construction mechanics, gas meter mechanics, gas service mechanics, gas clerk estimation, gas regulator maintenance mechanics, gas appliance, repair, and underground facilities location. The curriculum will prepare students will skills necessary to install, maintain, and operate natural and propane gas distribution systems and equipment. Students will have the opportunity to earn their CPR certification and CDL license.

Curricular Information: The certificate curriculum includes coursework in introductory through advanced levels of gas utilities services field training, gas utilities welding, OSHA training for gas utilities, technical mathematics, employability skills, CPR fundamentals, and truck driver training. Assessment of student learning will be achieved through evaluation of the student's performance during the advanced field training course by program faculty.

Accrediting Information: IL Eastern Community College (Frontier) is accredited by the Higher Learning Commission. No additional accreditation is required to offer the proposed program.

Justification for Credit hours required: The proposed certificate meets the requirements outlined by the Program Advisory Committee for meeting employers' workforce training needs. This includes OSHA training, CPR certification, and CDL licensure.

Diversity, Equity & Inclusion Efforts: IL Eastern Community College (Frontier) 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 including attendance at high school educational fairs and working with industry partners to identify and target underserved individuals who may be interested in the proposed program. The college utilizes programs such as TRIO to support and serve underrepresented student populations. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI Professional Development Workshops and year-round support activities. The college will intentionally seek to expose prospective students and existing program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds through industry partners from within the gas utilities field.

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 gas utilities is expected to increase statewide around 2% and growth in the employment in the utilities industry by 9.5% through the year 2030.

Table 1: Employer Partners

Employer	Location
Utility, Safety & Design, Inc.	Olney, IL
Jayne Excavating & Welding LLC	Oblong, IL
Ameren IL	St. Louis, MO

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CenterPoint Energy	Evansville, IN
Miller Pipeline	Indianapolis, IN
Intercon Construction	Waunakee, WI
Spire	St. Louis, MO
Distribution Contractors Association	Richardson, TX
Center for Energy Workforce Development	Washington, DC
Citizens Energy Group	Indianapolis, IN
Black Hills Corp.	York, NE
A.Y. McDonald	Dubuque, IA
Tully NPL	Houston, PA
Michels Utility Service, Inc.	Milwaukee, WI

Table 2: Projected Enrollments

Gas Utility Construction & Service Cert	First Year	Second Year	Third Year
Full-Time Enrollments:	15	18	20
Part-Time Enrollments:	2	2	3
Completions:	14	17	19

Financial / Budgetary Information: The program will require one (1) existing full- and one (1) existing part-time faculty the first year. Qualified faculty will hold an Associates degree in an appropriately related field (such as Construction, Plumbing, Utilities), have at least six (6) years work experience in the gas utilities field, and one 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	\$48,000	\$50,400	\$52,920
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	\$17,000	\$15,000	\$15,000
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$65,000	\$65,400	\$67,920

Table 4: Faculty Requirements

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

Illinois Central College
Associate in Fine Arts (A.F.A.) in Art and Design (62 credit hours)

Program Purpose: This program will provide a pathway for students to transfer into related Visual Arts baccalaureate degree programs.

Catalog Description: The Associate in Fine Arts degree in Arts and Design is designed for the art and design student planning to transfer to a baccalaureate program in the visual arts. To prepare for transfer at junior standing, students are encouraged to complete the following coursework in the Associate in Fine Arts degree in Art and Design (1) one semester of Drawing I; (2) two semesters of 2D Design and 3D Design; (3) two semesters of the survey of Western art history, ancient to modern; (4) recommended courses under their area of specialization in studio arts or graphic design.

Curricular Information: The proposed requirements for the Associate in Fine Arts (A.F.A.) in Art and Design fall within acceptable limits as defined by the Administrative Rules of the Illinois Community College Board and are consistent with the Illinois Articulation Initiative (IAI) Panel recommendations. The proposed A.F.A. degree is closely aligned with lower division coursework at universities offering bachelor's degree programs in art and design/visual arts, offering students a seamless articulation process when transferring to a four-year institution. Students must complete 31 credit hours of required general education coursework, 18 credit hours of required art coursework, and an additional 13-15 credit hours focused on either studio art or graphic design.

Assessment of student learning will be achieved through evaluation of a student portfolio prior to program completion/transfer by ICC faculty. All facilities and equipment are currently in place to support the program. The program will require seven (7) full-time and three to nine (9) part-time faculty to implement the program. All faculty meet the requirements for teaching baccalaureate/transfer courses including Master's degrees in the discipline and at least five (5) years of work and/or teaching experience. The program will otherwise be supported fiscally through student tuition and fees.

Justification for Credit hours required for the degree: The proposed program falls within the acceptable range of credit hours (60-68) for A.F.A. degrees as outlined in the Administrative Rules of the Illinois Community College Board, Section 1501.302 a)3)A)ii. The curriculum was designed to provide a pathway for transfer while also building students' core art skills and offering two tracks for visual arts options, and includes the General Education Core Curriculum (GECC) Credential. The additional two (2) credit hours include professional portfolio development coursework required for baccalaureate/transfer assessment.

Accrediting Information: Illinois Central College is accredited by the Higher Learning Commission. No specialized accreditation is required.

Diversity, Equity & Inclusion Efforts: Illinois Central College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes baccalaureate/transfer degree programs. They currently employ Recruitment and Retention Specialists who are tasked with utilizing multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The college also employs Diversity Retention Coordinators to increase access to and the understanding of all the student support services available. The college offers a range of wraparound services and intrusive student services which includes follow up for at-risk students by faculty, student mentors, and advising staff. They participate in a variety of support programs including TRIO, Upward Bound, and the Workforce Equity Initiative. 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.

Faculty have access to classroom support through the Center for Teaching and Learning Excellence. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, and opportunities to hear from diverse individuals with diverse backgrounds in applicable fields of study and industry.

Illinois Central College
Associate in Fine Arts (A.F.A.) in Music (63 credit hours)

Program Purpose: This program will provide a pathway for students to transfer into related music, music education or music performance baccalaureate degree programs.

Catalog Description: The Associate in Fine Arts degree in Music study is designed for the music student planning to transfer to a baccalaureate program in music education, music performance, or other professional music degree. To prepare for transfer at junior standing, students are encouraged to complete the following coursework in the Associate in Fine Arts degree in music: (1) four semesters of music theory; (2) four semesters of applied music (private instruction); (3) four semesters of class piano, as needed; (4) four semesters of participation in one or more large ensembles. There are multiple large ensembles in which all ICC students are invited to participate: Concert Band, Hard Bop Jazz Band, Concert Choir, Guitar Ensemble, and ICC Vocal Jazz. Music students are required to participate in a large ensemble each semester they enroll in Applied lessons. Large ensembles present public concerts at ICC, high schools, and for special groups throughout the college district.

Curricular Information: The proposed requirements for the Associate in Fine Arts (A.F.A.) in Music fall within acceptable limits as defined by the Administrative Rules of the Illinois Community College Board and are consistent with the Illinois Articulation Initiative (IAI) Panel recommendations. The proposed A.F.A. degree is closely aligned with lower division coursework at universities offering bachelor's degree programs in music, offering students a seamless articulation process when transferring to a four-year institution. Students must complete 31 credit hours of required general education coursework and 32 credit hours of required music coursework.

The proposed curriculum was developed in collaboration with several baccalaureate institutions, including Illinois State University, Western Illinois University, and Bradley University, to provide seamless transfer of graduates into related baccalaureate music degree programs.

Assessment of student learning will be achieved through evaluation of a student portfolio prior to program completion/transfer by ICC faculty. All facilities and equipment are currently in place to support the program. The program will require two (2) full-time and 13 part-time faculty to implement the program. All faculty meet the requirements for teaching baccalaureate/transfer courses including Master's degrees in the discipline and at least five (5) years of work and/or teaching experience. The program will otherwise be supported fiscally through student tuition and fees.

Justification for Credit hours required for the degree: The proposed program falls within the acceptable range of credit hours (60-68) for A.F.A. degrees as outlined in the Administrative Rules of the Illinois Community College Board, Section 1501.302 a)3)A)ii. The curriculum was designed to provide a pathway for transfer while also building students' core music skills and preparing for transfer into related music programs at the baccalaureate level. The curriculum also includes the General Education Core Curriculum (GECC) Credential. The additional three (3) credit hours include a professional portfolio development course required for baccalaureate/transfer assessment.

Accrediting Information: Illinois Central College is accredited by the Higher Learning Commission and the National Association of Schools of Music (NASM).

Diversity, Equity & Inclusion Efforts: Illinois Central College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes baccalaureate/transfer degree programs. They currently employ Recruitment and Retention Specialists who are tasked with utilizing multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The college also employs Diversity Retention Coordinators to increase access to and the understanding of all the student support services available. The college offers a range of wraparound services and intrusive student services which includes follow up for at-risk students by faculty, student mentors, and advising staff. They participate in a variety of support programs including TRIO, Upward Bound, and the Workforce Equity Initiative. 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. Faculty have access to classroom support through the Center for Teaching and Learning Excellence. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, and opportunities to hear from diverse individuals with diverse backgrounds in applicable fields of study and industry.

Triton College
Barber Certificate (50 credit hours)

Program Purpose: This program will prepare individuals for required state licensure, entry-level employment, and advancement opportunities, as barbers.

Catalog Description: The Barber Certificate offers students a comprehensive education in the art and science of barbering. Students will have the opportunity to gain skills in haircutting, shaving, styling, chemical techniques, and facial hair design. In addition, the Barber Certificate requires 50 credit hours, equivalent to the 1500 clock hours required by the Illinois Department of Financial and Professional Regulation (IDFPR). Upon successful completion of the program, students will be eligible to apply for the Illinois Licensed Barber examination.

Curricular Information: The certificate curriculum includes coursework in fundamentals of barbering, introductory through advanced levels of barbering techniques, introductory through advanced levels of artistic barbering, facial treatments, introductory and intermediate levels of chemical services and chemical applications, introductory and intermediate levels of barbershop operations, barbershop management, barber license preparation, and a required work-based experience in the barber clinic. The curriculum was developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required Barber Licensure through the Illinois Department of Financial and Professional Regulation (IDFPR).

Assessment of student learning will be achieved through evaluation of the student's performance during the advanced levels of courses in barber techniques, and during their work-based learning experience in the college's barber clinic by program faculty, including a licensed barber-instructor.

Accrediting Information: Triton College is accredited by the Higher Learning Commission. Barber programs must be approved by IDFPR in compliance with Section 1175.330 Barber Curriculum Requirements of the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act. The proposed curriculum has been developed according to these requirements.

Justification for Credit hours required: According to the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act Section 1175.330 Barber Curriculum Requirements, barber curriculum in the State of Illinois must include a minimum of 30 credit hours in barber content and include a minimum of

1,500 hours of study over a period of nine (9) months or longer. The proposed certificate meets these requirements.

Diversity, Equity & Inclusion Efforts: Triton 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 including attendance at high school educational fairs and working with industry partners to identify and target underserved individuals who may be interested in the proposed program or related stackable programs. Further, the college delivers outreach using multiple languages of the community including English, Spanish, and Polish. TRIO, Triumph, and Surge programs support and serve underrepresented student populations. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI Professional Development Workshops and year-round support activities. The college will intentionally seek to expose prospective students and existing program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds through industry partners from within the barbering field.

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 barbering is expected to increase statewide around 14.1% through the year 2030.

Table 1: Employer Partners

Employer	Location
Skippers Clippers	Bellwood, IL

Table 2: Projected Enrollments

Barbering Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	4	8	12
Part-Time Enrollments:	12	12	12
Completions:	-	10	16

Financial / Budgetary Information: The program will require two (2) existing part-time faculty the first year. One (1) new full-time faculty will be added during the second year of the program. Qualified faculty will hold a current professional license in barber instruction, hold a current Illinois Barber License, have at least three (3) years work experience as a professional barber and one year teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$55,000	\$75,000	-
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	\$50,000	\$50,000	\$50,000
Library/LRC Costs	-	-	-
Facility Costs	\$100,000	\$50,000	\$50,000
Other	-	-	-
TOTAL NEW COSTS	\$205,000	\$175,000	\$100,000

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December 1, 2023

Table 4: Faculty Requirements

	<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	1	0	0	0
Existing Faculty	0	2	0	2	1	2

Illinois Community College Board

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

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2021 – 2025 for Sauk Valley Community 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, Sauk Valley Community 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 district:

Sauk Valley Community College, District 506

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 of 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 the 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

SAUK VALLEY COMMUNITY COLLEGE

October 2023

**Illinois Community College Board
Recognition Report
For Sauk Valley Community College
October 2023**

Introduction

During fiscal year 2022-23, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Sauk Valley Community College, District 506. 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 Sauk Valley Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

Evaluation Results and Recommendations

1. Instruction

1. Degrees and Certificates

A comparison between Sauk Valley Community College's 2022-2023 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

Sauk Valley Community College offers the Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Fine Arts (A.F.A.) Art, Associate in Engineering Science (A.E.S.), and Associate in Liberal Studies (A.L.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 academic control of their units of instruction. Full-time, adjunct, and dual credit faculty are regularly evaluated using annual self-evaluations, in-person observations, and outcomes assessments. Additionally, the institution reviews course content, rigor, and design in in-person and online courses regularly. Each instructional unit

has developed learning outcomes, which the institution uses in measuring success, and the institution has measures to ensure the quality online instruction. All program admission and graduation requirements are updated in the college catalog.

Compliance Recommendations: None.

4. Curriculum

4a) A comparison between Sauk Valley Community 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 Sauk Valley Community 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 1501.313(a)(1-6): 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 Sauk Valley Community 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 35 instructors taught transfer (1.1) dual credit courses. Of these instructors, 34 of them were found to hold the proper credentials to teach 1.1 dual credit coursework. The college did not provide specific course information for one of the instructors so ICCB staff was unable to determine their qualification. It was also reported that eight instructors taught career and technical education (1.2) dual credit courses. Of these instructors, the college did not provide specific course information for one of the instructors so ICCB staff was unable to determine their qualification.

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 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.313(a)(1-6), 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.

College Response:

Ensuring that all faculty members at Sauk Valley Community College are qualified in their respective fields is of paramount importance for the institution's academic excellence and the success of its students. Here are some key steps and strategies that we at Sauk Valley Community College do to ensure that faculty are adequately hired and have all of the requisite qualifications including the 2,000 hours of work experience:

- *Rigorous Hiring Process: Sauk Valley has a stringent hiring process that thoroughly evaluates the academic and professional qualifications of potential faculty members. This process includes a review of candidates' educational backgrounds, relevant work experience, and academic credentials.*
- *Credential Verification: Sauk Valley ensures that each faculty members' degrees and certifications are valid and from accredited institutions. We regularly review and verify these credentials to maintain up-to-date information.*
- *Faculty Evaluation: We regularly conduct comprehensive evaluations of our faculty members including classroom observations, student feedback, and self-assessment. We use this information to identify areas of improvement and provide resources for professional growth.*

We feel that all of our faculty are qualified to teach in the subject matters that they were hired in. In the few examples that were noted in the above recognition report, we have reuploaded faculty transcripts and/or resumes in an assumption that they were missed in the initial review. These documents can be found within the outgoing folder in the FTP site labeled "Recognition Amendments 2022". As a college, we will continue to maintain the qualifications of our faculty and continually strive to do whatever we can to ensure that those conditions are met prior to hiring.

6. Assessment Plans

The institution has a system of evaluating and recording student performance in courses. The institution records individual course-level, discipline-level, and general education data regularly, and it uses external and professional certifications, standardized exams, and other professional credentials to evaluate student success. The Assessment Committee is responsible for reviewing the data, analyzing success outcomes, and overseeing the development and implementation of assessment programs. In 2018, the committee piloted a Quantitative Reasoning Assessment to assess proficiency in mathematics.

Compliance Recommendation: None.

7. Student Evaluation

Sauk Valley Community 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, each of the faculty members appear to meet the faculty requirements outlined by the ICCB.

To be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Sauk Valley Community 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.

Compliance Recommendation. None.

9. Cooperative Agreements and Contracts

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

All Indicators of Compliance and Indicators of Quality were met. Sauk Valley Community 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.

Compliance Recommendation: None.

10. Program Review/Results

After reviewing Sauk Valley Community College's program review process and submissions, staff concluded that most instructional programs have been reviewed utilizing a systematic, college-wide process. It was noted in feedback to the college from ICCB for the fiscal year 2020 cycle that some reviews within career and technical education, adult education, and academic disciplines lacked thoroughness and/or disaggregated data. Improvements to the process in these areas are encouraged; however, the college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college includes student and academic support services and administrative functions in their review cycle.

Discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified in fiscal year 2020 when the review for Library Services was not submitted.

Compliance Recommendations: None.

Advisory Recommendation 1: The ICCB recommends that the college ensure all programs, courses, and services collect and review disaggregated data to address inequities and drive program improvement.

College Response:

The college will work to incorporate more disaggregated data and create a culture of data literacy around inequities that exist at Sauk Valley Community College. The Diversity, Equity, and Inclusion committee are working diligently to create an Equity Plan for the college to utilize for addressing barriers and creating opportunities for our student body.

Advisory Recommendation 2: As provided in the feedback letter dated September 15, 2021, the ICCB recommends that the college align their current program review schedule with the ICCB program review cycle. The ICCB recognizes that exceptions may have been granted in prior years.

College Response:

In recent efforts with assessment at the college, the Institutional Effectiveness Committee at Sauk Valley Community College is working to develop a more efficient and detailed process of evaluating and maintaining our program improvement efforts. We have worked

in the past to report on department areas that are included within the same area at our college but grouped differently at the state level. For example, our tutoring and writing center are one and the same with our library in terms of budgeting and leadership within departmental grouping on campus but are in different years with the program review cycle. We will strive to align more of our systems with the program review schedule in the future.

2. STUDENT SERVICES/ACADEMIC SUPPORT

1. Student Services/Academic Support: Student Services

Part A: Advising/Counseling

The advising, counseling, and transfer program at Sauk Valley Community College is comprehensive and organized to address new students' academic planning and transitional needs and the continued success of all students as they progress through their program. All new students are required to attend an orientation session, during which they are introduced to academic planning, financial aid, and student activities. Students also learn about campus resources that support their learning, such as the Learning Commons Library, Tutoring, and Writing Center Services. The recent acquisition of a Title III grant has allowed for increased staffing that substantially lowers the advising loads of academic advisors and allows for increased attention for individual students aligned with the Academic Advising expectations of the Council for the Advancement of Standards.

Compliance Recommendation: None.

B: Financial Aid

Sauk provided a holistic review of its Financial Aid Department. Financial Aid and Veteran Services conducts 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. Students can be served in person, via phone, or by appointment. Additionally, students can easily access applicable information on the college's website. The college has gone further to offer money/debt management, and monthly budgeting is available through one-on-one counseling.

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: 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. Career Services has a list of resources

to ensure equity in the job search process, with specific assistance for those with disabilities, women and minorities, veterans, and the LGBTQ community.

Compliance Recommendation: None.

D: Support Services

Sauk Valley provided a comprehensive and holistic review of its various student support services. Other 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 that are convenient, either in person or virtually. Web and in-person services are available for students with disabilities. The advising team also offers short-term personal and social counseling to help students identify strengths. As part of the Title III grant initiative, SVCC added two licensed mental health counselors to the advising staff, who improved timely access to intervention for students and reduced the overall student/advisor ratio.

Students may request a confidential counseling session through a web-based referral form or by email and sources of support and connection with school and community resources. Sauk 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

Student Life offers various opportunities for students to engage in campus life. Sauk provided a holistic review of its co-curricular and student support services. The college also hosts several student life events yearly to promote the inclusion, belonging, and connection of students, faculty, and staff.

The college offers a variety of in-person and online tutoring options for students. In-person tutoring is available six days a week. All students currently enrolled in classes are eligible to use free tutoring services. Each TRIO participant is assigned an academic advisor who offers the support necessary to take the student from enrollment through graduation/transfer. Advisors provide individualized assistance that will enhance the academic, professional, and personal potential of the students who participate in the program.

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 Admissions 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 Sauk Valley Community College on October 18, 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 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 percent and 100 percent accurate. (Note: the statistical margin of error or confidence interval is five 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 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 staff did not find any 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 Facilities Master Plan. Based on the review, the college updates the Facilities Master Plan (FMP) annually.

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. ICCB staff reviewed the employee contracts, Board meeting minutes and public notices as part of the employee contracts review. The process for entering the contracts met all public notice provisions required by law.

The review found that the contract for the position of President was entered into for a term of July 1, 2018 through June 30, 2023, a five-year term. Provisions at 110 ILCS 805/3-65,

enacted 9/22/2015, require employment contracts with determinate start and end dates to be limited to no more than four years.

Compliance Recommendation: The college must ensure employment contracts comply with requirements found in 110 ILCS 805/3-65, 3-70, 3-75, 5 ILCS 415/10 and 23 IL Admin. Code 1501.803. ICCB staff would typically indicate that any active contract not meeting criteria in regulations be amended; however, this contract terminates June 30, 2023. Furthermore, an amendment to the term to bring the contract into statutory specifications for a four-year term isn't feasible.

College Response:

During Sauk Valley's on campus visit from the ICCB Recognition staff last year, we learned of this regulation regarding the length of contracts for the President at any community college in the state of Illinois. From that meeting we took immediate action and brought the new contract of four years, which does satisfy the updated rules and regulations, to our Board of Trustees in December of 2022. That contract was then approved. Attached are the Board of Trustees minutes from that meeting within the outgoing FTP folder as evidence.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of ICCB data submissions by Sauk Valley Community 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.

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 Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

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

Part A. Student Data Reporting.

The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Sauk Valley Community College's A1 submission met the reporting deadline in five of the past five fiscal years. The submissions took between two and 11 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 five percent and eight percent. The proportion of records with Pell Recipient was about 25 percent across the five years reviewed and with Subsidized Stafford Recipient was less than seven 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. Sauk Valley Community College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to three, and 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 four 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. Sauk Valley Community College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to six, and final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions in five of the five years reviewed. Sauk Valley Community 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. Sauk Valley Community College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than two percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between 14 percent and 17 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 two of the past five fiscal years; the fiscal year 2021 submission was finalized four and a half months late, the fiscal year 2020 submission was five and a half months late, and the fiscal year 2019 submission was finalized nearly two months past the reporting deadline. The number of submissions required to finalize these data ranged from one to seven. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in four of the past five fiscal years; the fiscal year 2019 submission was finalized nearly two months late. 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. Sauk Valley Community College met the submission deadline in each of the past five years reviewed. The number of submissions needed to finalize the data ranged from two to five. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011, 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. Sauk Valley Community 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 Sauk Valley Community College.

College Response:

Sauk Valley (506) – Recognition Policy Studies Report Due Dates
Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2023	2022	2021	2020	2019
Fiscal Year <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission – (07/15) *	06/29/22	06/17/21	07/01/20	06/19/19	06/27/18
# Submissions to Final	1	3	2	1	3
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	671	475	1491	1653	1165
Unduplicated Head Count	441	283	872	1283	873
# Error Codes in Final Submission	1	1	2	3	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.15 percent	0.42 percent	0.27 percent	2.00 percent	0.94 percent
% Unknown Age in Final Submission no value or.	0.15 percent	0.42 percent	0.07 percent	1.81 percent	0.77 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	14.90 percent	13.68 percent	17.37 percent	14.94 percent	14.59 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 <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission – (08/01) *	07/20/22	09/02/21	07/20/20	07/02/19	06/28/18
# Submissions to Final	11	3	7	3	2
Timeliness	on time	on time	on time	on time	on time
Head Count (total incl. 0 hrs. enroll.)	2378	2309	2665	2805	2840
Discrepancy between A1 & ID	0	0	0	0	0
# 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.	0.25 percent	0.30 percent	0.26 percent	0.17 percent	0.10 percent
% 0 Cumulative GPA in Final Sub.	9.50 percent	9.27 percent	8.74 percent	9.27 percent	8.17 percent
% 0 Cumulative Hours in Final Sub.	8.83 percent	7.93 percent	7.80 percent	8.88 percent	7.57 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	8.28 percent	7.36 percent	7.05 percent	8.06 percent	4.82 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	24.98 percent	23.95 percent	24.84 percent	24.99 percent	25.67 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	3.11 percent	4.16 percent	6.19 percent	6.27 percent	6.97 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 <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission – (09/01) *	07/14/22	09/24/21	07/21/20	07/10/19	07/04/18
# Submissions to Final	1	3	2	3	2
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	646	627	652	696	692
Total Number of Completions from A1	645	623	651	694	689
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	2.63 percent	1.91 percent	3.37 percent	3.59 percent	3.47 percent
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* 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 <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission (09/01) *	07/14/22	09/02/21	07/20/20	07/12/19	07/02/18
# Submissions to Final	1	1	1	2	2
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	2378	2309	2665	2805	2840
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	0	0	0	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 <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission – (09/01) *	07/15/22	11/19/21	07/21/20	07/29/19	06/28/18
# Submissions to Final	2	2	6	5	1
Timeliness	on time	on time	on time	on time	on time
# 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
% Dual Credit in Final	15.49 percent	16.87 percent	15.34 percent	13.94 percent	14.49 percent
% Remedial (PCS 14) in Final	3.05 percent	3.32 percent	5.98 percent	5.86 percent	5.80 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 <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission – (10/01) *	09/01/22	11/18/21	08/29/20	09/04/19	08/27/18
# Submissions to Final	3	2	1	3	2
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	1386	1378	1386	1616	1628
Discrepancy between E1 & Survey	0	0	0	0	0
# 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.	0.07 percent	0.07 percent	0.07 percent	0.06 percent	0.06 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	93.07 percent	93.54 percent	93.51 percent	94.86 percent	96.01 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 <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission – (10/01) *	08/26/22	08/30/21	09/02/20	09/02/19	08/27/18
Timeliness	on time	on time	on time	on time	on time
Head Count	1386	1378	1386	1616	1628
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 <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission – (10/15) *	09/30/22	11/05/21	02/25/21	03/27/20	12/05/18
# Submissions to Final	1	2	5	7	4
Timeliness	on time	on time	133 days late	164 days late	51 days late

# Error Codes in Final Submission	2	2	2	3	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	4.88 percent	4.56 percent	8.85 percent	7.00 percent	6.78 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.45 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 <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission – (10/15) *	09/15/22	11/04/21	09/22/20	09/27/19	12/05/18
# Submissions to Final	1	1	1	1	2
Timeliness	on time	on time	on time	on time	51 days late

* 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 <i>of Data</i>	2023	2022	2021	2020	2019
Final Submission (11/01) *	09/13/22	11/18/21	09/08/20	08/13/19	09/17/18
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 <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/14/22	01/04/22	12/02/20	01/16/20	12/20/18
Timeliness	on time	on time	on time	1 day late	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 <i>of Data</i>	2022	2021	2020	2019	2018

Final Submission Varies See Note*	11/14/22	01/04/22	12/02/20	01/16/20	12/20/18
Timeliness	on time	on time	on time	1 day late	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 <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/17/22	01/06/22	12/03/20	01/17/20	12/21/18
Timeliness	on time	on time	on time	2 days late	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 <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission Varies See Note*	11/14/22	01/04/22	12/02/20	01/16/20	12/20/18
Timeliness	on time	on time	on time	1 day late	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 <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission Varies See Note**	11/14/22	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 <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission Varies See Note*	01/31/22	02/01/21	02/27/20	01/24/19	02/15/18
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 <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission (02/15) **	01/29/22	01/25/21	01/27/20	01/26/19	01/20/18
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 <i>of Data</i>	2022	2021	2020	2019	2018
Final Submission – (6/15) *	06/09/22	06/03/21	06/09/20	06/04/19	06/12/18
# Submissions to Final	2	5	3	2	3
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	7.16 percent	4.04 percent	9.64 percent	8.36 percent	3.32 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.00 percent	0.40 percent	3.57 percent	2.55 percent	1.85 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.36 percent	0.00 percent

*Due 06/17 in FY 19

**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

UNAPPROVED

Retreat of the
Illinois Community College Board

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

September 15, 2023

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the September 15, 2023, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Retreat to order at 8:32 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Mara Botman, Craig Bradley, An-Me Chung, Marlon McClinton, Sylvia Jenkins, Larry Peterson were present. Maureen Banks, Teresa Garate and Nick Kachiroubas, and Wes Eggert, Student Board member, were absent. A quorum was declared.

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

Chair Lopez welcomed and thanked everyone for coming to the Retreat. He began by stating every year the Board reviews, affirms, and tweaks its board goals as a part of the Board retreat. This year, with a shortened retreat happening prior to the regular board meeting, the Board will review those goals during the retreat and make any edits, then vote on those this afternoon during the regular meeting.

Chair Lopez stated that the first presentation today is about labor market needs, AI and the workforce, and the second, an opportunity to hear from some local trustees. Questions are encouraged throughout both presentations. After these presentations, Matt Berry is going to talk briefly about the proposed legislative agenda, which will be voted on in the afternoon. Following these items, the Board will then jump into a conversation about the goals. If there is time, a brief conversation about committees will take place after. The Retreat items will finish up over lunch with Nathan Wilson giving a brief presentation on reports that the ICCB generates. This presentation was given at the ICCB Professional Development Day event and explained all the useful information ICCB produces.

Chair Lopez made an announcement regarding the resignation of long time Board member Terry Bruce. This took place last week. Though he isn't here, Chair Lopez wanted to go on record to thank Terry for his many years of dedicated service to the Board and his previous service as the Chancellor for Illinois Eastern Community Colleges. If Terry is able to attend, the Board would like to honor him more formally during the December Board meeting.

Chair Lopez concluded his remarks by welcoming new Student Board member, Wes Eggert, who was unable to attend the meeting.

Item #3 - Meeting the Future of Work: Challenges and Opportunities for Illinois Community Colleges Amidst Technological Change & Labor Market Disruption

The labor market is undergoing rapid and unprecedented changes, with far-reaching implications for education providers, employers, workers, and policymakers across the United States. To navigate these challenges, community colleges must swiftly adapt, aligning themselves with the evolving labor market to ensure their graduates possess the skills demanded by industry in an era of limited new labor market entrants – and to fulfill on the opportunity in front of them to be the primary infrastructure for all workers to acquire new skills on the fly. Critical to this mission is the seamless integration of emerging skills that are reshaping the way work is performed across a broad spectrum of fields. Rapid advancements in technology and evolving business practices have triggered a profound transformation in the skill sets required for many occupations. Staying ahead of these changes is vital for educational institutions, as they strive to deliver strong employment outcomes for graduates from a wide range of backgrounds – and as they expand their missions to serve a wider community of learners who need to develop new skills. Notably, the rise of Generative AI technologies stands to disrupt numerous jobs by automating certain tasks, while augmenting the value of workers who possess the right skills to leverage this momentous shift effectively. In this era of rapid change and enrollment pressures, the institutions that flourish will be those adept at meeting industry needs, forging connections between employers and the talent they seek.

Matt Sigelman, President of The Burning Glass Institute, provided a virtual presentation on this topic. The Burning Glass Institute advances data-driven research and practice on the future of work and of learning. Previously, as CEO of KKR-backed Lightcast, Matt pioneered the field of real-time labor market data, a breakthrough innovation in how employers, universities, governments, and workers understand the landscape of talent and opportunity – and he remains the company’s Chairman.

The Board took a break at 10:00 a.m. and returned at 10:10 a.m.

Item #4 – Illinois Community College Trustee Panel

Executive Director of the Illinois Community College Trustees Association (ICCTA) Jim Reed facilitated a panel of Community College Trustees from the central region to discuss opportunities for partnership between local trustees, the ICCTA, and the ICCB, trends, and challenges that their respective community colleges are facing locally, and areas they would advise the ICCB to monitor and/or support in the coming fiscal year and beyond. The participating Trustees include Samantha Raymond, Lincoln Land Community College, Bishop Wayne Dunning, Richland Community College, and Greg Wolfe, Danville Area Community College representatives.

Item #5 - FY2024 Legislative Agenda

Matt Berry provided the Board with an oral report on the proposed Spring 2024 Legislative Agenda.

Item #6 - Revisiting the Board Goals for FY24

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 discussed during the retreat and will be voted on during the Board meeting this afternoon. Chair Lopez lead the discussion on the goals and what changes or updates might be necessary. 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.

Item #7 - From Collection to Dissemination: Understanding ICCB's Data Processes and Publications

ICCB is the State Education Authority responsible for collecting and maintaining enrollment, completion, and student characteristic information on community college students. Illinois Community College System data collection, administrative data matching, and reporting is effectively and efficiently coordinated through ICCB. The standardized processes to collect and maintain data from the community colleges within the robust ICCB Centralized Data System were highlighted. Additionally, the protocols for the generation and dissemination of data for state and federal accountability purposes and ICCB's many reports were discussed.

Item #8 - Adjournment

Craig Bradley made a motion, which was seconded by Marlon Mc Clinton, to adjourn the Board Retreat at 12:33 p.m.

The motion was approved with a unanimous voice vote.

UNAPPROVED

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the September 15, 2023, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 12:33 p.m. and asked Ann Knoedler to call roll. The following Board members were present: An-Me Chung, Marlon McClinton, Mara Botman, Sylvia Jenkins, Craig Bradley, and Larry Peterson. Maureen Banks, Nick Kachiroubas, Teresa Garate, and Wes Eggert, Student Board member, were absent. A quorum was declared.

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

Chair Lopez began by thanking the members for a great retreat during morning. There was a lot of good information provided and good discussions. He also thanked all the presenters, particularly the Community College trustees who were able to travel to share their important insights.

As mentioned earlier, longtime Board member Terry Bruce has resigned from the Board. Chair Lopez thanked him again for his service on behalf of the Board. Chair Lopez went on to congratulate Dr. Sylvia Jenkins on her official retirement, which was official on June 30th. Dr. Jenkins served as president of Moraine Valley Community College for 11 years, but she was first hired at the college in 1986 as a part-time librarian. She worked in the library until 2001, when she became the assistant dean of Teaching and Learning. By June 2002, she was promoted to the dean of Academic Development and Learning Resource Center, where she worked until her appointment of vice president of Academic Affairs in April 2010. She was inaugurated as the college's fifth president in October 2012.

Recently, the State of Illinois reached an important milestone in transfer. The Illinois Articulation Agreement was among the first transfer systems in the United States and has compelled the state of Illinois to be consistently among the top 3 states in terms of community college transfer student completion by ensuring that courses across 2 year and 4-year institutions in the general education area, have the same outcomes and rigor, and transfer seamlessly. IAI was created in the 1990s by the IBHE and ICCB and community colleges and universities were both included. Today approximately 100 public and private institutions participate. Transfer in Illinois is certainly not without its challenges, but IAI is a model for the country.

Chair Lopez announced that September 17 - 23 is adult education week. It is important to celebrate the work of adult education at the agency and across the state.

During the FY23 academic year, Illinois' Adult Education and Literacy programs saw a 35% increase in student enrollment, reaching over 52,000 learners. This follows the 40% increase of student enrollment in Fiscal Year 2022. Adult Education is a positive economic driver for students and their communities as the impact of improved literacy, numeracy, and English language acquisition often leads to employment, enrollment in postsecondary institutions, or both. On behalf of the board, Chair Lopez thanked all the adult educators across the state for the incredibly important work they do.

Following the action item, the Board will hear welcoming remarks from Julie Melton, AVP Institutional Advancement, Richland Community College.

Item #2.1a - Affirming the Board Goals for FY2024

Sylvia Jenkins made a motion, which was seconded by An-Me Chung, to approve the following motion:

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.

The motion was approved via unanimous voice vote.

Item #3 - Welcoming Remarks from Julie Melton, AVP of Institutional Advancement, Richland Community College

At this time, Julie Melton, Assistant Vice President of Institutional Advancement, gave her opening remarks. Ms. Melton oversees the foundation, marketing, and grants at Richland. She welcomed the Board to Richland Community College and stated her appreciation for the dedication to education.

Richland has always stood as a symbol of innovation and excellence of education, but really post COVID Richland had the opportunity to shift and be a collaborator and a true partner in the community. Once COVID occurred and everyone started returning to campus, the community saw that the college was the integral piece that gave students the education and training to go straight to jobs, filling jobs in the workforce. Through this, the College has had a significant number of partnerships and collaborations even within the last one to two years.

In February 2022 the College received a \$3.2 million grant from DMH, Decatur Memorial Hospital, to expand the nursing program. And through that, the College is training nurses and expanding the nursing workforce and nursing programs. Additionally, this time last year, Richland received a \$15.3 million appropriation from the state of Illinois to partner with TCCI to build an EV training Innovation Hub. Richland is working to integrate and grow their EV training curriculum and integrate it into the dual credit programs. Richland also has articulation agreements with U of I, ISU, Northern, Wesleyan, Governor state - so things are really happening around EV as well.

ICCB has been a huge partner for Richland Community College through offering many different grants that have allowed the College to remove barriers for students, provide the training they need, and get them in the jobs that are available today.

Over the last year, Richland's enrollment has continued to grow. Illinois community colleges are seeing enrollment returning to the pre-COVID numbers, and also seeing an increase in dual credit. To date, Richland has awarded \$1.23 million in scholarships.

Ms. Melton concluded by stating that the ICCB provides a pivotal role in guiding the community college's journey to educational excellence. Dedication, insight and hard work are integral to ensuring that community college's continue to serve as a hub for knowledge and opportunity.

Item #4 - Board Member Comments

There were no comments.

Item #4.1 – Illinois Board of Higher Education Report

Dr. Sylvia Jenkins reported on the last two IBHE meetings. The first was held on June 14th at Northern IL University in Dekalb. The Board heard updates from the Midwest Higher Education Compact (MHEC), from Pranav Kothari, Board Member and MHEC Representative, from the Faculty Advisory Council Annual from Dr. Shawn Shumacher, DeVry University, and from the Disability Advisory Council from Angela Szczepanik-Sanchez, Director, Student Disability Services, Governors State University. The members heard presentations on the Higher Ed Enrollment Patterns: A Review of the Data from Dr. Eric Lichtenberger, Deputy Director of Information Management and Research, IBHE, on Cost, Location, and Academics: How Illinois High School Seniors Decide on a FourYear College from Dr. Mariana Barragan Torres and Dr. Meg S. Bates, Illinois Workforce and Education Research Collaborative (IWERC), and on the Fiscal Year 2024 Higher Education Budget Overview from Ginger Ostro.

The second meeting was held on August 16th at the National Louis University in Chicago. The Board hear a Panel Discussion on the Vision for the Future from Malinda Aiello, Director, Illinois Articulation Initiative, Illinois State University, Dr. Stephanie Bernoteit, Executive Deputy Director, Illinois Board of Higher Education, and Dr. Marcus Brown, Deputy Director for Academic Affairs and Student Success, Illinois Community College Board. They also heard and Illinois Early Childhood Access Consortium for Equity: Annual Report Highlights update.

Item #5 – Executive Director Report

Executive Director Brian Durham began by thanking the presenters during the morning retreat, especially the Trustees who made the trip to participate on the panel. Budget season will begin soon. Dr. Durham stated he will be scheduling phone calls with the board members to discuss the agency's budget proposal. Dr. Durham went on to state that the members need to decide if the Board committees should stay the same or be restructured, add more committees charged with different content, or move the Board meetings back to allow the two current committees to have more discussion time. With that, Dr. Durham went on to introduce the following action item.

Item #5.1 – 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.

Sylvia Jenkins made a motion, which was seconded by Craig Bradley, to approve the following motion:

“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.”

The motion was approved via unanimous voice vote.

Item #6 - 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.

Craig Bradley made a motion, which was seconded by An-Me Chung, to approve the following motion:

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.

The motion was approved via unanimous voice vote.

Item #7 - Recognition of the Illinois Community Colleges

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

Item #7.1 - Carl Sandburg College, Prairie State College, South Suburban College, Southwestern IL College

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

The motion was approved via unanimous voice vote.

Item #8 - New Units

Item #8.1a - College of DuPage, IL Valley Community College, Rend Lake College, South Suburban College, Southwestern IL College, Spoon River College, Waubonsee Community College

Sylvia Jenkins made a motion, which was seconded by Craig Bradley, to approve the following motion:

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

PERMANENT PROGRAM APPROVAL

College of DuPage

- Cannabis and Industrial Hemp Cultivation and Operations Certificate (37 credit hours)

Illinois Valley Community College

- Paramedic Associate in Applied Science (A.A.S.) (60 credit hours)

Rend Lake College

- Digital Agriculture A.A.S. degree (64 credit hours)

South Suburban College

- Cybersecurity A.A.S. degree (60 credit hours)
- Cybersecurity Certificate (30 credit hours)

Southwestern Illinois College

- Geospatial and Aeronautical Information Systems A.A.S. degree (65 credit hours)

Spoon River College

- Early Childhood Education A.A.S. degree (60 credit hours)
- Early Childhood Educator Certificate (30 credit hours)

Waubonsee Community College

- Cybersecurity A.A.S. degree (60 credit hours)

The motion was approved via unanimous voice vote.

Item #9 - Adoption of Minutes

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

Item #9.1 - Minutes of the June 2, 2023, Board Meeting

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

Item #9.2 - Minutes of the June 2, 2023 Executive Session

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

The motion was approved via unanimous voice vote.

Item #10 - Consent Agenda

Sylvia Jenkins made a motion, which was seconded by An-Me Chung, to approve the following items:

Item #10.1 - Certification on Eligibility for Special Tax Levy

The Illinois Community College Board hereby authorizes the Executive Director to issue the annual certificates of eligibility for additional taxing authority to the community college districts meeting the following statutory criteria:

1. Received an equalization grant in fiscal year 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.

Item #10.2 - Authorization to Enter into Contracts for Office Operations

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

<u>Funding Source</u>	<u>Contractor</u>	<u>Original Estimate</u>	<u>Actual Cost</u>	<u>Contract Period</u>	<u>Description</u>
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.

Item #10.3 - Intergovernmental Agreement Approval for McHenry County College's University Center

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.

Item #10.4 - Intergovernmental Agreement between Lincoln Land Community College And the Department of Innovation Technology

The Illinois Community College Board hereby approves the Intergovernmental Agreement between Lincoln Land Community College and the Department of Innovation Technology.

Item #10.5 - Saluki Step Ahead Agreements Between Southern Illinois University Carbondale and Heartland Community College and Spoon River College

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.

The motion was approved via unanimous voice vote.

Item #11 - Information Items

There was no discussion.

Item #11.1 - Fiscal Year 2023 and Fiscal Year 2024 Financial Statements

Item #11.2 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director

Item #11.3 - Spring 2023 New Legislation

Item #11.4 - SFY2023 Adult Education and Literacy Advisory Council Recommendations Report

Item #11.5 - Status of Developmental Education and College-Level Coursework Placement Policy and Outcomes in the Illinois Community College System Fiscal Year 2023 Report

Item #11.6 - Early Childhood Access Consortium for Equity (ECACE) Report

Item #11.7 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #12 - Other Business

At this time, Chair Lopez stated that the consensus of the Board members is to keep the two committees as is and continue to meet the morning before the Board meetings. If any member has not been placed on one of these committees, please let Dr. Durham know as soon as possible. Also, the Finance, Budgeting, Accountability, and External Affairs Committee needs to appoint a chair at their next meeting in December.

Item #13 - Public Comment

There was no public comment.

Item #14 - Executive Session

The Board did not go into Executive Session

Item #15 - Executive Session Recommendations

There were no recommendations.

Item #16 - Approval of Confidentiality of Executive Session Minutes

Larry Peterson made a motion, which was seconded by Craig Bradley, to approve the following motion:

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; March 15, 2019; June 7, 2019; June 12, 2020; September 11, 2020; December 4, 2020; June 4, 2021; August 19, 2021; December 3, 2021; March 25, 2022; March 24, 2023 are to remain confidential. All other Executive Session Minutes are available for public inspection.

A roll call vote was taken with the following results:

Mara Botman	Yea	Marlon McClinton	Yea
Craig Bradley	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Lazaro Lopez	Yea
Sylvia Jenkins	Yea		

The motion was approved.

Item #17 - Adjournment

Marlon McClinton made a motion, which was seconded by Craig Bradley, to adjourn the Board meeting at 1:38 p.m.

Item #11.2
December 1, 2023

A roll call vote was taken with the following results:

Mara Botman	Yea	Marlon McClinton	Yea
Craig Bradley	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Lazaro Lopez	Yea
Sylvia Jenkins	Yea		

The motion was approved.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD JANUARY 2024
REGULATORY AGENDA**

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

The January 2024 Regulatory Agenda is being submitted to the Board for approval and then will be published in the *Illinois Register* pursuant to the Illinois Administrative Procedure Act (5 ILCS 100).

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the January 2024 Regulatory Agenda listed below:

ILLINOIS COMMUNITY COLLEGE
BOARD JANUARY 2024 REGULATORY
AGENDA

- a) Part (Heading and Code Citations): Administration of the Illinois Public Community College Act, 23 Ill. Adm. Code 1501
- 1) Rulemaking:
- A) Description: The Board proposes amending its administrative rules to implement statutory changes enacted in P.A. 103-0159.
 - B) Statutory Authority: Public Community College Act [110 ILCS 805]
 - C) Scheduled meeting/hearing dates: None have been scheduled.
 - D) Date agency anticipates First Notice: February 2024
 - E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.
 - F) Agency contact person for information:
Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Fax: (217) 524-4981
Matt.Berry@illinois.gov
 - G) Related rulemakings and other pertinent information: None
- 2) Rulemaking:
- A) Description: Beginning in 2024, the Board has established a five-year schedule for the complete review of its administrative rules. The board plans to review and potentially amend its administrative rules contained in subparts E (Finance) and F (Capital Projects).
 - B) Statutory Authority: Public Community College Act [110 ILCS 805]
 - C) Scheduled meeting/hearing dates: None have been scheduled.
 - D) Date agency anticipates First Notice: May 2024
 - E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.

Item #12.1
December 1, 2023

- F) Agency contact person for information:
Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Fax: (217) 524-4981
Matt.Berry@illinois.gov
- G) Related rulemakings and other pertinent information: None

3) Rulemaking:

- A) Description: The Board proposes the adoption of new administrative rules that codify the Board's processes and procedures for administration of the postsecondary career and technical education program.
- B) Statutory Authority: Public Community College Act [110 ILCS 805]
- C) Scheduled meeting/hearing dates: None have been scheduled.
- D) Date agency anticipates First Notice: December 2024
- E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.
- F) Agency contact person for information:
Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Fax: (217) 524-4981
Matt.Berry@illinois.gov
- G) Related rulemakings and other pertinent information: None

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

1) Rulemaking:

- A) Description: The Board proposes the adoption of new administrative rules that codify the Board's processes and procedures for administration of the adult education program.
- B) Statutory Authority: Public Community College Act [110 ILCS 805]
- C) Scheduled meeting/hearing dates: None have been scheduled.
- D) Date agency anticipates First Notice: October 2024

Item #12.1
December 1, 2023

- E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small businesses, small municipalities, or not for profit corporations.
 - F) Agency contact person for information:
Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Fax: (217) 524-4981
Matt.Berry@illinois.gov
 - G) Related rulemakings and other pertinent information: None
- c) Part (Heading and Code Citations): Administration of High School Equivalency Testing Program (23 Ill. Adm. Code 1507)
- 1) Rulemaking:
 - A) Description: The Board proposes the adoption of new administrative rules that codify the Board's processes and procedures for administration of the high school equivalency testing and certification program.
 - B) Statutory Authority: Public Community College Act [110 ILCS 805]
 - C) Scheduled meeting/hearing dates: None have been scheduled.
 - D) Date agency anticipates First Notice: July 2024
 - E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small business, small municipalities, and not for profit corporations.
 - F) Agency contact person for information:
Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Fax: (217) 524-4981
Matt.Berry@illinois.gov
 - G) Related rulemakings and other pertinent information: None

BACKGROUND

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

Illinois Community College Board

**APPOINTMENT OF NEW MEMBER TO ILLINOIS COMMUNITY COLLEGE BOARD
FINANCE ADVISORY COMMITTEE DUE TO A VACANCY**

The Executive Director, as authorized by the Illinois Community College Board (ICCB), appoints representatives to the ICCB advisory committees. The Finance Advisory Committee is currently utilized by staff for insight and review of issues pertaining to financial reporting. Appointments are for three-year terms with consecutive terms allowable.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the Executive Director to make the below appointment due to a vacancy on the Finance Advisory Committee.

Sam Overton, Interim Vice President, Finance and Administration, Heartland
Community College (2024)

BACKGROUND

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

Illinois Community College Board

**INTERGOVERNMENTAL AGREEMENT BETWEEN LINCOLN LAND COMMUNITY
COLLEGE AND THE DEPARTMENT OF REVENUE**

In an effort to address labor market challenges, streamline administrative burden, promote consistency in programming and training outcomes, and to upskill existing employees, the Illinois Department of Revenue is partnering with Lincoln Land Community College (LLCC) to provide accounting training courses to the agency's staff including curriculum, instructors and learning management system. As a part of this arrangement, LLCC will accept all IDOR designated students both in and out of their district.

LLCC will charge in-district tuition for all IDOR students in online courses. LLCC credit-bearing courses require a minimum of ten students to run. Should a course not meet the minimum enrollment requirement, IDOR can opt to pay the standard tuition rate to LLCC for the difference between actual and minimum enrollment to ensure a course will run.

An unsigned, but negotiated agreement is attached for approval. If significant substantive changes are made, a revised agreement will be presented to the Board for re-approval.

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 Illinois Department of Revenue.

**INTERGOVERNMENTAL AGREEMENT
BETWEEN
THE ILLINOIS DEPARTMENT OF REVENUE
AND
LINCOLN LAND COMMUNITY COLLEGE**

This Intergovernmental Agreement (this “Agreement”) is made and entered into as of the Effective Date (as defined below) by and between the Illinois Department of Revenue (“IDOR”) and the Board of Trustees of Lincoln Land Community College (“LLCC”) in order for LLCC to provide certain accounting coursework services to IDOR, pursuant to the Intergovernmental Cooperation Act, 5 ILCS 220/1 *et seq.*, and the intergovernmental cooperation provisions in the Illinois Constitution, Ill. Const., Art. VII, Sec. 10. IDOR and LLCC may be referred individually as a “Party”, and together as the “Parties”.

RECITALS

WHEREAS, IDOR desires to acquire from LLCC, and LLCC desires to provide to IDOR, certain coursework and classes and tertiary items for IDOR employees and/or trainees in a curriculum focused on accounting and associated items, as further described in Addendum A.

WHEREAS, IDOR shall pay to LLCC the tuition and fees for such courses and classes as set forth in Addendum A.

WHEREAS, the costs associated with the exchange of consideration between the Parties is described in Addendum A.

NOW, THEREFORE, in consideration of the promises, covenants, terms, and conditions set forth in this Agreement, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

1. Incorporation of Recitals. The above recitals are incorporated into this Agreement as if fully set forth herein.

2. Services Provided. LLCC shall provide IDOR with training courses, workshops, classes, and directly related services (the “Course Services”) as described in Addendum A. In consideration for the provision of the Course Services, IDOR shall pay LLCC the rates listed in the pricing section contained in Addendum A.

3. Term. This Agreement shall commence on the date that it becomes fully executed by both Parties (the “Effective Date”) and shall continue for a term of five (5) years, unless earlier terminated in accordance with its terms. The Parties may agree to extend this Agreement for additional, successive one (1) year terms by written agreement signed by both Parties.

4. Termination for Cause. IDOR may terminate this Agreement, in whole or in part, immediately upon notice to LLC if: (a) IDOR determines that the actions or inactions of LLCC, its agents, employees, or subcontractors have caused, or reasonably could cause, jeopardy to the health, safety, or property of IDOR and/or its employees; or (b) LLCC has notified IDOR that it is unable or unwilling to perform on this Agreement. If LLCC fails to perform to IDOR’s satisfaction on any material requirement of this Agreement, is in violation of a material provision of this Agreement, or if IDOR determines that LLCC lacks the financial resources to perform the duties and requirements contained in this Agreement, then IDOR shall provide written notice to LLCC to cure the defect within the period of time specified in

IDOR's written notice. If the defect is not cured within the time frame indicated in the written notice, then IDOR may either: (a) immediately terminate this Agreement without additional written notice; or (b) enforce the terms and conditions of this Agreement through any available legal or equitable means.

5. Termination for Convenience. IDOR may, for its convenience and upon thirty (30) days prior written notice to LLCC, terminate this Agreement in whole or in part and without payment of any penalty or incurring any further obligation to LLCC. Upon submission of invoices and proof of claim LLCC shall be entitled to compensation for services provided in accordance with the terms of this Agreement up to and including the date of such termination.

6. Force Majeure. Neither LLCC nor IDOR shall be liable for failing to fulfill any obligation under this Agreement to the extent such failure is caused by an event beyond such Party's reasonable control and which event is not caused by such Party's fault or negligence.

7. No Joint Venture. This Agreement shall in no event be construed in such a way that either LLCC or IDOR constitutes, or is deemed to be, the representative, agent, employee, partner, or joint venture of the other. Neither Party shall not have the authority to enter into any agreement, nor to assume any liability, on behalf of the other Party, nor to bind or commit the other Party in any manner, except as expressly provided herein.

8. Communication. All communication regarding the administration of this Agreement shall be in writing and sent by U.S. Mail or other reliable carrier, or by electronic mail, and shall be addressed to the following offices:

To IDOR for legal-related notices:

Illinois Department of Revenue
Attn: General Counsel
101 West Jefferson Street
Springfield, Illinois 62702
Email: REV.GCO@illinois.gov

To LLCC for legal-related notices:

Lincoln Land Community College
Attn: Bryan Gleckler
5250 Shepherd Rd.
Springfield, Illinois 62703
Email: bryan.gleckler@llcc.edu

To IDOR for billing communications:

Illinois Department of Revenue
Attn: Cory Staley
101 West Jefferson Street
Springfield, Illinois 62702
Email: Cory.Staley@illinois.gov

To LLCC for billing communications:

Lincoln Land Community College
Attn: Karie Longhta
5250 Shepherd Rd.
Springfield, Illinois 62703
Email: karie.longhta@llcc.edu

To IDOR for program communications:

Illinois Department of Revenue
Attn: Bobby Tucker
101 West Jefferson Street
Springfield, Illinois 62702
Email: Bobby.Tucker2@illinois.gov

To LLCC for program communications:

Lincoln Land Community College
Attn: Kalith Smith
5250 Shepherd Rd.
Springfield, Illinois 62703
Email: kalith.smith@llcc.edu

9. Amendments. This Agreement may be modified or amended at any time during its term by mutual consent of the Parties, expressed in writing and signed by the Parties.

10. Payment Terms. By submitting an invoice to IDOR, LLCC certifies that the supplies or services provided meet all requirements of this Agreement, and the amount billed, and expenses incurred, are as allowed in the pricing section of Addendum A to this Agreement. Invoices for supplies purchased, services performed, and expenses incurred through June 30 of any year must be submitted to IDOR no later than July 31 of that year; otherwise, LLCC may be required to seek payment through the Illinois Court of Claims (30 ILCS 105/25). All invoices are subject to statutory offset (30 ILCS 210). Payments, including late payment charges, will be paid in accordance with the State Prompt Payment Act (30 ILCS 540) and rules promulgated thereunder (74 Ill. Adm. Code 900) when applicable. This shall be LLCC's sole remedy for late payments by IDOR. Payment terms contained on LLCC's invoices shall have no force and effect.

11. Governing Law. This Agreement shall be governed in all respects by the laws of the State of Illinois. The Department of Human Rights' Equal Opportunity requirements contained at 44 Ill. Adm. Code 750 are incorporated by reference. Any claims against IDOR arising out of this Agreement must be filed exclusively with the Illinois Court of Claims pursuant to 705 ILCS 5050/1. IDOR shall not enter into binding arbitration to resolve any dispute arising from this Agreement. IDOR does not waive sovereign immunity by entering into this Agreement. 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, IDOR does not unlawfully discriminate in employment, contracts, or any other activity.

12. Severability. If any provision of this Agreement shall be held or deemed to be invalid, inoperative, or unenforceable because it conflicts with any other provision or provisions hereof or any constitution, statute, ordinance, rule of law, or public policy, or for any reason, such circumstance shall not have the effect of rendering any other provision contained herein invalid, inoperative, or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or sections contained in this Agreement shall not affect the remaining provisions of this Agreement or any part hereof. In the event that the Agreement is determined to be invalid by a court of competent jurisdiction, it shall be terminated immediately.

13. Assignment and Binding Effect. This Agreement shall not be assigned by either Party without the prior written consent of the other Party. This Agreement shall inure to the benefit of, and shall be binding upon, LLCC and IDOR and their respective successors and permitted assigns.

14. Precedence. In the event there is a conflict between this Agreement and relevant statute(s) or administrative rule(s), the relevant statute(s) or administrative rule(s) shall control.

15. Entire Agreement. This Agreement, including Addendum A hereto, constitutes the entire agreement between the Parties with respect to the subject matter contained herein. No promises, terms, or conditions not recited, incorporated, or referenced herein, including prior agreements or oral discussions, shall be binding upon either Party.

16. Warranties. LLCC warrants that all services to be provided under this Agreement will be performed to meet the requirements of this Agreement in an efficient and effective manner by trained and competent personnel. LLCC shall monitor the performance of each individual and shall reassign immediately any individual who is not performing in accordance with this Agreement, or who in any way violates this Agreement or IDOR policies.

17. Availability of Appropriation. This Agreement is contingent upon and subject to the availability of funds. IDOR, at its sole option, may terminate or suspend this Agreement, in whole or in part, without penalty or further payment being required, if the Illinois General Assembly fails to make an

appropriation to IDOR sufficient to pay such obligation, or if funds needed are insufficient for any reason (30 ILCS 500/20-160).

18. Audit and Retention of Records. LLCC shall maintain books and records relating to the performance of this Agreement necessary to support amounts charged to IDOR under this Agreement. Books and records, including information stored in databases or other computer systems, shall be maintained by LLCC for a period of three (3) years from the date of final payment under this Agreement. LLCC shall make available such books and records to any representative of IDOR, 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. LLCC shall cooperate fully with any such audit and with any investigation conducted related to this Agreement. Failure to maintain books and records shall establish a presumption in favor of IDOR for the recovery of any funds paid by IDOR under this Agreement for which adequate books and records are not available to support the purported disbursement. LLCC shall not impose a charge for audit or examination of LLCC's books and records maintained in accordance with this Agreement.

19. Confidential Information. Each Party to this Agreement, including its agents and representatives, 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 Agreement. LLCC shall presume all information received from IDOR or to which it gains access pursuant to this Agreement is confidential. LLCC information, unless clearly marked as confidential and exempt from disclosure under the Illinois Freedom of Information Act, shall be considered public information. No confidential data collected, maintained, or used in the course of performance of this Agreement shall be disseminated except as authorized by applicable law and with the written consent of the disclosing Party, either during the term of this Agreement or thereafter. The receiving Party must return any and all data collected, maintained, created, or used in the course of performance of this Agreement, in whatever form it is maintained.

20. Use and Ownership. All work performed, or supplies created, by LLCC under this Agreement, whether written documents or data, goods, or deliverables of any kind, shall be deemed work-for-hire under copyright law and all intellectual property and other laws, and IDOR is granted sole and exclusive ownership to all such work, unless otherwise agreed in writing. LLCC hereby assigns to IDOR all right, title, and interest in and to such work including any related intellectual property rights, and/or waives any and all claims that LLCC may have to such work including any so-called "moral rights" in connection with the work. LLCC acknowledges that IDOR may use the work product for any purpose. Confidential data or information contained in such work shall be subject to the confidentiality provisions of this Agreement.

21. Indemnification and Liability. To the extent permitted by law, LLCC shall indemnify and hold harmless IDOR, its agents, officers, employees, and representatives from any and all costs, demands, expenses, losses, claims, damages, liabilities, settlements and judgments, including in-house and contracted attorneys' fees and expenses, arising out of: (a) any breach or violation by LLCC of any of its certifications, representations, warranties, covenants or agreements; (b) any actual or alleged death or injury to any person, damage to any property or any other damage or loss claimed to result in whole or in part from LLCC's negligent performance; or (c) any act, activity or omission of LLCC or any of its employees, representatives, or agents. Neither Party shall be liable for incidental, special, consequential, or punitive damages. To the extent permitted by law, LLCC will indemnify, hold harmless, and defend IDOR From any claim, demand, cause of action, debt, or liability (including reasonable attorneys' fees and expenses) that the services provided under this Agreement infringe, misappropriate, or otherwise violate any intellectual property (patent, copyright, trade secret or trademark) rights of a third party.

22. Background Checks. LLCC agrees to ensure that any officers, employees, or agents providing services under this Agreement have successfully completed, in the opinion of LLCC, a criminal background check prior to providing services to IDOR.

23. Standard Certifications for Intergovernmental Agreements. LLCC acknowledges and agrees that compliance with the standard certifications for intergovernmental agreements contained in Addendum B to this Agreement during the term of this Agreement and any renewals is a material requirement and condition of this Agreement. By executing this Agreement, LLC certifies its compliance with the provisions contained in Addendum B and agrees that it is under a continuing obligation to remain in compliance and report any non-compliance.

24. Notice of Claim or Suit. In the event that any demand or claim is made or suit is commenced against a Party that is related to this Agreement, the Party receiving the demand, claim, or notice shall give prompt written notice thereof to the other Party.

25. Headings. Section and other headings contained in this Agreement are for reference purposes only and are not intended to describe, interpret, define, or limit the scope, extent, or intent of this Agreement or any provision hereof.

26. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be considered to be one and the same Agreement, binding on all Parties hereto, notwithstanding that all Parties at not signatories to the same counterpart. Duplicated signatures, signatures transmitted via electronic means, or signatures contained in a Portable Document Format (PDF) document shall be deemed original for all purposes.

[Remainder of page intentionally left blank; Signatures follow]

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed by their duly authorized representatives.

ILLINOIS DEPARTMENT OF REVENUE

LINCOLN LAND COMMUNITY COLLEGE

By: _____
Name: David Harris
Title: Director

By: _____
Name: Dr. Charlotte Warren
Title: President

Date: _____

Date: _____

Addendum A

Lincoln Land Community College and Illinois Department of Revenue Inter-Governmental Agreement

Services Provided

- LLCC will provide Accounting training courses to the agency's staff including curriculum, instructors and learning management system.
- LLCC will manage the enrollment of IDOR students into the LLCC system via an IDOR specific LLCC application.
- IDOR students 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 IDOR student records release consent language in the IDOR specific LLCC application. The consent must provide for FERPA compliance and shall be mutually agreed upon in writing by IDOR and LLCC.
- LLCC will assist in processing any FERPA documents granting permission for IDOR to access and receive staff course grades.
- LLCC will accept all IDOR designated students both in and out of the school district. In the event an IDOR staff person has been previously expelled from LLCC, LLCC will work with IDOR to determine that person's eligibility for enrollment in LLCC courses.
- To determine the success or failure of IDOR students in LLCC course work, a designated IDOR representative may request LLCC relevant records.
- IDOR will determine which staff to enroll in LLCC courses. All students will meet all prerequisites for the courses prior to enrolling in each course.
- IDOR students 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 IDOR 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.
- IDOR will provide all computer hardware and software to IDOR students for use in LLCC courses.
- Course textbooks are not included in tuition and must be purchased by IDOR students.

Program Completion and Management

- Upon request from a designated IDOR representative, LLCC will provide updates on IDOR students' course progression.
- IDOR will inform LLCC in writing if an IDOR student is removed from IDOR sponsored courses within 5 days of such removal.

Program Costs and Expectations

- LLCC will charge in-district tuition for all IDOR students in online courses. <https://www.llcc.edu/tuition-and-fees>
- 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 IDOR 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.
- LLCC will charge a project administration fee for customized services provided to IDOR.
- LLCC will invoice IDOR based on the number of total students enrolled at the close of LLCC's refund period each semester. No refunds or credits will be provided after the refund period. <https://www.llcc.edu/academic-calendars/important-dates>

- LLCC credit-bearing courses require a minimum of ten students to run. Should a course not meet the minimum enrollment requirement, IDOR can opt to pay the standard tuition rate to LLCC for the difference between actual and minimum enrollment to ensure a course will run.

Addendum B

Standard Certifications for Intergovernmental Agreements

LLCC, referred herein as “Public Agency”, acknowledges and agrees that compliance with this section and each subsection for the term of the contract and any renewals is a material requirement and condition of this contract. By executing this contract, 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 contract 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 IDOR, referred herein as “the State”, by the date specified by the State and in no event later than July 1 of each year that his contract remains in effect.

If the Parties determine that any certification in this section is not applicable to this contract 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 contract may be void by operation of law,
 - the State may void the contract, 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. S 12101 et seq.) and applicable rules in performance under this contract.
3. If Public Agency employs 25 or more employees and this contract is worth more than \$5,000.00, 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 contracts that exceed \$10,000.00 (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 does not pay dues to or reimburse or subsidize payments by its employees for any dues or feres 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 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 \$25,000.00. 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 (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 (CP 261 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:-----

Business Name: Lincoln Land Community College

Taxpayer Identification Number:

Social Security Number _____

or

Employer Identification Number:

Legal Status (*check one*):

☐ Individual

☐ Sole Proprietor

☐ Legal Services Corporation

☐ Tax-exempt

☐ Corporation providing or billing medical and/or health care services.

☐ Governmental

☐ **Nonresident alien**

☐ **Estate or Trust**

☐ **Pharmacy (Non-Corp.)**

☐ **Pharmacy/Funeral Home/Cemetery (Corp.)**

☐ **Limited Liability Company (select applicable tax classification)**

☐ **D = Disregarded entity**

☐ **C = Corporation**

☐ **P = Partnership**

Name:

Title:

Lincoln Land Community College District #526

Date

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES
Developmental Education
(Action Required)**

The Developmental Education Reform Act (110 ILCS 175/) was enacted by Public Act 101-0654. This Act, effective March 8, 2021, requires that the ICCB amend its administrative rules to incorporate requirements for community colleges on the use of multiple measures for placement into college-level coursework and completion of required reporting.

This proposed rulemaking was published in the *Illinois Register* (47 Ill. Reg 14801; October 20, 2023) for the formal public comment period. The proposed amendments to the ICCB Administrative Rules are being submitted to the Board for approval prior to submission to JCAR for final review and adoption.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

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

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT
SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section	
1501.101	Definition of Terms and Incorporations by Reference
1501.102	Advisory Groups
1501.103	Rule Adoption (Recodified)
1501.104	Manuals
1501.105	Advisory Opinions
1501.106	Executive Director
1501.107	Information Request (Recodified)
1501.108	Organization of ICCB (Repealed)
1501.109	Appearance at ICCB Meetings (Repealed)
1501.110	Appeal Procedure
1501.111	Reporting Requirements (Repealed)
1501.112	Certification of Organization (Repealed)
1501.113	Administration of Detachments and Subsequent Annexations
1501.114	Recognition
1501.115	Data Repository
1501.116	Use, Security and Confidentiality of Data
1501.117	Shared Data Agreements
1501.118	Processing Fees

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section	
1501.201	Reporting Requirements
1501.202	Certification of Organization
1501.203	Delineation of Responsibilities
1501.204	Maintenance of Documents or Information
1501.205	Recognition Standards (Repealed)
1501.206	Approval of Providers of Training for Trustee Leadership Training

SUBPART C: PROGRAMS

Section	
1501.301	Definition of Terms
1501.302	Units of Instruction, Research, and Public Service
1501.303	Program Requirements
1501.304	Statewide and Regional Planning
1501.305	College, Branch, Campus, and Extension Centers
1501.306	State or Federal Institutions (Repealed)
1501.307	Cooperative Agreements
1501.308	Reporting Requirements
1501.309	Course Classification and Applicability

Item #12.4
December 1, 2023

1501.310	Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
1501.311	Credit for Prior Learning
1501.312	Extension of Curricular/Credit Courses
1501.313	Dual Credit
1501.314	Multiple Measures Placement

SUBPART D: STUDENTS

Section	
1501.401	Definition of Terms (Repealed)
1501.402	Admission of Students
1501.403	Student Services
1501.404	Academic Records
1501.405	Student Evaluation
1501.406	Reporting Requirements

SUBPART E: FINANCE

Section	
1501.501	Definition of Terms
1501.502	Financial Planning
1501.503	Audits
1501.504	Budgets
1501.505	Student Tuition
1501.506	Published Financial Statements
1501.507	Credit Hour Claims
1501.508	Special Populations Grants (Repealed)
1501.509	Workforce Preparation Grants (Repealed)
1501.510	Reporting Requirements
1501.511	Chart of Accounts
1501.514	Business Assistance Grants (Repealed)
1501.515	Advanced Technology Equipment Grant (Repealed)
1501.516	Capital Renewal Grants
1501.517	Retirees Health Insurance Grants (Repealed)
1501.518	Uncollectible Debts (Repealed)
1501.519	Special Initiatives Grants
1501.520	Lincoln's Challenge Scholarship Grants
1501.521	Technology Enhancement Grants (Repealed)
1501.522	Deferred Maintenance Grants (Repealed)
1501.523	Foundation Matching Grants (Repealed)

SUBPART F: CAPITAL PROJECTS

Section	
1501.601	Definition of Terms
1501.602	Approval of Capital Projects
1501.603	State Funded Capital Projects
1501.604	Locally Funded Capital Projects
1501.605	Project Changes (Repealed)
1501.606	Progress Reports (Repealed)

Item #12.4
December 1, 2023

1501.607	Reporting Requirements
1501.608	Approval of Projects from 110 ILCS 805/3-20.3.01
1501.609	Completion of Projects from 110 ILCS 805/3-20.3.01
1501.610	Demolition of Facilities

SUBPART G: STATE COMMUNITY COLLEGE

Section	
1501.701	Definition of Terms (Repealed)
1501.702	Applicability (Repealed)
1501.703	Recognition (Repealed)
1501.704	Programs (Repealed)
1501.705	Finance (Repealed)
1501.706	Personnel (Repealed)
1501.707	Facilities (Repealed)

SUBPART H: PERSONNEL

Section	
1501.801	Definition of Terms
1501.802	Sabbatical Leave
1501.803	Employment Contracts
1501.804	President and Chancellor Performance Review

1501.APPENDIX A Fee Schedule for Data Matching

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

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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, 2022; 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 rule expired January 20, 2023; amended at 47 Ill. Reg. 2227, effective February 1, 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(f)) |
| February 1 | • annual African American Employment Plan Survey (see Section 1501.308(b))
• annual Asian Employment Plan Survey (see Section 1501.308(b))
• annual Bilingual Needs and Bilingual Pay Survey (see Section 1501.308(b))
• annual Hispanic/Latino Employment Plan Survey (see Section 1501.308(b))
• Annual Native American Employment Plan Survey (see Section 1501.308(b)) |
| February 15 | • spring semester (2 nd 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)) |

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- Resource Allocation and Management Plan (RAMP/CC) (see Section 1501.510(a))
 - annual tuition and fees survey (see Section 510(e))
 - Facilities data (see Section 1501.607)
- September 1
- budget and tax survey (see Section 1501.510(d))
 - program review report (see Section 1501.303(d)(7))
 - 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
- institutional plan for scaling evidence-based developmental education reforms (see Section 1501.314(d))
 - external audit (see Section 1501.503(a))
 - annual instructional cost report (see Section 1501.510(c))
 - unexpended special initiative grant funds return report (see Section 1501.519(d))
- 30 days
after the end
of each term
- credit hour claims (see Section 1501.507(a))

(Source: Amended at 47 Ill. Reg. _____, effective _____)

SUBPART C: PROGRAMS

Section 1501.301 Definition of Terms

"Adult Basic Education" means basic skills courses designed to bring students to a competency of Grade 8 equivalency, including English as a Second Language.

"Adult Secondary Education" means courses designed to bring students to a competency of Grade 12 equivalency, including English as a Second Language, and the high school equivalency examination preparation.

"Associate Degree" means an award for satisfactory completion of a curriculum of 60 semester credit hours or more.

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"Associate in Applied Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to prepare individuals for employment in a specific field.

"Associate in Arts Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the arts, humanities, or social or behavioral sciences or one of the professional fields with these disciplines as a base.

"Associate in Engineering Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in engineering.

"Associate in Fine Arts Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the fine arts: art, music, or theater.

"Associate in General Studies Degree" means an award for the satisfactory completion of a curriculum that has been individually designed by mutual agreement between the student and his/her college-appointed advisor to meet the student's educational intent.

"Associate in Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the mathematical, biological, or physical sciences or one of the professional fields with these disciplines as a base.

"Baccalaureate/Transfer Education" means coursework intended to prepare individuals for transfer into a baccalaureate curriculum in a related field of study.

"Branch" means an administrative unit of a college that has a continuing educational mission and serves as a secondary instructional site for the college.

"Bridge Instruction" means coursework in adult education, developmental education, career and technical education, vocational skills education, or a combination of these types of education, to prepare individuals for entering credit courses and curricula.

"Campus" means an organized administrative unit of a college that has a continuing educational mission and serves as a primary instructional site for the college.

"Career and Technical Education" means organized educational programs of study that prepare students for employment in a specific field and should be aligned with related secondary and/or upper-division programs that require a common knowledge and skill set.

"Certificate" means an award for satisfactory completion of a series of courses or curriculum of less than 59 semester credit hours.

"General Certificate" means a noncredit award for satisfactory completion of a series of courses of 30 semester credit hours or less in adult basic education,

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adult secondary education, remedial education, vocational skills, or general studies.

"Occupational or Career and Technical Certificate" means a credit award for satisfactory completion of a prescribed curriculum intended to prepare an individual for employment in a specific field.

"College" means a district's administrative unit that is authorized by the Illinois Board of Higher Education to grant postsecondary-level degrees and certificates, is recognized by the ICCB, and provides a comprehensive program of instruction in accordance with Section 1-2(e) of the Act.

"Contact Hour" means instructional time based on a 50-60 minute clock hour of instructional activity that may include classroom, online, laboratory, clinical or work-based instruction or any combination of those instructional methods.

"Cooperative Agreement" means a contract or agreement between a college and one or more other colleges, organizations, associations, educational institutions, or government agencies to obtain, deliver, or share educational services for academic credit. A cooperative agreement does not include collective bargaining agreements with any labor organization.

"Course" means a sequential presentation, through one or more instructional modes, of subject matter in a particular field to meet specific objectives within a designated time period, such as a semester or a quarter.

"Credit for Prior Learning" means evaluation and assessment of a student's life learning through employment, training and experiences outside an academic environment from which skills that comprise terminal objectives are mastered to an acceptable degree of proficiency for college credit, certification or advanced standing toward further education or training.

"Curriculum" means an approved unit of instruction consisting of a series of courses designed to lead to an associate degree or a certificate.

"District Curriculum" means a curriculum approved for offering within a district, on the basis of student interest, employment demand, and available resources within the district.

"General Studies Curriculum" means a curriculum designed to meet individual student goals, in the promotion of personal improvement and self-understanding.

"Regional Curriculum" means a curriculum approved for offering within a particular region of the State, on the basis of student interest and employment demand within the region. An institution holding authority to offer a regional curriculum shall not exclude additional districts, including those within the defined region or regional consortia of colleges, from requesting approval to offer the same curriculum in its district.

"Statewide Curriculum" means a curriculum approved for offering on the basis of student interest and employment demand statewide. An institution holding

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authority to offer a statewide curriculum shall not exclude additional districts from requesting approval to offer the same curriculum statewide, regionally or in its district.

"Developmental Education" means courses in computation, communication (that is, writing and speaking), and reading, designed to improve the competency of high school graduates, or those persons achieving high school equivalency, to the level necessary to successfully complete introductory college-level coursework.

"Dual Credit Course" means a college course taken by a high school student for credit at both the college and high school level [110 ILCS 27/5].

"Educational Agency" means an agency, corporation, or other defined legal entity that offers instruction.

"Electronic Exchange System" means an online tool for organizing ICCB proposals and tracking their status.

"Extension Center" means an instructional site for the college that is used for offering some of the college's courses and/or programs for a limited duration.

"GECC" means the General Education Core Curriculum of the Illinois Articulation Initiative.

"General Education Core Curriculum Credential" or "GECC Credential" means a credential provided by the college for completion of the 37 to 41 credit hours to satisfy the GECC.

"Higher Learning Commission" or "HLC" means an independent corporation that serves as one of six regional institutional accreditors in the U.S. and accredits degree-granting post-secondary educational institutions in the North Central Region, which includes Illinois.

"Instructional Activity" means classroom, online, laboratory, clinical or work-based instruction or any combination of those instructional methods.

"Internship/Practicum" means a course of planned and supervised training that allows the application of theory to actual practice and prepares a student for working independently in a specific career. The internship/practicum generally occurs after the student has completed 12 credit hours. It takes place at a regular worksite and instruction/supervision is shared by a college instructor/supervisor and a qualified employee at the worksite. Clinical practicums take place in a hospital or other medical/health facility and require close supervision/instruction/monitoring by a qualified college instructor.

"Laboratory" means a course of planned and supervised training in which students learn new methods or principles through experimentation, observation, and/or practice. A lab class can occur at the beginning, middle, or end of a particular course of study and may be a specially equipped room designed for experimentation, observation, and/or practice on the college campus or at the worksite.

"Lecture" means a course presented in an oral or related format that allows for content to be discussed among class participants.

"Multiple Measures Placement" means the availability of more than one single, individual assessment measure to determine student's readiness for coursework, and subsequent placement into credit-bearing coursework, which must include but is not limited to high school GPA, transfer credit, and transition courses, as defined by section 1501.314. The demonstration of readiness shall be satisfied by a student meeting the established readiness threshold on any of the single, individual measures.

"PBVS Program of Study" means any of the programs listed in Section 10 of the Career and Workforce Transition Act [110 ILCS 151].

"Principal Site" means the official mailing address of the college.

"Private Business Vocational School" or "PBVS" means a non-degree granting institution that is regulated and approved by the Board of Higher Education under the Private Business and Vocational Schools Act of 2012 [105 ILCS 426] and that is nationally accredited by an accreditor approved by the U.S. Department of Education.

"Public Service" means noncredit classes and other activities of an educational nature, such as workshops, seminars, forums, exhibits, and the provision of college facilities and expertise to the community, designed to be of service to the public.

"Research" means investigations or experiments to discover or interpret facts, to revise accepted theories, or to apply those revised theories.

"Secondary School" means a private or parochial secondary school, public secondary school district, or public unit school district.

"Unit of Instruction" means any one of the following:

An organized program of study consisting of a sequence of courses that results in the award to a student of a certificate or an associate degree.

Any existing organized program of study offered at a new geographical location outside of the college district.

Any organized administrative entity that would have a continuing instructional mission, including but not limited to a college, campus or branch.

"Unit of Research or Public Service" means a college's subdivision (e.g., a division, institute or center) that administers one or more research or public service programs.

"Vocational Skills Education" means courses designed to provide short-term job entry training, to upgrade the skills of persons already employed, or to review skills for career re-entry.

(Source: Amended at 47 Ill. Reg. _____, effective _____)

Section 1501.303 Program Requirements

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- a) Comprehensive Program. The programs of a college shall be comprehensive and shall include: pre-baccalaureate, occupational, and general studies curricula, and public service programs.
- b) Degrees and Certificates. A college shall award associate degrees and certificates in accordance with units of instruction approved by ICCB. This authority is not extended to administrative units of the college.
- c) Honorary Degrees. Honorary degrees awarded by a board shall be limited to the associate degree.
- d) Review and Evaluation of Programs.
 - 1) A college shall have a systematic, collegewide program review process for evaluating all of its instructional, student services, and academic support programs at least once within a five-year cycle.
 - 2) The minimum review criteria for program review shall be program need, program cost, and program quality, as defined by each college.
 - 3) The review of academic disciplines, student and academic support, cross-disciplinary instruction (developmental education, adult education and vocational skills), and career and technical education shall be scheduled according to the published ICCB schedule. A college shall follow the published schedule set by ICCB that shows when each program will be reviewed during a five-year cycle. If a college seeks an exception to the published schedule, the college must receive written approval from ICCB.
 - 4) The five-year schedule of program review is determined through a combination of several factors, including but not limited to:
 - A) National trends that consider high need, high demand sectors;
 - B) Accreditation requirements in specific occupational areas;
 - C) Areas that the agency has determined are in specific need of review based upon industry trends;
 - D) Feedback from local community colleges;
 - E) Changes in federal priorities, including specific updates to CIP classifications;
 - F) Other factors as appropriate.
 - 5) ICCB may request the college to include special reviews of programs that have been identified as a result of State-level analyses, legislative resolutions, or Illinois Board of Higher Education policy studies by notifying the college of this request before January 1 of the year the special review is to be conducted.

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- 6) A college shall keep on file for ICCB recognition purposes a copy of the current program review process, its five-year schedule for program review, and complete reports of program reviews conducted during the past five years.
 - 7) A college shall submit to ICCB by September 1 each year a summary report of its previous year's program review results in a format designated by the ICCB and a copy of the current five-year schedule of program reviews. If an institution cannot meet this deadline, a written request for an extension shall be submitted to ICCB for approval.
- e) Academic Calendar.
- 1) A college shall operate on an academic calendar that provides at least two academic terms consisting of at least 15 weeks (at least 75 days of instruction each), three academic terms consisting of at least 10 weeks (at least 50 days of instruction each) or a different combination of academic terms consisting of at least 30 weeks (at least 150 days of instruction).
 - 2) The days of instruction prescribed in subsection (e)(1) shall include all days when there is a full schedule of classes and support services, but will exclude holidays, Saturdays, Sundays, and days scheduled exclusively for registration, orientation, collegewide placement or assessment testing, faculty workshops, and final examinations.
 - 3) Colleges may include terms during the summer or any other time during the year, in addition to the ones identified in subsection (e)(1).
 - 4) Courses/classes may be scheduled between academic terms, spanning academic terms, for a shorter time frame than the academic term, or for a longer time frame than the academic term, if the schedule provides sufficient duration and contact hours to meet the requirements in Sections 1501.309(b) and 1501.507(b)(10).
 - 5) If an emergency such as a fire, flood, pandemic, or strike makes it necessary for the college to shorten one of its academic terms, the college may request that the Executive Director approve a shorter term. In such cases, the length of the term may be shortened, but only to the extent that enables all courses to meet the contact hours specified in Section 1501.309(b).
 - 6) Colleges must have a plan in place to address modifications to the academic terms in the event of an emergency. This plan must be approved by the Board of Trustees.
- f) Preparation of Professional Staff. 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. This 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 those areas in which the work experience and related training is the principal learning medium.

- g) Library. A college shall maintain a library or learning resource center with a collection of reference works and other learning resources to meet the specific needs of its curricula and students. This collection shall be kept up to date through a planned program of acquisition and deletion.
- h) Supplies and Equipment. Classrooms, laboratories, and shops shall be provided with equipment and supplies that are adequate for effective teaching and learning.
- i) General Education. Organized curricula leading to an associate degree shall include general education courses designed to contribute to the liberal education of each student.
- j) Apprenticeships. A college that participates in apprenticeships coordinated by the Office of Apprenticeship, U.S. Department of Labor and/or other programs related to business, industrial, or trade groups or organizations shall meet applicable federal, State, and local governmental rules, regulations, and guidelines.

(Source: Amended at 47 Ill. Reg. _____, effective _____)

Section 1501.314 Multiple Measures Placement

- a) Use of Multiple Measures. The college shall use each of the multiple measures listed in subsection (a)(1) and (a)(2) *to determine placement of a student in introductory college-level English language or mathematics coursework and shall use the scores set forth in recommendations approved by the Illinois Council of Community College Presidents on June 1, 2018, and published on the ICCB's official website. [110 ILCS 175/100-15(a)]* Colleges may accept scores lower than those set forth in these recommendations at their discretion.

"College-level English language or mathematics course" or "college-level English language or mathematics coursework" means a course that bears credit and fulfills English language or mathematics credit requirements for a baccalaureate degree, a certificate, or an associate degree from a postsecondary educational institution. [110 ILCS 175/100-10]

- 1) Mathematics

- A) A student's cumulative high school grade point average.
- B) A student's successful completion of an ICCB approved high school transition course in mathematics including:
 - i) TM 001 - STEM
 - ii) TM 002 – Quantitative Literacy and Statistics
 - iii) TM 003 – Technical Math (Career and Technical Education
- C) A student's successful completion of an appropriate developmental mathematics education course.

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- D) A student's successful completion of an introductory college-level mathematics course at another regionally accredited postsecondary educational institution.
 - E) In determining the placement of a student in introductory college-level mathematics coursework, a community college shall consider the standardized test scores provided by the student for placement in an introductory college-level mathematics course.
 - F) Any other single, individual measures that the college deems appropriate.
- 2) English
- A) A student's cumulative high school grade point average.
 - B) A student's successful completion of an appropriate, ICCB approved high school transition course in English including TE 001 – ELA Transitional English
 - C) A student's successful completion of an appropriate developmental English education course.
 - D) A student's successful completion of an introductory college-level English language course at another regionally accredited postsecondary educational institution.
 - E) In determining the placement of a student in introductory college-level English language a community college shall consider the standardized test scores provided by the student for placement in an introductory college-level English language course.
 - F) Any other single, individual measures that the college deems appropriate.
- b) Revisions to recommendations of Illinois Council of Community College Presidents approved June 1, 2018. *If the Illinois Council of Community College Presidents approves any revised recommendations for determining the placement of students in introductory college-level English language or mathematics courses in response to changes in scoring systems, the introduction and use of additional measures, or evidence that demonstrates the inaccuracy in the use of scores in previous recommendations, then, within one year after the date of the adoption of those revised recommendations, colleges shall utilize the most current revised recommendations to determine placement pursuant to subsection (a).* [110 ILCS 175/100-20]
- c) Public posting of placement policy. Each college *shall publicly post its placement policy on the college's website in a manner that is easily accessible to both students and prospective students.* [110 ILCS 175/100-25(a)]
- d) Reporting requirements. Each college shall submit, in a format prescribed by ICCB, their institutional plan for scaling evidence-based developmental education reforms by December 30 of each year. At a minimum, the plan shall include all the following:

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- 1) *A description of the current developmental education models offered by the college*
- 2) *A description of the developmental education models that will be implemented and scaled or modified for improvements in the upcoming academic year. The college shall include the basis of the evidence and associated data that the college considered in making the decision to scale each model.*
- 3) *Baseline data and benchmarks for progress, including, but not limited to,*
 - A) *enrollment in credit-bearing English language or mathematics courses,*
 - B) *rates of successful completion of introductory college-level English language or mathematics courses, and*
 - C) *college-credit accumulation.*
- 4) *Plans for 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. [110 ILCS 175/100-30(a)]*

(Source: Added at 47 Ill. Reg. _____, effective _____)

BACKGROUND

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

Public Act 101-0654 (effective March 8, 2021) was part of the Education Pillar of the Black Caucus legislative changes. The act required that all public colleges submit a detailed plan that scales developmental education reform in evidence-based developmental education model that maximizes the likelihood that a student could complete an introductory college-level course within their first two semesters at the college. The reports were to specifically address expected improvements in educational outcomes for black students because of the proposed reforms. The act set several requirements, including a report on the status of developmental education at institutions beginning in 2023 and a placement policy report and collection of data, which should be disaggregated to help consider additional requirements for reporting and/or evaluation. Lastly, this rulemaking updates terminology by replacing “remedial education” with “developmental education” throughout the rules.

**Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT
July 1, 2022 - October 31, 2023**

	FY 2024 Appropriation	Year -to-Date Expenditures	% Expended
<u>STATE GENERAL FUNDS*</u>			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 135,374,800	\$ 45,430,742	33.6%
ADULT EDUCATION	35,582,100	30,005	0.1%
GED TESTING PROGRAM	1,148,000	354,855	30.9%
CAREER & TECH EDUCATION	18,972,900	8,739,400	46.1%
OFFICE ADMINISTRATION	3,071,900	821,166	26.7%
TOTAL	\$ 194,149,700	\$ 55,376,168	28.5%
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 176,590,400	\$ 51,238,129	29.0%
TOTAL	\$ 176,590,400	\$ 51,238,129	29.0%
<u>SPECIAL STATE FUNDS *</u>			
CONTRACTS AND GRANTS FUND	\$ 87,000,000	\$ 832,805	1.0%
GED TESTING FUND	100,000	8,642	8.6%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	52,785,000	50.0%
TOTAL	\$ 192,770,000	\$ 53,626,447	27.8%
<u>FEDERAL FUNDS*</u>			
FEDERAL ADULT EDUCATION FUND	\$ 24,591,656	\$ 1,210,679	4.9%
FEDERAL CAREER & TECH ED FUND	20,156,025	23,658	0.1%
FEDERAL CURES FUND	7,653,910	3,522,647	46.0%
ICCB FEDERAL TRUST FUND	525,000	7,965	1.5%
TOTAL	\$ 52,926,591	\$ 4,764,949	9.0%
GRAND TOTAL, ALL FUNDS	\$ 616,436,691	\$ 165,005,693	26.8%

* See detail on following pages.

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2022 - October 31, 2023

	FY 2024 Appropriation	Year-to-Date Expenditures	% Expended
<u>GENERAL REVENUE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	\$ 14,903,700	\$ 7,451,850	50.0%
PATH Grants	25,000,000	12,499,965	50.0%
Bridge and Transition	9,224,336		0.0%
Workforce Equity Initiative	19,570,064	12,913,418	66.0%
East St. Louis Educational Center	1,457,900	44,480	3.1%
Illinois Veterans Grant	4,264,400		0.0%
ILDS	650,000	98,930	15.2%
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	2,000	3.3%
Alternative Schools Student Re-enrollment	4,000,000	1,400,000	35.0%
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	9,218,800	100.0%
CTE Chicago	5,000,000		0.0%
Illinois Central College - CTE Enrichment Program	5,000,000	1,250,000	25.0%
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	2,903	0.1%
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	\$ 45,430,742	33.6%
OFFICE ADMINISTRATION			
	\$ 3,071,900	\$ 821,166	26.7%
TOTAL	\$ 3,071,900	\$ 821,166	26.7%
ADULT EDUCATION			
Adult Education Basic Grants	\$ 23,783,600	\$ 30,005	0.1%
Adult Education Performance Grants	11,798,500	-	0.0%
TOTAL	\$ 35,582,100	\$ 30,005	0.08%
GED TESTING PROGRAM			
	\$ 1,148,000	\$ 354,855	30.9%
TOTAL	\$ 1,148,000	\$ 354,855	30.9%
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	500,000	-	0.0%
CTE Administration	425,000	173,615	40.9%
CTE Formula	16,453,500	8,226,750	50.0%

CTE Early School Leavers Grants	615,000	339,035	55.1%
CTE Early School Leavers Administration	84,950	-	0.0%
CTE Corrections	894,450	-	0.0%
TOTAL	\$ 18,972,900	\$ 8,739,400	46.1%

EDUCATION ASSISTANCE FUND

GRANTS TO COLLEGES AND PROVIDERS

Base Operating	\$ 96,592,800	\$ 24,148,200	25.0%
Equalization	79,997,600	27,089,929	33.9%
TOTAL	\$ 176,590,400	\$ 51,238,129	29.0%

GRAND TOTAL	\$ 370,740,100	\$ 106,614,297	28.8%
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**Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT**

**Federal Funds
July 1, 2022 - October 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	\$ -	\$ 565,877	3.2%
Federal Basic Leadership	2,364,058		200,000	8.5%
EL Civics Grants	3,001,235		24,719	0.8%
	\$ 23,047,073	\$ -	\$ 790,596	3.4%
ADMINISTRATION				
Federal Basic	\$ 1,071,623	\$ -	\$ 161,074	15.0%
EL Civics	157,960	-	45,403	28.7%
Leadership	315,000	-	213,606	67.8%
	\$ 1,544,583	\$ -	\$ 420,083	27.2%
TOTAL	\$ 24,591,656	\$ -	\$ 1,210,679	4.9%
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		\$ 23,658	2.3%
TOTAL	\$ 20,156,025	\$ -	\$ 23,658	0.1%
ILLINOIS CURES FUND				
College Bridge Program	\$ 7,653,910	\$ -	\$ 3,522,647	46.0%
TOTAL	\$ 7,653,910	\$ -	\$ 3,522,647	46.0%
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	\$ 525,000	\$ -	\$ 7,965	1.5%
TOTAL	\$ 525,000	\$ -	\$ 7,965	1.5%
GRAND TOTAL, FEDERAL FUNDS	\$ 52,926,591	\$ -	\$ 4,764,949	9.0%

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2024 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2022 - October 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		15,844	
Tutoring Initiative		93	
ILCCO		341	
	\$ 10,000,000	\$ 16,278	0.0%
STRATEGIC INITIATIVES			
Governor's Emergency Education Relief - (GEER I/II)	\$ 27,000,000	\$ 14,083	0.1%
Early Childhood	50,000,000	802,444	1.6%
	\$ 77,000,000	\$ 816,527	1.1%
TOTAL	\$ 87,000,000	\$ 832,805	1.0%
GED TESTING FUND*			
	\$ 100,000	\$ 8,642	8.6%
ICCB RESEARCH & TECHNOLOGY FUND*			
	\$ 100,000	\$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND			
	\$ 105,570,000	\$ 52,785,000	50.0%
GRAND TOTAL, SPECIAL FUNDS	\$ 192,770,000	\$ 53,626,447	27.8%

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board

**FISCAL YEAR 2023 CAREER AND TECHNICAL EDUCATION
ANNUAL REPORT**

The Fiscal Year 2023 CTE Annual Report provides a summary of postsecondary Career and Technical Education (CTE) related initiatives and activities led by the Illinois Community College Board (ICCB). This annual report serves as an important tool to inform the Board, community colleges, stakeholders, and the broader CTE community of ICCB-led CTE initiatives and accomplishments in the previous fiscal year. The report details technical assistance and professional development offered by the ICCB and its partners as well as the impact of ICCB-funded projects on the system and students. Major initiatives and accomplishments in SFY2023 were the completion of the competency-based education pilot and design community, launch of the Pipeline for the Advancement of the Healthcare Workforce (PATH) initiative, and the scaling of success under the Customized Apprenticeship Programming in Information Technology.



• FY 2023 •

CAREER & TECHNICAL EDUCATION

ANNUAL REPORT

FISCAL YEAR
2023

EXECUTIVE SUMMARY

The Illinois Community College Board (ICCB) staff oversee and provide support to the community college system, specifically as it relates to career and technical education (CTE) programming, through grant administration, policy guidance, professional development, and technical assistance.

- At the onset of fiscal year 2024, statewide, CTE credit program enrollments were at 103,840 and accounted for one-quarter of all credit students, approximately 25.3 percent. Enrollments in CTE programs increased 3.9 percent from last year.
- CTE also accounted for the largest number of graduates with 37,478 graduates in fiscal year 2023. Just over half of the earned degrees and certificates- 57.4 percent- were in CTE programs during fiscal year 2023. Completions increased 4.2 percent from last year.

The 39 community college districts receive funds from ICCB to support postsecondary CTE programs. These include annual grant programs such as Federal Perkins Title I funds authorized by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in addition to targeted State-funded initiatives or competitive grant opportunities such as the Pipeline for the Advancement of the Healthcare Workforce (PATH) grant initiative or small grants focused on bolstering Competency-based Education within CTE programs. Other projects, such as the U.S. Department of Labor Customized Apprenticeship Programming in Information Technology (CAP-IT) grant project, concluded in its fourth year.

Throughout fiscal year 2023, the ICCB CTE staff continued to approve CTE Programs of Study, enhancing the secondary to postsecondary pathway for students. Perkins funds were used to support innovative instructional and leadership models such as the Training on Instructional Practices for Postsecondary Success (TIPPS) modules which assist in strengthening the CTE teacher pipeline, as well as the Community College Leadership Institute which aims to support a diverse pipeline for individuals hoping to pursue leadership positions. There was a continued focus on equity, with two ICCB CTE staff members, in conjunction with staff from the State Board of Education, accepted into the Equity Leadership Academy through the National Alliance for Partnerships in Equity. Additionally, the Office for Community College Research and Leadership (OCCRL) hosted the fourth annual Equity Academy, with the theme being *Examining Collaborative Solutions for Advancing Equity*.

The following report was compiled by staff from the ICCB CTE division under the leadership of the Senior Director for CTE, as well as the Deputy Director for Workforce Education.

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Section 1: Perkins V State Plan

State Plan Implementation (Year 3):

Background: Effective July 1, 2019, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. The purpose of Perkins V is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who enroll in career and technical education programs. Perkins V maintains a commitment to driving improvement through programs of study, a comprehensive local needs assessment that requires data-driven decision-making on local funding priorities, involves significant stakeholder consultation and focuses on innovation, modernization, and accountability. Additionally, Perkins V significantly changed the process for setting performance targets, shifted accountability indicators and placed a focus on the disaggregation of data by maintaining the required disaggregation by student populations. Perkins V also requires that States develop a State Plan for a four-year period, detailing how the Strengthening Career and Technical Education for the 21st Century Act will be administered within the state.

Fiscal year 2023: This fiscal year marked the third year of implementation of the Illinois State Plan for State Fiscal Years 2021-2024 (July 1, 2020- June 30, 2024), which the Illinois Community College Board and the Illinois State Board of Education developed in collaboration with educators, administrators, businesses, workforce board representatives, students, parents, and communities. The activities and projects outlined throughout this report were conducted in the spirit of State Plan implementation, all with the aim of supporting the Illinois community college CTE system, as well as the three Board Goals of the ICCB.

Section 2: CTE Program Approval and Review

Program Approval

The Illinois Public Community College Act requires that all new curricula offered by Illinois' community colleges be approved by the Illinois Community College Board (ICCB). Career and Technical Education (CTE) programs refer to programs and courses in an applied field of study that prepare individuals for employment. Courses are credit bearing for the student and may, but are not required to, transfer to a four-year college or university.

As of August 2023, there are 4,254 approved CTE programs, consisting of 1,217 degree programs and 3,037 certificate programs. Details can be found in Appendix I.

For questions regarding the program approval process, please contact:

Dr. Tricia Broughton, Director for Curriculum and Instruction
Tricia.broughton@illinois.gov.

Program Review

The Illinois Community College Board (ICCB) is mandated by the Illinois Public Community College Act to coordinate a statewide program review system (see P.A. 78-669). Various program areas and services, including instructional programs, are required to be reviewed once every five years by their respective community college and submitted to the ICCB, but more frequent and continuous reviews (e.g., annual, local-level) are encouraged.

The purpose of Statewide Program Review is to:

- I. Support strategic campus-level planning and decision-making related to instructional programming and academic support services, including but not limited to program revisions, program closures, and revisions to services;
- II. address inequities to support program improvement;
- III. support the delivery of locally responsive, cost-effective, high-quality programs and services across Illinois' community college system.

The Statewide Program Review process is designed to complement college-level planning and decision making and reflect on the integration of various programs and services, in addition to providing information that will assist the ICCB in fulfilling its statutory responsibilities. Program review can be a critical tool for continuous improvement and evaluation of programs and services offered by the college. Prepared with adequate data, program review can be instrumental in identifying inequities, including racial equity gaps, and can serve as a process to engage stakeholders purposefully in advancing equity. Program review should be aligned and integrated with other continuous quality improvement processes.

The Program Review Advisory Committee in fiscal year 2023 consisted of 9 administrators and faculty from across the system. The charge of the committee is

threefold: 1) Improving the efficiency and effectiveness of the program review process by identifying challenges, redundancies, and omissions and providing recommendations for refining the process; 2) Identifying, developing, and/or refining professional development, technical support processes, and supplemental materials that reinforce and improve outcomes associated with program review; and 3) Creating opportunities for institutions across the state to share experiences, procedures, and resources, as well as to provide feedback about the program review process.

The advisory committee's primary project in fiscal year 2023 was the creation of the [Equity-Centered Rubric for CTE Program Review](#). This rubric is designed to be utilized as a self-assessment tool to guide equity-centered continuous improvement in the program review process. In order to identify which students are underserved in a specific program within a community college district, the review process must incorporate the disaggregation of data by various subpopulations (i.e., gender, race, ethnicity, special populations, age, part-time/full-time status, etc.) to document specific equity gaps to be considered in the analysis of data. This rubric can support programs of study in moving from identifying gaps to analyzing them in the context of all aspects of the program review process and taking action to close the gaps as part of continuous improvement activities.

Program Review Advisory Committee Members (2023-2024)

C. Viggie Alexandersson, *Malcolm X College, City Colleges of Chicago*

Cherie Meador, *Moraine Valley Community College*

Lonetta Oliver, *Illinois Central College*

Lori Ragland, *Rend Lake College*

Amanda Smith, *Rock Valley College*

Cathy Taylor, *Elgin Community College*

Jeremy Monigold, *Highland Community College*

Lynn Breer, *Lake Land College*

Michelle Adams, *Olive-Harvey College, City Colleges of Chicago*

The ICCB continued to contract with the Office of Community College Research and Leadership (OCCRL), University of Illinois Urbana-Champaign to provide support for the Program Review Advisory Committee and provide space for a learning community to access program review resources through briefs, blogs, podcasts, and webinars. Specifically, resources were created to assist colleges in disaggregating data and identifying issues of equity, even in small programs as well as engaging student voice.

For more information, visit the [ICCB's Program Review webpage](#) or [OCCRL's Program Review Illinois portal](#).

Section 3: Postsecondary Perkins Administration

I. Perkins Basic Grant

To apply for the fiscal year 2023 Perkins Basic Grant, colleges were required to submit a local application covering fiscal year 2023, serving as a continuation of the fiscal year 2021-2024 Perkins application. For the application, colleges conducted a data analysis by disaggregating data by student populations to ensure all state-determined levels of performance were met and provided a narrative description describing any gaps or disparities in performance for each subpopulation. Colleges were required to submit a performance improvement plan detailing how the college would improve performance for each indicator falling below the state determined level of performance. Colleges also submitted a Programs of Study Narrative which required them to provide a description of their fiscal year 2023 program of study focus that the college intended to submit to the ICCB for approval. An annual workplan was required, in which colleges detailed the activities planned for fiscal year 2023 to achieve long-term goals and annual objectives. Colleges were also required to complete an annual budget. Perhaps the most substantial component of the fiscal year 2023 application was the Comprehensive Local Needs Assessment (CLNA). The CLNA aims to facilitate a data-informed, continuous improvement process for community colleges to assess the extent to which their CTE programs and programs of study are aligned with local workforce and economic needs. The CLNA process is meant to be completed alongside a diverse body of external stakeholders. Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations. The CLNA is a requirement of Perkins V law, and must be revisited every two years to engage in continuous improvement, confirm programs are being responsive to local workforce needs, and to ensure any equity gaps are identified and addressed in a timely manner.

II. Program of Study Approval

For CTE programs to be funded with federal Perkins dollars, made available under Perkins V, programs must meet or be working towards the State's definition of size, scope, and quality (see Appendix II) in order to be deemed a true program of study. During fiscal year 2023, CTE staff continued to review program of study applications. Programs of Study were considered approved when the nine quality components were met and appropriate evidence to support the quality component narratives was submitted. Overall, colleges submitted stronger applications with improved writing and fewer revisions required. Quality Component 3: Instructional Sequence, and Quality Component 4: Work-Based Learning required the most revisions. Many colleges failed to include dual credit opportunities in their instructional sequence narrative and either a team-based challenge or Career and Technical Student Organization (CTSO) in their work-based learning narrative. To help colleges meet these components, CTE staff accepted general education dual credit classes and encouraged colleges to reframe assignments that required students to work in groups and present their findings as team-based challenges. Staff are working to ensure that continuous improvement metrics will be met in the future, ensuring that programs of study continue to evolve to meet the needs of the local community. Other factors, including CTE staff's ability to access supporting evidence, also affected a program of

study's approval. Colleges were encouraged to address revisions in a timely manner. Some of the most commonly submitted programs include welding, nursing, automotive, cosmetology, radiology or radiography, and manufacturing.

In total, 278 programs of study have been submitted for approval.

Program of Study Technical Assistance

- CTE staff created a *Program of Study Tips* document that highlighted the differences between team-based challenges and Career & Technical Student Organizations (CTSOs) and offered application approval tips.
- In May 2023, CTE staff conducted an onsite, day-long technical assistance session for the City Colleges of Chicago. During this workshop, CTE staff reviewed the Program of Study guidelines, highlighted submission and approval tips, and assisted Harold Washington, Kennedy King, Malcolm X, Olive Harvey, and Richard J. Daley with writing approval applications.

III. Perkins Programmatic Monitoring

Per Federal Perkins legislation, community colleges are subject to both fiscal and programmatic monitoring. Fiscal monitoring is done by grant compliance staff, and programmatic monitoring is done by CTE Associate Directors. Grantees are selected for monitoring based on an annual risk assessment comprised of a number of factors. In fiscal year 2023, staff monitored fiscal year 2021 federal Perkins grants. Nineteen on-site monitoring visits to community colleges were conducted, as well as one on-site monitoring of a contracted professional development provider. The colleges' CTE-Perkins performance is rated based on the following criteria: S (satisfactory), AR (advisory recommendation), and CF (compliance finding). Any institution receiving an Advisory Recommendation is encouraged to employ recommendations offered by the ICCB staff. All Compliance Findings must be addressed by the colleges via a corrective action plan that is submitted to the ICCB. Technical Assistance is based on persistent patterns within the colleges that reflect barriers to meeting CTE performance measures as defined by Perkins. ICCB CTE staff works with each college's CTE team to identify efforts that address these barriers. A schedule of technical assistance is then produced with the college in support of enhancing CTE performance.

Section 4: Professional Development and Technical Assistance

I. Professional Development and Technical Assistance

In fiscal year 2023, the ICCB continued partnerships with the Illinois Center for Specialized Professional Support (ICSPPS), the Office of Community College Research and Leadership (OCCRL), and Educations Systems Center (EdSystems). The ICSPPS is based out of Illinois State University and specializes in providing professional development and technical assistance to Illinois community colleges, and partners with the ICCB on a number of projects and opportunities. The OCCRL is based out of the University of Illinois, Urbana-Champaign, and their mission is to use research and evaluation methods to improve policies, programs, and practices to enhance community college education and transition to college for diverse learners. EdSystems is based out of Northern Illinois University and specializes in career pathway development and implementation, as well as special projects. The ICCB, ICSPPS, OCCRL, and EdSystems collaborated on several webinars, conferences, and workshops; these opportunities are summarized below. All three centers are funded through Title I Perkins Leadership funds.

- a. **Forum for Excellence-** The Forum for Excellence is Illinois' premier professional development event. The conference highlights the continuing partnership of Career, Technical, and Adult Education in Illinois. The Forum is sponsored by the ICCB and hosted by ICSPPS and the Southern Illinois Professional Development Center (SIPDC). The theme for the 2022 Forum for Excellence was "Cultivating Collaboration through Conversation" and took place on September 22 - 23, 2022, with September 21, scheduled as a pre-conference. The 2022 Forum was presented in a hybrid format, with both in-person and virtual options. The event experienced record turnout, boasting 433 participants. Attendees included Postsecondary Perkins Directors/Coordinators, Adult Education Administrators/Coordinators, Deans, Chief Academic Officers, ABE/ASE/ESL Instructors, EFE System Directors, Superintendents, and Principals. All materials, presentations, and recordings can be found at <https://icsps.illinoisstate.edu/forum-resources>.
- b. **Transitions Academy-** The Transitions Academy is designed to assist colleges and partnerships working on developing Bridge and ICAPS (Integrated Career and Academic Preparation System) programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education as it relates to the ICAPS models, Illinois Bridge programs, and career pathways. The Transitions Academy is a year-long model of continued support for ICAPS programs. Meeting colleges where they are in the development and implementation process with support and professional development designed to assist colleges and partnerships working on developing ICAPS programs. The Transitions Academy commences with a convening each fall and persists throughout the year with virtual monthly learning communities, mentoring matches, professional learning opportunities, monthly office hours, and regular communication.
 - i. **Fall Convening:** ICSPPS jointly hosted the Transitions Academy activities, including a fall Transitions Academy Convening on November 2, 2022, which featured several interactive sessions, including Braided Funding: How to Get the Most Bang for Your Federal Perkins V Buck; Bridge, and ICAPS Teachers: How

- Do We Recruit, Train, and Retain This Valuable Resource; and partnering for Success: Collaborating with Local Businesses for On-site Learning. Presenters included state leadership, local directors, and members of the ICSPS and the SIPDC teams. Two hundred and twenty professionals attended.
- ii. Cohort Convos: In conjunction with ICCB staff, ICSPS and SIPDC led an in-person fall event titled “Cohort Convo for Success”. This workshop was designed to support local programs in planning, strengthening, and updating ICAPS programs as well as increasing collaboration between partners. This event occurred on November 16, 2022. Programs were encouraged to bring teams to share and discuss topics, efforts, and initiatives to serve students and teachers best. Teams were comprised of instructors, administrators, front-line staff, and support providers connected to institutional ICAPS programs. Thirty-one professionals attended. The event was so well received that City Colleges of Chicago requested their own workshop. The ICSPS, SIPDC, and ICCB team traveled to Chicago on December 9 to meet with CTE and AE professionals to discuss ICAPS design and implementation.
 - iii. Learning Community: From January through May, the ICAPS Learning Community meets on the second Thursday of each month. Learning Community sessions allow programs to share information, ask questions, and learn from one another. The recordings of the Learning Communities can be found at <https://icsps.illinoisstate.edu/events/transitions-academy-resources>.
- c. **Poverty Simulation-** ICSPS hosted a Poverty Simulation on May 10, 2023. The in-person event was a facilitated two-hour immersive experience designed to create awareness among participants of life at the bottom rung of the economic ladder. Participants were assigned to “families” who do their best to survive week-to-week over a simulated one-month period, experiencing challenges and struggles that are faced by families every day. The event was designed to provide insight into the lives of some of the students who are served by the community college system. Seventy-one individuals representing fifteen colleges participated in the day's events.
- d. **Equity Academy-** The fiscal year 2023 OCCRL Equity Academy occurred at I-Hotel in Champaign, IL, on Friday June 23, 2023. The theme was “Examining Collaborative Solutions for Advancing Equity.” The 55 attendees included community college faculty, administrators, and state policymakers from 12 institutions, and delved into several topics centered on advancing equitable outcomes for diverse student populations. Overall, the session objectives aimed at generating conversations about strategies to support retention and completion of learners across all community colleges in Illinois. Terrance Bond, assistant to the president for equity, diversity and inclusion at Heartland Community College, delivered the keynote address titled, “Me Against the World: Evaluating Collaborative Assumptions Towards Advancing Equity.” Bond’s presentation explored the role of interpersonal dynamics within community colleges, emphasizing that students’ adjustment to higher education goes beyond simply absorbing the usual institutionalized material and context. He argued these students instead find meaning in their educational journey through their cultural, historical, and life experiences and concluded by presenting four key assumptions for advancing equity: the existence of oppression, the presence of barriers, the availability of solutions, and the shared responsibility of all individuals.

Dr. Stacy Bennett, a teaching assistant professor in the College of Education, contextualized the discussions as they relate to Illinois, unraveling the roles of federal, state, and institutional policies in shaping higher education. Recent court decisions and legislation introduced nationwide, which could be considered counterproductive for equity, were highlighted in her presentation, “The Role of Policy: Understanding the Relationship Between Policy Trends, Institutional Decision Making and Student Success.” Other concurrent breakout sessions explored unique approaches to advancing outcomes for students.

- e. **Illinois Community College Leadership Institute-** The OCCRL hosted the inaugural Illinois Community College Leadership Institute. The Institute was sponsored by ICCB and brought together 21 community college practitioners and scholars from across the state. The gathering lasted almost two days and focused on topics for emerging community college leadership including: the variation in student demographic data across colleges in the state and how to best support all students; federal and state policies that are influencing college campuses; how two-year college funding revenues stack out against expenditures; and a conversation about the road to the college presidency with Dr. Pamela Lau (Parkland College) and Mr. Terry Wilkerson (Rend Lake College). Other guest speakers included Dr. Brian Durham, Dr. Debra Bragg, Dr. Marci Rockey, Dr. Jim Reed, Lisa Castillo Richmond, Dr. Xiaodan Hu, and Dr. Osly Flores.
- f. **Perkins Administrator Cohort-** The Perkins Administrator Cohort (PAC) is comprised of postsecondary CTE individuals from the Illinois community college system. It is designed to update and inform such individuals and to build awareness and understanding of the processes necessary to navigate the system. The cohort structure utilizes a networking resource to disseminate information, share resources, and provide details on opportunities for professional development. The PAC meeting is held twice a year. The fall meeting is planned in coordination with the Forum for Excellence in September and the other in the spring in March to align with the grant guideline distribution. Fiscal year 2023 fall topics included grant administration, a programs of study discussion and activity, and ICAPS training. Spring topics included an overview of fiscal year 2024 Perkins Local Application components by CTE staff and a Perkins data analysis presentation by ICCB’s Research and Analytics staff. The spring meeting also included a presentation by staff from AmpliFund, which is the state’s grants management platform. Grantees received training on submitting Perkins application materials in the AmpliFund platform.
- g. **Training on Instructional Practices for Postsecondary Success (TIPPS)-** TIPPS is a comprehensive professional learning program designed for postsecondary instructors in career and technical education. TIPPS provides an overview of evidence-based practices that strengthen the teaching and learning process. TIPPS is comprised of three instrumental components: Curriculum + Cohort + Coaching. The evidence-based TIPPS curriculum is presented in a series of online modules focused on these objectives:
 - Create optimal conditions for learning in an equitable and effective learning environment.
 - Design an accessible curriculum that embraces learner variability.

- Apply instructional practices that are both rigorous and relevant to increase student engagement.
- Use a balanced assessment and feedback system to inform teaching and learning.

In FY23, ICSPS held a cohort launch for Training on Instructional Practices for Postsecondary Success (TIPPS) to set the stage for focusing on the student experience to create optimal learning conditions. Followed by weekly virtual meetings on “TIPPS Tuesdays” covering the following topics: May 2: Design an accessible curriculum that embraces learner variability; May 8: Apply engaging instructional practices to ensure rigor and relevance; May 15: Use a balanced assessment and feedback system to inform teaching and learning. The 2023 cohorts included individuals from the following Illinois college systems: Black Hawk College, Carl Sandburg College, College of DuPage, Lewis and Clark Community College, McHenry County College, Oakton College, Prairie State College, Rend Lake College, Southwestern Illinois College, Wabash Valley College, and Wilbur Wright College, CCC. The promotional video and webinar recordings can be found at <https://icsps.illinoisstate.edu/cte/tipps>.

- h. **NIU Model Programs of Study Guides Utilization Project-** Educations Systems Center (EdSystems), at Northern Illinois University completed a project to research the utilization of the State of Illinois Model Programs of Study Guides in four sectors: Manufacturing, Health Science, Education, and Information Technology. EdSystems reviewed program of study applications that were submitted to ICCB for approval and engaged with community college staff to better understand the course sequence decision making process to summarize data and provide recommendations to ICCB on how to increase and support the utilization of the Model Programs of Study Guides. The project culminated with a Model Programs of Study Utilization Report to be released in fiscal year 2024.
- i. **NIU Dual Credit Community of Practice-** EdSystems facilitated a Program of Study Community of Practice to provide targeted technical assistance to community colleges to support the implementation and expansion of CTE programs of study and dual credit in close collaboration with local high school partners. From March through June 2023, a series of meetings were held to provide professional development on various topics, such as barrier reduction strategies, course sequence strategies, personnel support, programs of study exemplar examples, and data collection. Participants in the Community of Practice included the following colleges: Heartland Community College, Kaskaskia College, Lewis & Clark Community College, Prairie State College, South Suburban College, and Southwestern Illinois College.
- j. **Webinars, Newsletters, Podcasts, and Other Engagement-** Webinars are offered throughout the year to reach a broader audience by CTE staff, ICSPS, OCCRL, and NIU. For example, in fiscal year 2022, ICSPS presented a series on Anxiety & Mental Health in the Classroom: Building Knowledge and Skills to Cope and a series on strategies to support students impacted by homelessness. Additionally, both ICSPS and OCCRL release newsletters to keep the field abreast on professional development opportunities and resources pertinent to CTE and the education community at large. Lastly, the OCCRL maintains an interactive blog for practitioners to learn about CTE

topics, equity, transitions, among others.

Section 5: Civil Rights Compliance

General Background and Update

ICCB continued its obligation of effort by the ICCB to the U.S. Department of Education, Office for Civil Rights (OCR) Methods of Administration (MOA) program. Each year, the ICCB is required to conduct four civil rights reviews at Illinois community colleges. Under the new MOA State Plan, these reviews place a more concerted focus on technical assistance than on compliance. Additionally, the ICCB is no longer required to conduct the reviews on-site; rather, it is at the discretion of the ICCB to determine the need for an on-site review. The ICCB utilizes a targeted plan to identify which colleges will receive a review. The targeting plan and subsequent criteria have been reviewed and deemed acceptable by the OCR. Recipients of these reviews are determined in the following manner:

1. Utilizing data collected for Perkins analysis and reporting such as performance data for each of the three indicators of performance, data disaggregated by race/ethnicity and gender, and identified equity gaps gleaned from the Comprehensive Local Needs Assessment
2. A review of the disparities between total enrollment and CTE enrollment in the areas of race, sex, and disability; and 2) when, if ever, the college last received an on-site civil rights review.

CTE staff provided several professional development and training opportunities for college staff and administrators, including a workshop on tips for identifying physical areas of inaccessibility.

Background: MOA State Plan

On February 6, 2020, the U.S. Departments Office for Career, Technical, and Adult Education and Office for Civil Rights issued an updated Memorandum of Procedures (MOP) regarding state agencies' Methods of Administration (MOA) programs. The new MOP provides states with more flexibility in conducting its MOA activities and encourages states to harmonize civil rights activities under MOA and Perkins. Since the issuance of the 1979 MOA *Guidelines* and subsequent MOP (1996) and "Dear Colleague" Letters (DCLs) (1998, 2005, 2012), the Perkins Act has come a long way in terms of equity and respective civil rights provisions. The new MOP allows for states to place more emphasis on technical assistance and preventing discrimination, as opposed to the somewhat rigid nature of the previous MOP and DCLs. States are now encouraged to utilize existing practices such as Perkins grant monitoring, as well as utilize data gleaned from the Local Application and Comprehensive Local Needs Assessment, to supplement MOA activities. The new MOP also created the requirement for states to submit a new MOA State Plan. The State Plan is made up of three sections and is meant to guide the OCR in understanding how a state plans to run its MOA program according to the new MOP.

The MOA activities that ICCB currently conducts have been approved by the OCR. Highlighted below are a few of the revisions moving forward.

- ✓ **Utilization of Perkins data and data from the Local Application and CLNA.**

- ✓ **Four reviews instead of two.** The ICCB increased the number of reviews as the reviews' scopes have changed, with on-site not being required for each review.
- ✓ **Increased flexibility in what will be reviewed and how it will be reviewed.** The selection criteria for determining which colleges are selected for review will consist of Tier I and Tier II criteria. Tier I remains the same. Tier II is new and provides us with a level of flexibility in terms of what we will review for a specific college. For example, if it is noted that a college has old buildings that have never been altered, we can use that to determine the need for conducting a facilities review. In the past, we've conducted facilities reviews for all.
- ✓ **The timeline for conducting reviews is more flexible than in the past and will allow for more time to complete the letter of finding.**

For more information, visit [ICCB's Civil Rights Compliance webpage](#) and the [Illinois Civil Rights Review Tool](#).

Section 6: Additional Initiatives, Projects, and Achievements

I. Pipeline for the Advancement of the Healthcare Workforce (PATH) Grant

The PATH Grant was awarded for the first time during FY2023, providing \$25 million dollars in funding to all 39 community college districts in the state of Illinois. This is a 5-year grant initiative, subject to annual appropriation by the Illinois General Assembly. The purpose of this grant is to create, support and expand opportunities for individuals in the nursing and select healthcare pathways to obtain credentials and degrees that allow them to enter and/or advance their careers in the healthcare industry. PATH also works to address the shortage of workers in the healthcare industry that have been exasperated by the COVID-19 pandemic. The PATH Grant was modeled after the Workforce Equity Initiative (WEI). The goal of the PATH program for FY23 was to increase completion in healthcare programs by 15% (approximately 15,000 completions). This goal will be sustained through FY2024-2027. Table 1 below shows preliminary data collected at the end of the FY23 PATH grant year.

The project focuses on three underrepresented groups of students who might not otherwise be successful or able to enroll in healthcare programs: incumbent workers already in the healthcare workforce looking to continue their education and advance their careers; new, entering students on a healthcare pathway; or low-income, first generation, and minority students as a subset of the target populations.

Each community college was awarded a base amount of \$100,000 and an additional amount of funding based upon program completions in eligible healthcare programs, with priority programs weighted higher within the allocations. Seven healthcare programs were identified as being priority programs, including Emergency Care Attendant, Emergency Medical Technology/Technician, Respiratory Care Therapy/Therapist, Registered Nursing/Registered Nurse, Perioperative/Operating Room and Surgical Nurse/Nursing, Licensed Practical/Vocational Nurse Training and Nursing Assistant/Aide and Patient Care Assistant/Aide. A full listing of all allowable healthcare programs is included in Appendix III.

Table 1: FY23 PATH Program Outcomes (Year 1)*	
Number of Employers Engaged	1032
Number of Newly Developed Healthcare Programs	27
Number of Expanded Healthcare Programs	74
Total Number of Students Enrolled	27,607
Total Number of Students Receiving Barrier Reduction Funding:	11,170
Total Number of Program Completers	15,578

**Program outcomes continue to be validated*

II. Scaling Apprenticeships

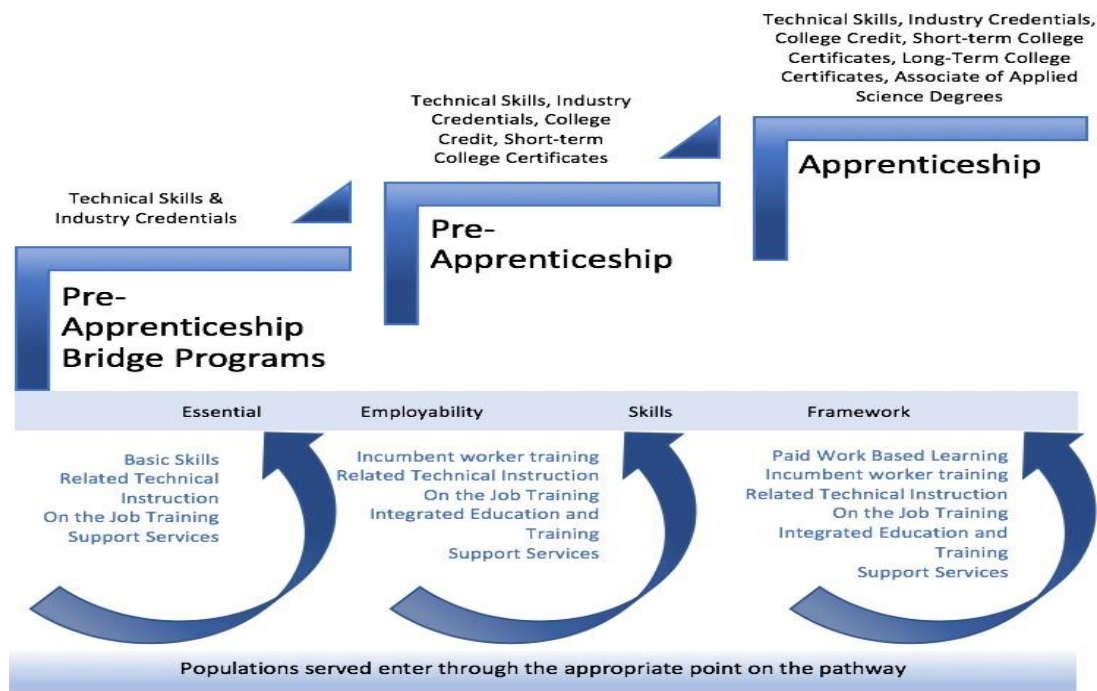
The ICCB is committed to supporting and expanding work-based learning

opportunities for Illinois' students. As a main type of work-based learning, the state has placed significant priority on scaling apprenticeship programming. Apprenticeships not only offer benefits to students such as “earn while you learn” but offer a successful workforce development solution for local business and industry. Nearly 2/3 of community colleges in Illinois partner with local employers to offer apprenticeships.

During the last full year of the grant (fiscal year 2023), ICCB continued its implementation of the four-year Customized Apprenticeship Programming in Information Technology (CAP-IT) project, a federally-funded grant supported by the U.S. Department of Labor. ICCB received an extension from the U.S. Department of Labor for July through December of 2023 to allow for the completion of apprenticeships and data entry to include final numbers in the final report. The final report will be completed in the spring of 2024 and shared across the State apprenticeship system. The CAP-IT project supported the development and expansion of apprenticeship programs in partnership with ten Illinois community colleges from across the state, and has been led by our Workforce Education division- Lavon Nelson, Senior Director for Workforce Education and Angela Gerberding, Director for Work-based Learning. The CAP-IT model is inclusive of bridge and integrated education and training programs to help low-skilled and low-wage workers improve their basic skills; related technical instruction; and on-the-job training to provide paid work-based learning. The participating colleges received extensive professional development, support, and technical assistance throughout the life of the grant. The ICCB utilized its existing Professional Development Network, supplemented by support from CompTIA, jobs for the Future, and Harper College to ensure that the colleges have the resources they need to be successful. From this support, the colleges have made significant improvements during Year 4 (fiscal year 2023) of this project, which will hopefully lead to achieving the goals laid out in the grant. The ten partner colleges are:

- City Colleges of Chicago (Chicago)- *extension grant*
- College of Lake County (Grayslake)
- Illinois Central College (Peoria)- *extension grant*
- Kishwaukee College (Malta)
- Lincoln Land Community College (Springfield)
- Oakton Community College (Des Plaines)
- Parkland College (Champaign)
- Joliet Junior College (Joliet)- *extension grant*
- Rend Lake College (Ina)
- Richland Community College (Decatur)

The image below shows the model that has been implemented by the colleges and supported by the ICCB. As a wrap-up to the CAP-IT grant, ICCB held a conference in June of 2023 focused on the project's apprenticeship work and the broader apprenticeship work in the state.



Although the first year proved challenging due to COVID-19, the colleges built a foundation for successful implementation in the remainder of the grant. At the end of fiscal year 2023, the CAP-IT grant exceeded the planned participant number (818) by 147% of the goal and also exceeded the apprenticeship number (368) by 144% of the goal. Extension numbers will be included after the end of the extension which is December 31, 2023. Table 2 below provides the cumulative outcomes for the final full year of the project, whereas the ICCB exceeded many of its goals.

Table 2: Customized Apprenticeship Programming in Information Technology, Cumulative Outcomes (Year 4)	
1. Total participants served.	2546
2. Total apprentices that are hired by an employer and enrolled in an apprenticeship education/ training program.	1210
3. Total apprentices who complete an apprenticeship education/ training program.	825
4. Total apprentices who complete an apprenticeship education/ training program and receive a degree or other credential .	798
5. Total number of unemployed or underemployed apprentices prior to enrollment who complete an apprenticeship program and maintain their employment status with a current or new employer. Incumbent workers are not counted in this measure.	159

6. Total number of incumbent worker apprentices who complete an apprenticeship program and advance into a new position. This includes incumbent workers who advance into a new position with their current employer or a new employer following the completion of a training program.	508
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III. Competency-Based Education

Competency-Based Education focuses on learning (and the application of that learning) rather than time spent in the classroom (CAEL, C-BEN, 2021).

- CBE is learner-centered.
- CBE is flexible.
- CBE is a strategy for advancing educational equity.
- CBE is labor market-aligned.

Competency-based Education Grant: FY 2023 marked the completion of the Competency-based Education Pilot grant project. During the Fall of 2021, the ICCB solicited grant applications to support the development of competency-based education programming in the community college system. This grant was designed to support competency-based education program development in the community college system for the following high-demand sector: Manufacturing. Using an equity-guided, community of practice approach, the goal of this grant is to

- a) build capacity in planning and program development,
- b) build institutional support, engagement, and knowledge, and
- c) ultimately, guide and support the institution in transitioning to implementation of a competency-based education program.

Two colleges, Parkland College and Rend Lake College, were awarded approximately \$200,000 each to develop CBE programs in Industrial Maintenance and Welding, respectively. This grant opportunity was supported in whole by Title I Perkins Leadership dollars.

CBE Design Community: To aid the colleges in the development of their CBE programs, the ICCB contracted with NIU EdSystems and Lewis and Clark Community College as well as partnered with C-BEN to facilitate a *design community* specific to welding and industrial maintenance competency development. The ICCB solicited additional colleges to participate in the design community to allow for scalability. The following colleges participated in the intensive design community:

Industrial Maintenance: Parkland College, Kankakee Community College, and Kaskaskia College

Welding: Rend Lake College, Shawnee Community College, Lincoln Land Community College, and Southeastern Illinois College

For FY2024, the design community colleges will be diving deeper into business and

financial aid processes and implications, scheduling, and information technology needs. Several colleges are seeking or have sought ICCB and HLC approval for their CBE programs, marking a monumental start to scaling CBE in the Illinois community college system.

To learn more about the CBE Design Community and access other resources, such as the *CBE Student Insights Brief* or the *ICCB Lessons Learned from the Illinois Backward Design Community Final Report*: <https://edsystemsniu.org/community-college-cbe-pilot-project/>.

IV. Correctional Education

CTE Funding and Programming- The ICCB provides funding to support CTE programming in the Illinois Department of Corrections (IDOC). In fiscal year 2023, IDOC received \$389,350.00 in Federal Perkins funding and \$894,450.00 in State CTE funding. The IDOC contracted with Danville Area Community College, Kaskaskia College, and Lake Land College to provide CTE programming in 25 correctional facilities (see Appendix IV.). Funding was utilized towards equipment, supplies, professional development, and greenhouse repair.

V. Trades School Grant Program

The fiscal year 2023 Trades School Grant Program is a \$5 million State-funded initiative. The purpose of this grant is to provide access and strengthen pathways to careers in the “trades” for young adults, particularly those in underserved communities marked by high youth unemployment, low graduation rates, or other relevant indicators. Primarily, programs should serve students enrolled in high school (including alternative high schools), particularly those in their junior and senior years, but may also create partnerships and pathways with middle schools for career awareness and exploration activities for middle school-age students. For many years, the term “trades” has had a negative connotation; this grant initiative aims to reclaim that term. For this grant, “trades” are defined as technical occupations in the following sectors:

1. Architecture and construction
2. Energy
3. Healthcare
4. Information Technology
5. Manufacturing
6. Science, Technology, Engineering & Mathematics
7. Transportation, Distribution & Logistics

The objectives of this grant are threefold and are intended to increase awareness and access to sustainable wage employment in the trades for youth. Objective 1: Career exploration; Objective 2: Seamless pathways/credential attainment; Objective 3: Paid work-based learning opportunities.

Seventeen community colleges were awarded the grant, those colleges, along with their respective trade focus and award amount are noted in Appendix III.

Appendices

I. CTE Programs Approved as of August 2023 Career & Technical Education Program Totals by College & Program Type

College	AAS	Certificate 30+	Certificate less than 30	Totals
Kaskaskia College	38	32	47	117
College of DuPage	76	55	125	256
Black Hawk College	25	15	25	65
Triton College	36	31	63	130
Parkland College	39	22	55	116
Sauk Valley Community College	15	4	25	44
Danville Area Community College	25	17	29	71
Kennedy-King College	21	20	28	69
Harold Washington College	13	13	15	41
Malcolm X College	16	11	17	44
Harry S Truman College	14	15	20	49
Olive Harvey College	13	14	23	50
Richard J Daley College	17	20	19	56
Wilbur Wright College	16	11	20	47
Elgin Community College	32	27	63	122
South Suburban College	32	22	58	112
Rock Valley College	24	13	49	86
Harper College	34	24	80	138
Illinois Valley Community College	23	15	45	83
Illinois Central College	42	14	42	98
Prairie State College	21	20	45	86
Waubensee Community College	22	17	32	71
Lake Land College	49	42	49	140
Carl Sandburg College	16	14	11	41
Highland Community College	17	17	29	63
Kankakee Community College	19	31	69	119
Rend Lake College	24	20	59	103
Southwestern Illinois College	49	31	70	150
Kishwaukee College	16	9	33	58
Moraine Valley Community College	31	31	71	133
Joliet Junior College	52	42	79	173
Lincoln Land Community College	31	27	48	106
Morton College	17	13	29	59
McHenry County College	29	11	61	101
Lincoln Trail College	4	4	16	24
Olney Central College	14	7	22	43
Wabash Valley College	13	11	14	38
Frontier Community College	7	5	13	25
John A Logan College	33	19	26	78
Shawnee Community College	14	11	19	44
College of Lake County	53	43	114	210
Southeastern Illinois College	12	9	13	34
Spoon River College	9	5	30	44
Oakton College	28	28	89	145
Lewis & Clark Community College	29	26	70	125

Richland Community College	24	31	61	116
John Wood Community College	21	16	20	57
Heartland Community College	12	6	56	74
TOTALS	1217	941	2096	4254

II. Illinois Postsecondary Program of Study Criteria

Size:

- Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.
- All programs of study are aligned to state, regional, or local in-demand sectors using labor market information.
- Postsecondary recipients must follow local board policies on class size.
- The size of the program appropriately meets the local labor market demand.

Scope:

- A program of study provides students with a strong experience in and comprehensive understanding of all aspects of an industry.
- The scope of a program must be specified through curricular development, evaluation, and revision.
- Program scope must be defined in consultation with all stakeholders, including business and industry.

Quality:

1. **Development and Engagement:** All programs of study must be developed through secondary and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders. An advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process.
2. **Employer-Informed Competencies and Skills:** Programs of study must align instruction with employer-informed technical and essential employability competencies conducive to a high-skill, high-wage, and in-demand occupation.
3. **Instructional Sequence:** Programs of study must provide a non-duplicative, fully articulated sequence of courses from secondary through postsecondary.
4. **Work-Based Learning:** Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:
 - Team-based challenges and/or Career and Technical Student Organizations (CTSOs); and
 - One or more of the following, at both the secondary and postsecondary levels: internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships, student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement or clinical experience.

5. **Recruitment and Access:** Programs of study must ensure access is equitable and all students are able to receive supports to persist and succeed in CTE courses.
6. **Academic Instruction and Supports:** Programs of study must include challenging academic instruction and wraparound services to facilitate successful student progression.
7. **Instructors:** Program of study instructors must collaborate with industry professionals, engage in professional learning, and meet specified qualifications.
8. **Facilities and Equipment:** Programs of study must be offered in accessible facilities that use industry-standard technology and equipment.
9. **Continuous Improvement:** Programs of study must be continually evaluated and improved upon in collaboration with stakeholders and advisory committees.

III. PATH Grant Allowable Healthcare Programs

<i>PATH-Eligible Programs</i>		
Program	CIPS	PATH Eligibility
Health Services/Allied Health/ Health Sciences, General.	510000	Included
Hospital and Health Care Facilities Administration/ Management.	510702	Included
Health Unit Coordinator/Ward Clerk.	510703	Included
Medical Office Management/ Administration.	510705	Included
Health Information/Medical Records Administration/ Administrator.	510706	Included
Health Information/Medical Records Technology/Technician.	510707	Included
Medical Transcription/ Transcriptionist.	510708	Included
Medical Office Assistant/Specialist.	510710	Included
Medical Reception/Receptionist.	510712	Included
Medical Insurance Coding Specialist/Coder.	510713	Included
Medical Insurance Specialist/Medical Biller.	510714	Included
Medical Administrative/Executive Assistant and Medical Secretary.	510716	Included
Medical Staff Services Technology/Technician.	510717	Included
Long-Term Care Administration Management	510718	Included
Disease Registry Data Management.	510721	Included
Medical/Clinical Assistant.	510801	Included
Clinical/Medical Laboratory Assistant.	510802	Included
Occupational Therapist Assistant.	510803	Included
Pharmacy Technician/Assistant.	510805	Included
Physical Therapy Assistant.	510806	Included
Anesthesiologist Assistant.	510809	Included
Emergency Care Attendant (EMT \Ambulance).	510810	Included; Weighted
Allied Health and Medical Assisting Services, Other.	510899	Included
Cardiovascular Technology/Technologist.	510901	Included
Electrocardiograph Technology/Technician.	510902	Included

Electro neurodiagnostic/Electroencephalographic Technology/Technologist.	510903	Included
Emergency Medical Technology/Technician (EMT Paramedic).	510904	Included; Weighted
Nuclear Medical Technology/Technologist.	510905	Included
Medical Radiologic Technology/Science - Radiation Therapist.	510907	Included
Respiratory Care Therapy/Therapist.	510908	Included; Weighted
Surgical Technology/Technologist.	510909	Included
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician.	510910	Included
Radiologic Technology/Science - Radiographer.	510911	Included
Polysomnography.	510917	Included
Mammography Technology/Technician.	510919	Included
Magnetic Resonance Imaging (MRI) Technology/Technician.	510920	Included
Clinical/Medical Laboratory Technician.	511004	Included
Histologic Technician.	511008	Included
Phlebotomy Technician/Phlebotomist.	511009	Included
Sterile Processing Technology/Technician.	511012	Included
Substance Abuse/Addiction Counseling.	511501	Included
Psychiatric/Mental Health Services Technician.	511502	Included
Community Health Services/Liaison/ Counseling.	511504	Included
Mental Health Counseling/Counselor.	511508	Included
Mental and Social Health Services and Allied Professions, Other.	511599	Included
Health Aide.	512601	Included
Home Health Aide/Home Attendant.	512602	Included
Registered Nursing/Registered Nurse.	513801	Included; Weighted
Perioperative/Operating Room and Surgical Nurse/Nursing.	513812	Included; Weighted
Licensed Practical/Vocational Nurse Training.	513901	Included; Weighted
Nursing Assistant/ Aide and Patient Care Assistant/ Aide.	513902	Included; Weighted

IV. Illinois Department of Corrections Community College Providers – Fiscal Year 2023 CTE Programming

Correctional Institution	Home District	Community College Provider
Big Muddy River Correctional Center	Rend Lake College	Lake Land College
Centralia Correctional Center	Kaskaskia College	Kaskaskia College
Danville Correctional Center	Danville Area Community College	Danville Area Community College
Decatur Correctional Center	Richland Community College	Lake Land College
Dixon Correctional Center	Sauk Valley Community College	Lake Land College
East Moline Correctional Center	Black Hawk College	Lake Land College

Graham Correctional Center	Lincoln Land Community College	Lake Land College
Hill Correctional Center	Carl Sandburg College	Lake Land College
Illinois River Correctional Center	Spoon River College	Lake Land College
Jacksonville Correctional Center	Lincoln Land Community College	Lake Land College
Joliet Treatment Center	Joliet Junior College	Lake Land College
Kewanee Life Skills Re-entry Center	Black Hawk College	Lake Land College
Lawrence Correctional Center	Illinois Eastern Community Colleges	Lake Land College
Lincoln Correctional Center	Heartland Community College	Lake Land College
Logan Correctional Center	Heartland Community College	Lake Land College
Murphysboro Life Skills Re-Entry Center	John A. Logan College	Lincoln Land College
Pinckneyville Correctional Center	Rend Lake College	Lake Land College
Robinson Correctional Center	Illinois Eastern Community Colleges	Lake Land College
Shawnee Correctional Center	Shawnee Community College	Lake Land College
Sheridan Correctional Center	Illinois Valley Community College	Lake Land College
Southwestern Illinois Correctional Center	Southwestern Illinois College	Lake Land College
Taylorville Correctional Center	Lincoln Land Community College	Lake Land College
Vandalia Correctional Center	Lake Land College	Lake Land College
Vienna Correctional Center	Shawnee Community College	Lake Land College
Western Illinois Correctional Center	John Wood Community College	Lake Land College

V. Trades School Grant Program Awardees

COLLEGE	AWARD AMOUNT	TRADES SECTOR FOCUS/FOCI
CARL SANDBURG COLLEGE	\$286,488	Manufacturing
JOHN A. LOGAN COLLEGE	\$258,840	Manufacturing, Construction, Energy, Healthcare
JOHN WOOD COMMUNITY COLLEGE	\$138,319	Healthcare, Manufacturing, STEM, TDL
JOLIET JUNIOR COLLEGE	\$128,763	Manufacturing
KASKASKIA COLLEGE	\$400,000	Architecture and Construction, STEM, TDL
KENNEDY KING COLLEGE	\$400,000	Architecture and Construction

LINCOLN LAND COMMUNITY COLLEGE	\$306,765	Healthcare and Construction
McHENRY COUNTY COLLEGE	\$198,774	Architecture and Construction
MORaine VALLEY COMMUNITY COLLEGE	\$97,153	Manufacturing
MORTON COLLEGE	\$353,700	Manufacturing and EV
OAKTON COLLEGE	\$394,839	STEM
PARKLAND COLLEGE	\$398,408	Architecture and Construction, Healthcare, IT, Manufacturing, STEM
REND LAKE COLLEGE	\$238,351	Healthcare and Manufacturing
ROCK VALLEY COMMUNITY COLLEGE	\$394,969	Manufacturing, TDL, STEM
SHAWNEE COMMUNITY COLLEGE	\$400,000	Manufacturing (Welding)
SOUTHEASTERN ILLINOIS COLLEGE	\$204,300	Manufacturing and Energy
TRITON COLLEGE	\$400,000	Healthcare and STEM
TOTAL AWARD DOLLARS	\$4,999,091	

VI. CTE Staff Contact Information

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VII. Resources

1. Illinois State Plan for Perkins V: <https://www.iccb.org/cte/wp-content/uploads/2020/06/Illinois-State-Perkins-Plan-approved-by-USDOE-5.21.20.pdf>
2. Illinois Civil Rights Review Tool: <https://www.ilcivildrightsreview.com/>
3. MOA State Plan for Postsecondary Education: <https://www.iccb.org/cte/wp-content/uploads/2020/12/Illinois-Postsecondary-MOA-State-Plan.pdf>

4. Model Programs of Study Guides: <https://edsystemsniu.org/model-programs-of-study-guides/>
5. Programs of Study Expectations Tool: <https://www.iccb.org/cte/wp-content/uploads/2020/05/POS-Expectations-Tool-Final-FILLABLE.pdf>
6. Postsecondary Perkins Grant Manual: <https://www.iccb.org/cte/wp-content/uploads/2020/04/CTE-Grant-Manual-12.19.pdf>
7. Program Review Portal (OCCRL): <https://occril.illinois.edu/pri>
8. Program Review webpage (ICCB): https://www2.iccb.org/academic_affairs/program-review/
9. PATH Program webpage (ICCB): <https://www.iccb.org/path/>
10. CAP-IT Grant Project: <https://www2.iccb.org/cap-it/>
11. ICSPS: <https://icsps.illinoisstate.edu/>
12. OCCRL: <https://occril.illinois.edu/>

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 President/CEO since the last Board meeting:

Permanent Program Approval

Joliet Junior College

- Patient Care Technician Certificate (18 credit hours)

John A. Logan College

- Phlebotomy Certificate (16 credit hours)

Spoon River College

- HVAC/R Certificate (28 credit hours)

Illinois Community College Board

CAREER PATHWAY DICTIONARY UPDATES

The Career Pathways Dictionary was revised in 2023 to be a stand-alone website. A first-of-its-kind resource for policymakers and practitioners, providing Illinois' definition for a career pathway and terms essential to pathway programs and system elements. This dictionary was first released in 2018 as a PDF. The new dictionary includes new and updated definitions, provides implementation guidance, and resources. The Career Pathways Dictionary can be found at pathwaysdictionary.org.

Item #16
December 1, 2023

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.