Agenda
469th Meeting of the
Illinois Community College Board

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

January 16, 2026

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Illinois Community College Board

RECOGNITION OF ELGIN COMMUNITY COLLEGE FOR TOP SPOT IN FEED THE NEED CAMPUS FOOD DRIVE

Illinois Community Colleges are once again working together to address food insecurity on campuses across the state, with a collective effort that has doubled in size in its second year. The 2nd annual Feed the Need Campus Food Drive, which started in 2024 to help combat food insecurity on college campuses and support students in need, **collected nearly 180,000 individual non-perishable food items** for local campus and community food banks. That number dwarfs last year's total of nearly 91,000 food items collected

Elgin Community College (ECC) took home the top spot in this year's Feed the Need Campus Food Drive, collecting more than 34,000 individual non-perishable items. Representatives from ECC will be in attendance and be recognized by the Board with a commemorative plaque given to each year's winner.

ECC surpassed last year's winner, John Wood Community College (Quincy), which was again among the top 5 donating schools, along with Illinois Eastern Community Colleges (Olney), College of DuPage (Glen Ellyn), and Shawnee Community College (Ullin). In all, more than half of all Illinois Community Colleges took part in this year's Feed The Need Campus Food Drive contest.

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD
RESOLUTION PROCLAIMING FEBRUARY AS CAREER AND TECHNICAL EDUCATION MONTH IN ILLINOIS

WHEREAS, Career and Technical Education (CTE) provides Illinois residents with accessible, high-quality pathways to meaningful employment by combining academic learning, technical skill development, and hands-on, work-based learning; and

WHEREAS, Illinois community colleges serve as the primary providers of postsecondary Career and Technical Education in the State, graduating 44,906 students in Fiscal Year 2025 through more than 4,175 Illinois Community College Board-approved degree and certificate programs that meet workforce needs; and

WHEREAS, Career and Technical Education programs offered through Illinois community colleges reflect strong partnerships with employers, labor organizations, workforce agencies, and community stakeholders, ensuring programs remain relevant, responsive, and aligned with current and emerging industry demands; and

WHEREAS, Career and Technical Education advances the Board Goals of the Illinois Community College Board by expanding access to high-quality career pathways, promoting economic mobility, strengthening talent pipelines, supporting employers, and contributing to sustainable economic growth across Illinois; and

WHEREAS, the Illinois Community College Board proudly supports and invests in innovative and effective Career and Technical Education programs that empower students, strengthen communities, and drive the State's economic vitality.

NOW, THEREFORE, BE IT RESOLVED, that the Illinois Community College Board hereby proclaims the month of February as **Career and Technical Education Month in Illinois**; and

BE IT FURTHER RESOLVED, that the Illinois Community College Board commends Illinois community colleges, educators, administrators, employers, and partners for their leadership, dedication, and collaboration in advancing Career and Technical Education and expanding opportunity for learners across the State.

Illinois Community College Board

COMMUNITY COLLEGE SPOTLIGHT:
LINCOLN LAND COMMUNITY COLLEGE

Over the course of the next year, the ICCB intends to work collaboratively with colleges to share examples of the good work taking place across the Illinois Community College System. These highlights are intended to provide meaningful context for Board discussions and to deepen understanding of how colleges support students, respond to local needs, and contribute to communities across the state. Illinois community colleges are a significant strength of the state's higher education landscape, reflecting innovation, resilience, and a strong commitment to access, equity, workforce development, and student success. This approach is designed to be especially helpful for new (and newer) Board members, offering an ongoing, practical opportunity to learn about the diversity of institutions within the system, the strengths they bring, and the real-world conditions in which they operate. The intent is to recognize and support the work colleges do every day, while grounding Board-level policy and oversight discussions in lived campus experience.

Illinois Community College Board

BASE OPERATING & EQUALIZATION TECHNICAL MODELING WORKING GROUPS: REPORT AND ANALYSIS

This Report documents efforts to operationalize recommendations from the earlier Adequacy and Equity in Community College Funding Working Group (AEWG) by conducting detailed technical modeling of the Base Operating and Equalization grant formulas. Convened in August of 2025, the Working Groups met six times through December of 2025 to do detailed modeling on specific approaches to meeting the recommendations of the AEWG group.

Dr. Durham will discuss the report, the two working groups, and the methodological and strategic endorsements they put forth.

Base Operating & Equalization
Technical Modeling Working Groups

Report and Analysis

A report of the Adequacy and Equity in Community College
Funding Working Group

DECEMBER 2025

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Acknowledgements

This report reflects meaningful discussions and thoughtful contributions from a cross-section of stakeholders in the Illinois Community College System, who are listed in the Appendix. The deepest appreciation goes to the members of the Technical Modeling Working Groups (TMWG) for their dedication and insights throughout this process. It is also important to recognize Illinois Community College Board (ICCB) Staff: Chief of Staff Matt Berry, Deputy Director for Finance and Operations Jennifer Franklin, Deputy Director for Research and Analytics Nathan Wilson, and ICCB Consultant Dr. Judy Mitchell for their exceptional dedication and expertise in supporting the work of the TMWGs.

Introduction

The ICCB convened the Adequacy and Equity in Community College Funding Working Group (AEWG) to conduct a thorough assessment of disparities in the current funding model. The group examined how existing structures impact resource distribution across institutions and identified areas where students may be underserved. As a result of the group's efforts, several key findings were identified for further review and consideration.

- **Funding Challenges**: The original shared funding model for Illinois' community colleges balanced state appropriations, local taxes, and student tuition. However, declining state support has shifted the burden toward local and student-based funding, creating disparities among districts. This imbalance threatens institutional sustainability and limits student access.

  Equity and Adequacy Gaps: The current funding model does not adequately address differences in student demographics, regional cost variations, or institutional needs. As a result, colleges serving underrepresented populations face higher costs without proportional funding adjustments.

- **Unstable and Unpredictable Resources**: Fluctuations in funding—especially in equalization grants—cause financial instability, making it difficult for institutions to plan for the long term.

- **Limitations of the Current Funding Formula**: The existing formula is based on outdated cost structures and does not account for modern instructional methods, workforce demands, or the full costs of delivering education and student support services.

These findings are detailed in the ICCB *Adequacy and Equity in Community College Funding Working Group Report and Recommendations.* Through the evaluation of these findings, AEWG members developed several recommendations aimed at improving fairness and effectiveness in funding practices. The proposed recommendations offered guidance for a deeper analysis while maintaining the flexibility needed to incorporate new insights, draw on evidence-based research, and align with community college system and state priorities.

Adequacy and Equity in Community College Funding Working Group Recommendations.

1. **Conduct comprehensive analysis to address key funding challenges and inform the future development of data-informed solutions.**

    Implementing the Working Group's recommendations requires additional data collection and analysis. A clear understanding of operational needs and district disparities is essential to develop effective funding solutions. Without robust data, funding methodologies risk overlooking critical factors, leading to inequities and insufficient support for districts to meet their goals.

2. **Establish a base funding amount that provides each district with a foundational level of operational support.**

    Each district should receive a guaranteed level of funding to sustain high-quality education and services. Rather than simply reimbursing costs, base funding should empower districts to develop, maintain, and expand programs that address student needs. The model must also account for fixed costs that remain constant regardless of enrollment fluctuations.

3. **Allocated targeted resources to districts based on student demographics and institutional needs while providing flexibility in how funds are used to improve student success.**

    Students across all program types face barriers that affect their success. Funding models must account for the specific needs of diverse populations by supporting basic needs, holistic services, and wraparound assistance. As community colleges take on a broader role in student support, a comprehensive list of essential services and corresponding state funding must be established.

4. **Revise the equalization grant formula to reduce funding volatility, ensure fair distribution of resources, and create a more predictable and stable funding model for all districts.**

    Illinois' equalization formula was designed to offset disparities in local property tax revenues that impact community colleges. However, the Working Group recognizes that the current formula may not fully achieve its intended goal. Concerns persist about its effectiveness in addressing the diverse financial needs of community colleges statewide. Revising the formula is necessary to reduce funding volatility and ensure more equitable resource distribution.

5. **Evaluate existing dual credit funding mechanisms and explore ways to ensure that all community college districts can offer these programs without financial strain.**

    While some districts find the current dual credit funding model adequate, others struggle to recover costs, creating financial strain. The lack of standardization in funding contributes to disparities, affecting both districts and high school students seeking equitable

access. Many colleges, particularly those serving multiple high schools, face financial challenges as dual credit programs reduce tuition revenue for general education courses while demand for these programs continue to rise.

Finally, the Working Group provided direction to create technical modeling groups to conduct a more detailed review and to establish a methodology for addressing critical funding and operational challenges detailed in the recommendations.

Technical Modeling Working Groups

The charge of the Technical Modeling Working Groups (TMWG) was to operationalize the recommendations of the *Adequacy and Equity in Community College Funding Working Group* listed above. To meet this charge, three groups were formed:
  1) Base Operating Technical Modeling,
  2) Equalization Technical Modeling, and
  3) Dual Credit Policy & Technical Modeling.

This report focuses on the first two, as the work of the Dual Credit Group is still ongoing.
Based on the key findings and the direction provided, the ICCB staff identified and engaged key administrators within the Illinois Community College System to collaborate in the formation of the TMWGs.

The **Base Operating TMWG** and the **Equalization TMWG** participated in an initial orientation meeting held on August 1, 2025, followed by five additional scheduled working sessions which generally followed the following format.

- **Meeting 2** – Overview of the methodology and data underlying the funding formula.
- **Meeting 3** – Preliminary Model consideration; opportunity for the committee to propose alternative models and related considerations.
- **Meeting 4** – Model review incorporating initial refinements.
- **Meeting 5** – Model review incorporating additional refinements.
- **Meeting 6** – Final model development, consideration and review.

Each TMWG was charged with addressing specific recommendations, as laid out in the table below. Note that Recommendation 1 expressed a general need to use comprehensive data analysis to drive decision-making.

AEWG Recommendation	Technical Modeling Working Group
Recommendation 1	Base Operating
	Equalization
	Dual Credit
Recommendation 2	Base Operating
Recommendation 3	Base Operating
Recommendation 4	Equalization
Recommendation 5	Dual Credit

Overview of Base Operating Technical Modeling Group

Over the course of its series of meetings, the group discussed limitations of changes to the Base operating Grant formula using current funding levels and the importance of running models using additional funding levels but with a restructured approach.

Addressing Recommendation 2 (Base Funding):
Establish a base funding amount that provides each district with a foundational level of operational support.

Equal Base Funding Amount

The group reviewed potential models for a base allocation that provided each institution with an equal base amount. As this required a specific determination of dollar amounts, several approaches were considered, but ultimately this was rejected by the working group as not reflective of the purpose of the recommendation.

Incorporation of Square Footage Calculations into Base Operating grants.

The group also considered potential models using a tiered structure-based campus square footage. Under this model, smaller colleges would receive a larger multiplier for their base allocation, while larger institutions would receive a smaller one. The conversation acknowledged the tension between the higher operating costs of large colleges and the lack of economies of scale faced by smaller institutions, which may require proportionally greater base support.

While some viewed it as a helpful mechanism to address deferred maintenance without relying on capital funding, others emphasized that personnel costs remain the core base need and preferred utilizing only the Index of Need approach (detailed below), noting that operation of facilities and maintenance costs are already incorporated into current allocations.

Several members were neutral or hesitant, citing concerns about compensation being the bulk of fixed costs, existing deferred maintenance challenges, and uncertainty about how the model would benefit the system overall. Questions were raised about whether campuses are fully utilizing all their existing space and whether current square-footage reporting accurately reflects efficient use. Members discussed whether certain non-instructional spaces, such as equipment storage, should be assessed differently.

Nonetheless, after modeling the utilization of a square footage variable, the group acknowledged it was a potentially viable way to approach the establishment of a base funding amount. There was broad support for continued exploration, with recognition that the approach could become more equitable by blending additional weighted variables, such as college size or bonding capacity to reach a balanced solution acceptable to most.

Thus, the working group made the following methodological endorsement:

Addressing Recommendation 3 (Demographics and Institutional Needs)

Allocated targeted resources to districts based on student demographics and institutional needs while providing flexibility in how funds are used to improve student success.

Pell / MAP Proxy Variable

Initial modeling used Pell and / or MAP recipients as a proxy to provide for disparate student demographics and institutional needs. This was met with concerns about volatility because of changes in funding and eligibility and was ultimately rejected by the group.

Incorporation of the Index of Need into Base Operating Grants

The group instead advocated for exploring income or poverty levels within each district, drawing on ICCB's experience using U.S. Census data—as well as other relevant state and federal data sources— like what the agency has done in the Adult Education and Literacy program for over two decades[1]. This "Index of Need" approach was viewed as more stable, acknowledging that further refinement of the data categories that compromising the index would be necessary (see *Methodological Endorsement: Recommendation 3* below). The group suggested this approach more directly recognizes additional costs associated with serving low-income or otherwise underserved students. These changes aim to strengthen the model's alignment with current socioeconomic indicators, resulting in a more equitable and comprehensive approach to assessing student equity and community need across the state, reflective of the core mission of community colleges.

Members expressed strong support for establishing the Index of Need as a distinct component with its own weighting factor, and a vote indicated clear support by the TMWG.

Thus, the working group made the following methodological endorsement:

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[1] The Adult Education and Literacy Index of Need formula uses the following components and weightings: 1) Less than 12 grades of education; 2) Adult ESL; 3) Adults in Poverty; and, 4) Average Number of Unemployed Persons per Month. A specific weighting is applied to each category.

Conclusions and Other Considerations

The group discussed also how the index of need and square-footage measures could be balanced, recognizing that both reflect legitimate institutional needs. Most agreed that the index of need approach was preferable—and more politically viable, than the approach for base funding, insofar as choices must be considered.

Finally, the group considered potential programmatic areas that might warrant funding formula adjustments included workforce development, non-credit programs, and apprenticeship or training initiatives. However, further data would be needed to support technical modeling and formula adjustments to account for these areas.

Overview of Equalization Technical Modeling Working Group

Addressing Recommendation 4 (Smoothing Volatility in Equalization):

Revise the equalization grant formula to reduce funding volatility, ensure fair distribution of resources, and create a more predictable and stable funding model for all districts.

During its initial meetings, the Equalization Technical Modeling Working Group discussed several considerations for refining Equalization Grant funding including changes to data elements within

the formula and alternative methods to pro-rate the grant. Discussions continued with a focus on multiple models aimed at improving stability, reducing volatility, and preserving equity in the formula, particularly around Corporate Personal Property Replacement Tax (CPPRT) fluctuations, equalization, and property-tax capacity measures.

Headcount versus FTE Modeling

The group modeled the impact of using headcount instead of full-time equivalent (FTE) credit hours. They noted that many colleges primarily serve part-time students who require comparable services to full-time students. After review of modeling, participants strongly favored retaining FTE, rather than headcount, as the core enrollment measure, maintaining the existing approach, and avoiding changes that would undermine districts' additional tax levy authority.

Removing CPPRT from the Formula

The group modeled the impact of removing (CPPRT) revenue from the formula. Upon review of modeling, there was some support for removing CPPRT revenue because of its volatility, but others recommended exploring ways to shield colleges from extreme year-to-year swings, such as hold harmless provisions or smoothing methods using multi-year weighted averages.

Under this structure, property-rich community colleges emerge as winners, as they would be better positioned to leverage CPPRT and additional property tax capacity without relying heavily on equalization or grant funding. In contrast, property-poor districts are potential losers, as reduced participation in equalization and constraints tied to CPPRT limit their ability to generate comparable revenue, weakening the redistributive intent of the system.

Longer Averaging of CPPRT

The group modeled using five-year CPPRT averaging to smooth volatility. This was at first viewed as a generally useful stabilization tool, though some members suggested analyzing a three-year alternative (current CPPRT averaging uses a two-year approach). However, upon reviewing these two approaches, negligible impact was suggested. Further, in the end, the group acknowledged that wide swings in the CPPRT seem to have dissipated post-COVID era as well, enhancing predictability.

Pro-Rating of the Grant versus the Threshold

The group modeled the impact of pro-rating the grant rather than the current method of pro-rating the eligibility threshold and found that this approach does not increase overall equity in the system. Instead, it shifts funding away from institutions with the lowest property tax bases and toward colleges that remain equalization-eligible but have comparatively stronger tax capacity. As a result, the colleges most dependent on equalization support experience reduced funding stability, while institutions with larger tax bases capture a greater share of limited grant resources, undermining the original intent of targeting aid to the most financially constrained districts. The impact of this model simply redistributed funds away from those institutions with the lowest tax base to those that are equalization eligible but have larger tax bases.

Prioritizing Full Funding of Equalization over Base Operating Grants

While no modeling occurred on this suggestion, the group discussed the prioritization of equalization over the base operating grant, by halting or reducing the allocation of new funding to base operating and by disproportionately moving any increases into equalization, until such time as it reaches full funding. This approach would reallocate base operating funds to fully fund equalization. In theory, this would first level the playing field for property-poor institutions and then distribute remaining funds more evenly based on costs incurred. Support for this approach was negligible. It was acknowledged that this approach should be reconsidered if there is ever an opportunity to move beyond low percentage incremental increases in system allocations.

Allocating Equalization Grants based upon the percentage share of Base Operating

The group modeled a scenario that would continue to utilize the existing equalization formula to determine participation for funding. But once determined to be eligible for equalization,[2] their allocation would be based upon the percentage share of base operating funding that they receive. Thus, if a district qualified for equalization, and received 2% of base operating funds, they would also then receive 2% of equalization funding. This proposal would apply equalization funding proportionally, with all districts fully participating, eliminating the prorated lower threshold, thereby removing the $50k minimum grant.

While discussed, this was largely opposed by the group. Concerns were expressed that allocating equalization grants based upon averages of base operating funding, and the elimination of the minimum $50,000 grant, could jeopardize the districts' additional levy authority (under 110 ILCS 805/3-14.3). This could potentially create a scenario where colleges might experience a net revenue loss by accepting equalization funds.

Alternative Pro-rating Approaches

Some discussion was also given to alternative pro-rating approaches which were shown to redistribute funds away from colleges with the lowest tax bases toward equalization-eligible institutions with larger tax capacity, reducing the effectiveness of equalization in supporting the districts most in need.

The Equalization TMWG ultimately concluded that the current equalization grant formula is fundamentally sound, providing a viable framework for distributing resources fairly across districts. The issue was identified as persistent underfunding.

Thus, the working group made the following strategic endorsement:

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[2] See: 110 ILCS 805/2-16.02 (as amended, effective July 1, 2004, and July 1, 2013) for the requirements to qualify for equalization funding.

> *Strategic Endorsement: Recommendation 4 (Smoothing Volatility in Equalization)*
>
> *Revise the equalization grant formula to reduce funding volatility, ensure fair distribution of resources, and create a more predictable and stable funding model for all districts.*
>
> The Equalization TMWG recommended that the best way to smooth volatility in funding and promote more predictable support for districts is to advocate for, and actively consider, strategies to fund the formula more fully.
>
> By reinforcing the formula with adequate resources, the state can better ensure stability, reduce year-to-year fluctuations, and strengthen the formula's capacity to deliver on its promise of equitable educational opportunity.

The Technical Modeling Group also recommended that the ICCB reexamine legislation proposed in 2005 (but never passed) to address the impact of property tax caps on the Equalization Grant formula.

This proposed change would allocate equalization funding based on the greater of:
- the traditional Equalized Assessed Valuation (EAV)-based formula, **or**
- an alternative Property Tax Extension (PTE)-based formula designed to recognize PTELL-related revenue limitations.

Thus, the working group made the following methodological endorsement for further study:

> *Methodological Endorsement for Further Study: Recommendation 4 (Smoothing Volatility in Equalization)*
>
> *Revise the equalization grant formula to reduce funding volatility, ensure fair distribution of resources, and create a more predictable and stable funding model for all districts.*
>
> Reexamine legislation proposed in 2005 to address the impact of property tax caps on the Equalization Grant formula.
>
> - To consider implications of these proposed changes, the Group recommends that ICCB conduct a statewide survey to collect the financial, levy, and PTELL-related data necessary to calculate and model both EAV-based and PTE-based equalization outcomes.

Conclusions and Other Considerations

Ultimately, this working group identified that the core issue lies not in the structure of the formula but in the fact that it has been consistently underfunded, limiting its ability to fully achieve equitable outcomes across the state. As a result, the formula's intended balancing effect has been constrained, leaving many districts without the level of support the formula was designed to deliver. Members did highlight concerns about sharp CPPRT fluctuations, the misalignment between tuition caps and the state's actual funding share, and statutory rules that disadvantage PTELL districts despite their already high local contributions.

Overall, the group reached few points of firm agreement, with extended CPPRT averaging showing the most consensus (though limited actual impact was demonstrated through modeling) as volatility begins to level out after COVID. In the end, the group expressed continued support for the current equalization funding model, suggesting that many of the challenges discussed are remedied when the grant is fully funded.

Final Conclusions

Across both the Base Operating and Equalization TMWGs, a consistent theme emerged:

> **Illinois' community college funding challenges stem less from the structure of the formulas themselves and more from insufficient and unstable funding levels that limit the system's ability to advance equity, ensure adequacy, and respond to changing institutional and student needs.**

The work of the TMWGs reinforced that while targeted refinements can strengthen the formulas, meaningful progress ultimately requires renewed investment and predictable resources to support districts statewide.

The Base Operating TMWG emphasized the need for a modernized framework that acknowledges fixed operational costs, institutional scale, and the socioeconomic conditions of the various communities colleges serve. While the group expressed mixed views on incorporating square footage into the formula, members agreed that it remains a potentially useful mechanism, particularly when paired with new resources and blended with other variables that better reflect institutional circumstances.

At the same time, the TMWG expressed strong and consistent support for advancing a revised index of need as a component of the funding—though how it was implemented was left open for consideration. Members concluded that a properly structured index, backed by new funding and refined data categories, offers a more equitable and politically viable pathway to strengthening operational support for districts enrolling higher-need student populations.

Similarly, the Equalization TMWG reaffirmed that the current equalization formula remains fundamentally sound and continues to provide a viable mechanism for addressing disparities in local property wealth. The group's modeling demonstrated limited benefit from major structural adjustments, and consensus was strongest around the need for fuller and more reliable funding to stabilize allocations and reduce volatility.

Across both groups, participants recognized that no modeling exercise or technical refinement can overcome the systemic limitations imposed by prolonged underfunding. The most durable improvements in adequacy, equity, and predictability will come from a multi-year, statewide commitment to strengthening the financial foundation of the community college system.

The work of the TMWGs responds to the recommendations laid out by the original *Adequacy and Equity in Community College Funding Working Group Report and Recommendations* and

supports a foundation for future decision-making, highlighting clear opportunities. Above all, the TMWGs affirmed that Illinois can achieve a more stable and equitable funding model only through sustained investment and continued collaboration.

Appendix: Technical Modeling Working Group Membership

ICCB staff
- Brian Durham, Executive Director
- Matt Berry, Chief of Staff
- Jennifer Franklin, Deputy Director for Finance and
- Nathan Wilson, Deputy Director for Research and Policy Studies
- Judy Mitchell, Consultant

Base Operating Technical Modeling Work Group Participants
- Bruce Budde, Illinois Central College
- John Gulley, Rend Lake College
- Jim Kostecki, College of DuPage
- Ikemefuna Nwosu, Lake Land Community College
- Ellen Olson, Rock Valley College
- Seamus Reilly, Carl Sandburg College
- Maribel Rodriquez, City Colleges of Chicago
- Kelly Rohder-Tonelli, Joliet Junior College
- David Rudden, Elgin Community College
- Mary Schulte, Lewis & Clark Community College
- Joianne Smith, Oakton College
- Kent Sorenson, Sauk Valley Community College
- Karen Weiss, Southeastern Illinois College

Equalization Technical Modeling Working Group Participants
- Thomas Agnew, South Suburban College
- Tammy Betancourt, Danville Area Community College
- Matthew Crull, Kishwaukee College
- Craig Duetsch, Harper College
- Steve Frommelt, Black Hawk College
- Ryan Gower, Illinois Eastern Community Colleges
- Dan Hagberg, Heartland Community College
- Curt Oldfield, Spoon River College
- Mireya Perez, Morton College
- Kathy Ross, Illinois Valley Community College
- Tim Taylor, Shawnee Community College
- Bob Tenuta, McHenry County College
- Josh Welker, John Wood Community College

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Item #7.1
January 16, 2026

Illinois Community College Board

FINANCE, 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:

➢ Public Relations and Marketing Update

➢ Spring 2026 Legislative Update

➢ FY 25 ICCB Annual Student Enrollment and Completion Report

➢ Administrative Rules: Dual Credit

Illinois Community College Board

SPRING 2026 LEGISLATIVE AGENDA

The ICCB is requested to approve the Spring 2026 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 2026 Legislative Agenda and authorizes board staff to introduce legislation to enact this Agenda:

1. Community College Baccalaureate Degree

2. Adult Education Statutory Updates

3. Reverse Transfer

BACKGROUND

Community College Baccalaureate Degree

Community colleges are central to expanding access to affordable education, strengthening the state's workforce, and creating more economic opportunity for Illinoisans. This proposal amends the Public Community College Act to create a Community College Baccalaureate (CCB) Degree Program that enables community colleges to offer four-year baccalaureate degrees based on local workforce need and student demand

Illinois community colleges already provide associate degrees and have established strong partnerships with local industries. Many community colleges have the infrastructure, faculty expertise, and resources to offer baccalaureate programs in specific fields. As a result of the change in law to enable community colleges to offer four-year degrees, Illinois can expand educational opportunities, strengthen its workforce, and drive long-term economic growth, all while reducing the financial burden on students.

Under the legislation, a community college district may offer CCB programs and award a bachelor's degree if the programs are approved by both the ICCB and IBHE. As a condition of offering the degree program, community colleges will be required to conduct feasibility studies to determine the viability of new CCB programs. Community colleges must also participate in a collaboration period with universities to determine if partnerships or collaboration could help address the unmet workforce needs.

Community colleges will not be able to charge more than 150 percent of their current tuition and fees for the third and fourth years required for a baccalaureate degree.

Community colleges will be capped at two baccalaureate degree programs – built upon existing associate degree programs with additional limits on the number of nursing, early childhood, and cybersecurity programs. Programs in technical fields no offered anywhere in a CCB region will not be limited.

The legislation will establish yearly reporting requirements for community colleges offering baccalaureate degree programs and direct the ICCB to publish a statewide evaluation report after the first five years

Adult Education Statutory Updates

The ICCB proposes legislation amends the Public Community College Act, Section 2-12.5, which covers the administration of adult education funds and activities by the Illinois Community College Board. Revisions to this language are necessary to decouple state adult education funding from the unnecessary purview of federal rules and regulations. Revisions will also be made to clarify existing language and address potential audit findings.

Currently state adult education funds follow requirements of the federal Workforce Innovation and Opportunity Act and other federal rules and regulations. Only state funds used as a match (25%) need to adhere to applicable federal rules and regulations. All other state funding for adult education should only be held to applicable state laws and regulations. The result of the change in law will mean that Illinois will have authority and flexibility to direct its state adult education funding to support adult education providers and students in line with state priorities.

Reverse Transfer

This proposal strengthens Illinois' reverse transfer of credit framework by shifting responsibility from individual students to institutions. The goal of this legislation can be accomplished through a clear and transparent opt-in option process to automatically identify and notify eligible students and transmits earned credits back to the student's community college for conferral of an associate degree.

Current law (STAR Act) requires students to request reverse transfer of credits, placing the burden on them to understand and initiate the process. Current law needs to be changed so that reverse transfer is a more widely used option for students who transfer to a public university before completing their associate degree.

Placing the burden on the student to request reverse transfer creates inequities and results in many students missing the opportunity to be awarded credentials that they have earned.

The result of the change in law will be higher associate degree completion rates, improved workforce readiness, and more efficient use of resources.

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT 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:

➢ Call to Order of the AWS Committee Meeting

➢ Strategic Initiatives

- o Open Education Resources (OER) Presentation
  - ▪ College of DuPage – Lauren Kosrow
- o HiSET Price Increase -Action Item

➢ Workforce Education
- o Workforce Pell Update

➢ Academic
- o Early Childhood Access Consortium for Equity (ECACE)
- o Illinois Articulation Agreement (IAI)

➢ New Units of Instruction

Illinois Community College Board

PSI SERVICES LLC – HiSET® TEST INCREASE

The Illinois Community College Board proposes to amend the MOU agreement with PSI Services LLC for certification of high school equivalency. The MOU contains language on a proposed price increase beginning April 1, 2026. Since 2024, the HiSET® exam, comprised of five test modules, has been $23.00 per test module and $115.00 per battery for computer and paper testing for individual test-takers. The online proctored HiSET® exam has been $32.50 per test module with the full battery costing $162.50.

Beginning April 1, 2026, the cost of the computer and paper HiSET® exam will increase to $26.00 per test module with the full battery costing $130.00. This is an overall increase of $15.00. The cost of the online HiSET® exam will increase to $41.00 per test module with the full battery costing $205.00. This is an overall increase of $42.50. Currently, there is a promotion, ILSAVE26, to reduce the cost of HSE testing through HiSET by up to $130.00.

The following is a break-down of costs:

- With the increase, the new cost to take the HiSET® exam is $130.00 for the full battery of in-person computer or paper testing, which is $26 per test module and includes an $8 test center fee. Test-takers who do not pass any of the modules are eligible for two retakes at no cost.
- Online proctored testing will be increased to $205.00 for the full battery of testing, which is $41.00 per test module and includes a $23.00 remote proctoring fee.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the increase cost of the HiSET® Testing fee to $130.00 per battery for in-person testing and $205.00 for online proctored testing effective April 1, 2026.

Illinois Community College Board

**PRESENTATION ON THE 2025 ILLINOIS COMMUNITY COLLEGE
APPRENTICESHIP REPORT**

Whitney Thompson, Deputy Director for Workforce Education, and Lavon Nelson, Senior Director for Workforce Education, will present the findings of the 2025 Illinois Community College Apprenticeship Report. The Report demonstrates that there has been significant growth in apprenticeship implementation in the system. It also identifies key findings on the scope of programs, institutional roles, use of data and customer management systems, funding model variations, as well as persistent challenges and opportunities.

Illinois Community College Board

ONE CLICK COLLEGE ADMIT UPDATE

The Direct Admissions legislation, IL Public Act 104-0015, which was signed into law June 30, 2025 is designed to make college more accessible for students in Illinois by providing proactive admissions to public universities and community colleges to high school seniors based only on their GPA and proactive admissions to public universities to community college transfer students based only on their GPA and credits earned. This proactive approach requires a fundamental shift in the admission process. The direct admissions program necessitates all community colleges join a shared platform, which will be hosted by Common App. Seven colleges adopted Common App in 2025.

In Fall 2025, ICCB supported community college adoption and implementation of Common App through individual meetings with each college, monthly meetings with early adopters of the Common App, convening a community college advisory group, and by allocating $10K to each community college district to support adoption of the Common App. In Spring 2026 ICCB staff will host a series of webinars and in-person regional workshops to further support community college staff as the system works toward full adoption of Common App. This project has been a collaborative effort with ICCB partnering closely with IBHE and ISAC and engaging a variety of stakeholders for feedback on the design and implementation of the Direct Admissions program. ICCB staff continue to work to ensure that community colleges are in the best position to contribute to, and benefit from, the goals of the Direct Admissions legislation.

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
Kaskaskia College
➢ Culinary Management and Operations Certificate (44 credit hours)

BACKGROUND

<u>Kaskaskia College</u>
Culinary Management & Operations Certificate (44 credit hours)

Program Purpose: This program will prepare individuals from the Illinois Department of Corrections (IDOC) for entry-level employment and advancement opportunities in cooking, management and operations within the culinary industry.

Catalog Description: The Culinary Management & Operations Certificate allows students who have completed the Essential Culinary Skills and Advanced Culinary Skills Certificates to advanced their knowledge and skills by gaining knowledge in nutrition, customer service, cost and portion control, and management.

Curricular Information: The curriculum requires 44 credit hours of career and technical education coursework. Coursework includes instruction in technical applied mathematics, introductory to culinary professional arts, culinary fundamentals, meat/poultry/fish preparation, introductory and intermediate baking, specialty foods, food presentation, sanitation and safety, culinary nutrition, culinary customer service, cost and portion management, and food service operations and management. Assessment of student learning will be achieved through evaluation by the college's IDOC program faculty. IDOC students are required to complete three (3) assessment instruments per course in the proposed programs. Assessments are designed to ensure students are meeting course and program-level objectives and are prepared to move forward in the course sequence.

Justification for Credit hours required for the programs: The proposed Certificate includes the required career and technical coursework identified as necessary to prepare students for advancement into management and operational roles in the culinary industry. The proposed Certificate also provides an educational ladder opportunity for students who have completed the Essential Culinary Skills and Advanced Culinary Skills Certificates.

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

Diversity, Equity & Inclusion Efforts: The Illinois Department of Corrections (IDOC) audience for the proposed Certificate is by nature diverse in terms of gender, race, and age. The college and IDOC collect demographic information on students in each program by semester. The proposed program will provide an additional credential opportunity to this disadvantaged population to assist in not only future employment but also more sustainable wages over the course of their career well after they re-enter the workforce. Data such as course enrollments, completions, and assessment is regularly used to evaluate student success and instructional practices. Students are provided the opportunity to complete an exit interview upon leaving programs to provide feedback to improve future performance. All college correctional staff receive diversity training as part of the annual training requirements. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds from various employers The college markets, recruits and aims to hire a diverse set of faculty for all programs, including those associated with IDOC. Kaskaskia College is an equal opportunity employer.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in training in this field of study. Employment in the culinary industry is generally accessible to individuals who have completed cosmetology programs through the Department of Corrections. According to the Illinois Department of Employment Security (IDES), overall growth in employment of occupations related to culinary arts and restaurant operations/management is expected to increase by between 1-20% statewide through 2032.

Table 1: Employer Partners

Employer	Location
Illinois Department of Corrections	Centralia Correctional Center, IL

Table 2: Projected Enrollments

Culinary Mgt & Ops Cert	First Year	Second Year	Third Year
Full-Time Enrollments:	15	20	20
Part-Time Enrollments:	-	-	-
Completions:	13	18	18

Financial / Budgetary Information: One (1) existing full-time faculty will be necessary to implement the program. Full-time faculty will hold their Illinois Food Service Sanitation Managers Certification (FSSMC), 3-5 years of work experience in cooking and restaurant management, and one (1) year of teaching experience preferred. Facilities and equipment are adequately in place to support the proposed program. Resources will be shared with existing programs as necessary. All costs are covered through Illinois Department of Corrections grant funds.

Table 3: Financial Information

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

Table 4: Faculty Requirements

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

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
Prairie State College
➤ Clinical Medical Assisting Certificate (32 credit hours)

BACKGROUND

<u>Prairie State College</u>
Clinical Medical Assisting Certificate (32 credit hours)

Program Purpose: This program will prepare students for entry-level employment as medical assistants in a variety of healthcare settings such as hospitals, clinics, or doctor's offices.

Catalog Description: The Clinical Medical Assisting Certificate program prepares students with the skills necessary to perform a variety of tasks required to provide quality care in healthcare settings. Training includes patient care procedures, specimen collection, administering medications, assisting with examinations, and supporting office operations such as scheduling, billing, and maintaining medical records. Clinical externships are completed off-campus at area healthcare facilities under the supervision of physicians and medical staff. Upon completion of the program, students will be eligible to take the Certified Clinical Medical Assistant (CCMA) examination through the National Healthcareer Association (NHA).

Curricular Information: The program requires 32 credit hours of career and technical education coursework.

Coursework includes instruction in patient care techniques, functional anatomy and physiology, healthcare law and ethics, clinical assisting and pharmacology, administrative procedures and emergency medical records, medical lab procedures, billing and insurance processing, diagnostic and specialty procedures, professional development for medical assistants, and a required work-based learning experience in medical assisting. The program will prepare individuals for credentialing as Certified Clinical Medical Assistants (CCMAs) through the American Association of Medical Assistants (AAMA). Assessment of student learning in the proposed program will be achieved through evaluation of the student's performance during their work-based learning experience by program faculty and worksite supervisor.

Accrediting Information: Prairie State College is accredited by the Higher Learning Commission. No further specialized accreditation is required by the AAMA for students to sit for the Certified Medical Assistant (CMA) exam.

Justification for Credit hours required: The proposed program exceeds 30 credit hours two (2) credit hours to include the required work-based learning experience. Further, the program total reflects the required clinical contact hours to prepare students for credentialing.

Diversity, Equity & Inclusion Efforts: Prairie State College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Efforts include offering professional tutoring, the TRIO and Upward Bound Student Support Services programs. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of medical assistants.

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 for "medical assistants" is expected to increase around 10.7% statewide through 2032.

Table 1: Employer Partners

Employer	Location
Advocate Medical Group	Multiple Locations, Chicagoland, IL
Biskup & Segui Pediatric Partners	Frankfort Square, IL
Broadway Medical	Melrose Park, IL
Community Care Network, Inc.	Multiple Locations, IL and IN
CR Medical Group	New Lenox, IL
Dolton Medical Center	Calumet City, IL
Dreyer Clinic	Batavia, IL
Homewood Pediatric Associates	Homewood, IL
JenCare Senior Medical Center	Glenwood, IL
Komprehensive Primary Care & Sports Medicine	Homewood, IL
McGowan Family Health & Wellness	Chicago Heights, IL
Physicals Plus	Flossmoor, IL
Premier Occupational Medicine	New Lenox, IL
Sole 2 Sole	Olympia Fields, IL

Table 2: Projected Enrollments

Clinical Medical Assisting Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	10	10	10
Part-Time Enrollments:	20	20	20
Completions:	15	20	25

Financial / Budgetary Information: The program will require three (3) existing part-time faculty the first year with the addition of one (1) additional full-time faculty during year two. Qualified faculty for the medical assistant training will hold at least an Associates degree in Medical Assisting, a current Medical Assistant credential (i.e. CMA), have at least two (2) years work experience as a medical assistant, and at least one (1) year teaching experience. The program will share resources with existing allied health programs and otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$0	$92,000	$92,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (Consumables)	$10,000	$10,000	$10,000
TOTAL NEW COSTS	**$10,000**	**$102,000**	**$102,000**

Table 4: Faculty Requirements

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

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 conduct recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2021 – 2025 for Heartland 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 2025, Heartland 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 districts:

Heartland Community College, District 540

BACKGROUND

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110 ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless, action is taken by the Board to interrupt it. To determine a district's recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district's compliance with the Public Community College Act and ICCB Administrative Rules; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that districts are in compliance with selected standards.

All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and non-focused standards. On individual standards districts are identified as either in compliance or not in compliance. Compliance recommendations require the college to take immediate action to adhere to a particular law or administrative rule, and advisory recommendations are suggestions by staff to improve upon a current process or practice. Advisory recommendations are not mandatory and do not affect a college's overall recognition status.

At the conclusion of the recognition review, the ICCB staff presents a report to the Board and the college to summarize the evaluation. Based on the report, the Board may take one of three types of action:

> Recognition Continued – The district generally meets ICCB statutory laws and administrative rules. A district which has been granted a status of "recognition continued" is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

> Recognition Continued-with Conditions – The district does not meet ICCB standards. A district which has been assigned the status of "recognition continued-with conditions" is entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it is given a specified time to resolve the conditions which led to the assignment of that status. A follow-up evaluation is scheduled no sooner than three nor longer than nine months after ICCB action on the assignment to determine the district's progress in resolving the conditions.

> Recognition Interrupted – The district fails to take corrective action to resolve the conditions placed upon it under "recognition continued-with conditions" within a prescribed time period. A district which has been assigned a status of "recognition interrupted" may apply for recognition at such time as all requirements set forth by the ICCB have been satisfied. A district will have state funding suspended on a pro rata, per diem basis for the period of time for which such status is in effect.

RECOGNITION REPORT

HEARTLAND COMMUNITY COLLEGE
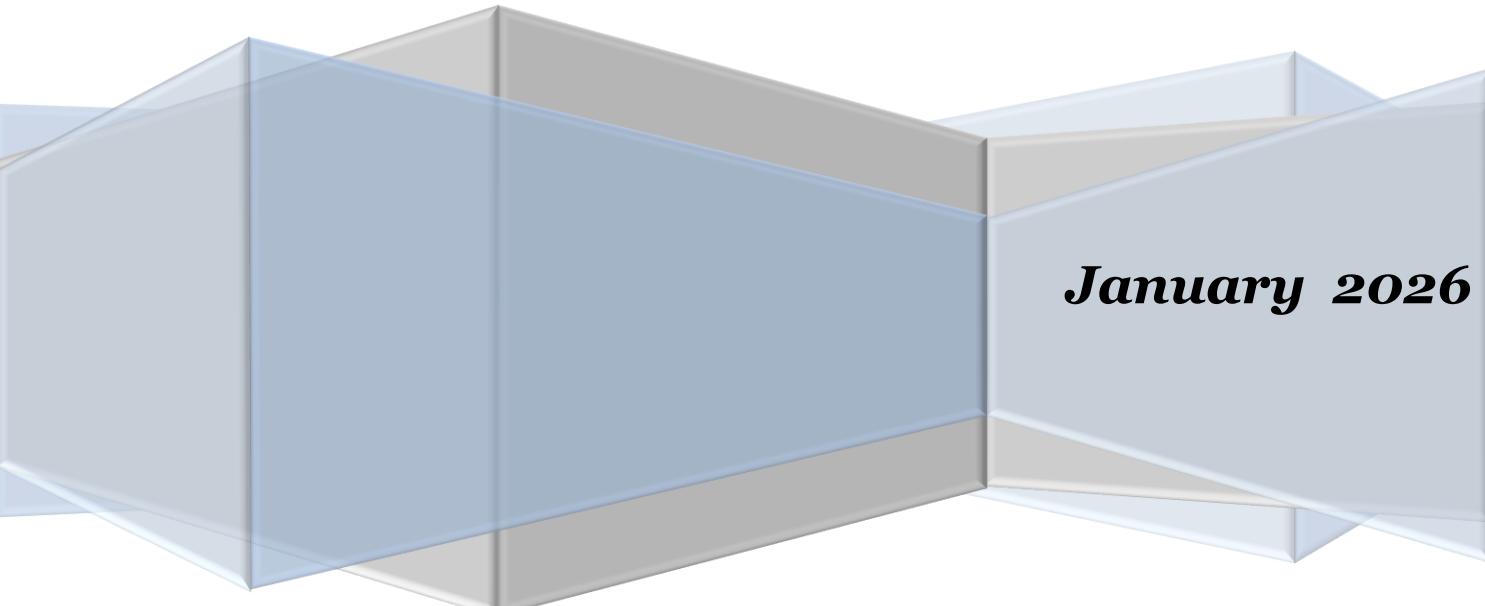
January 2026

Illinois Community College Board
Recognition Report
For Heartland Community College
January 2026

Introduction

During fiscal year 2024-25, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Heartland Community College (HCC), District 540. 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 Heartland 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 Heartland Community College's 2024-2025 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 printed college catalog and the curriculum master file, for which the college has not provided an explanation, were identified.

        Compliance Recommendation: None.

    2. **Articulation**

        Heartland Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Engineering Science (A.E.S.), and the Associate in General Studies (A.G.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

        According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 13's or documentation from Transferology indicating a current articulation match.

        According to the requisite Recognition standard, the college has provided documentation of articulation for 20 of the 20 baccalaureate/transfer courses requested. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 20 of 20 courses submitted had the required current transfer agreements in place.

        Compliance Recommendation: None.

    3. **Academic Control**

        The institution maintains academic control of the units of instruction. The college reviewed the processes for the development, design, assessment, revision, and delivery of the units of instruction and determined that it maintained academic control.

        Academic control is governed by two committees, the Curriculum and Academic Standards (CAS) committee and the Assessment Committee (AC). Both are standing shared governance committees whose members represent the institution as a whole. As per the Faculty Handbook (pp. 39-40), the CAS approves course, program, policy, and standards changes. The CAS also considers new proposals to the curriculum writ large, as well as

new policies and standards. Once approved by the CAS, proposals proceed to the Vice President of Academic Affairs, then to the Cabinet, and if necessary, to the Board of Trustees for final approval. The AC focuses on assessment and works to maintain and promote Heartland's Essential Competencies. The AC consists of both full-time and adjunct faculty as well as administrators and staff.

The Student Handbook provides the admission policy and affirms that HCC is an open enrollment institution within state mandated guidelines. Application for admission is made through the HCC website. Course placement is determined either by a placement examination or by a waiver based on transfer coursework. The Academic Catalog provides all program graduation requirements as well as restrictions on entry into particular programs.

Compliance Recommendation: None.

4. **Curriculum**

4a) A comparison between Heartland 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 Heartland Community College's 2025 Recognition review, the following dual credit information was examined to determine if institutional policies and practices are in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2023 and 50 from fiscal year 2024. 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 2023 and 2024, including their credentials.

State Laws and Regulations and Accreditation Standards
Based on the review, staff concluded that the college adheres to all state laws, regulations, and accreditation standards. Dual credit policy at the college is conducted in accordance with the Dual Credit Quality Act, the ICCB Administrative Rules, and the rules set forth by the Higher Learning Commission. Heartland Community College has the College Now dual credit program which successfully offered 268 dual credit classes at 18 partner high schools, serving an unduplicated headcount of 2,060 students.

Instructors
During fiscal years 2023 through 2024, it was reported that 104 instructors taught transfer (1.1) dual credit courses. Of these instructors, one of them reflected as underqualified to teach 1.1 dual credit courses. Staff determined upon further review with the college that all other instructors appeared to hold the proper qualifications to teach 1.1 dual credit coursework. Additionally, it was reported that 37 instructors taught 1.2 (CTE) dual credit coursework. Of those instructors, three did not have the minimum 2,000 hours of qualified work experience to teach 1.2 dual credit coursework immediately on file. The names of the underqualified 1.1 and 1.2 faculty are listed in the supplemental document *5a-f Underqualified Dual Credit Faculty and Students*. It should be noted that the college completed an extensive and thorough self-review, complete with reasonable and achievable action items. ICCB staff appreciate this self-analysis.

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 from fiscal year 2023 met the required placement test score to take dual credit coursework.

Course Offerings and Requirements
Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings. The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites.

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), the college must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus.
- For transfer (1.1 PCS) 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 available and on file.

College Response:

Compliance Recommendation 1: In 5 a-f Underqualified Dual Credit Faculty and Students, three of the faculty members identified in 1.1 courses have their required credentials; one faculty member had their instructor approval revoked. All four of the faculty members identified in 1.2 courses have their required credentials on file.

6. Assessment Plans

The institution has in place a systematic process to assess student learning in each degree and certificate program it offers. The *Assessment of Student Learning at Heartland Community College* document contains both current assessment standards as well as recent assessment developments and guides the institutional assessment process. The Curriculum and Academic Standards Committee (a standing committee which considers program learning outcomes) and the Assessment Committee (a standing committee tasked with developing policies and procedures, as well as data collection) work jointly to execute the assessment process. Because both committees are drawn broadly from the college community, faculty, staff, and administrators are all involved in assessment, and the committees work to assure assessment continuity across the curriculum. Faculty integration with assessment is furthered by professional development certificates and online module for faculty.

Institutional assessment has evolved to encompass the college's five "Essential Competencies." Once focused on general education courses, the Essential Competencies are now embedded across the curriculum with a requirement that each course addresses at least two. This enables a broader set of measures for curriculum effectiveness and has streamlined both the institution's data collection and ability to effect changes to programs, especially with the adoption of assessment rubrics developed by the Assessment Committee. Assessment data is reviewed each semester which allows for the implementation of improved course practices in a more timely fashion; the data is also used for the program review cycle every five years. The institution considers assessment a critical part of its mission and has developed an integrated system to both assess student learning and faculty effectiveness because it desires constant improvement. Assessment extends to the AAS degrees and certificate granting programs through measures such as industry certifications, common program assignments, key course projects, and/or the implementation of a capstone course.

The Student Handbook and website clearly state placement policies and procedures, though the catalog does not. The college utilizes a variety of placement instruments to ensure accurate student placement. The institution reviews placement data every semester to track accuracy, and several years of data collection allowed the Testing Center to establish a "Default Developmental Math Placement" in Fall 2024. The college is continuing to engage in data analysis to determine how well its new placement procedures are working.

Compliance Recommendation: None.

7. Student Evaluation

Heartland Community College has a clear policy for evaluating and recording student performance. This evaluation process is linked to the official learning objectives and goals of each course. A comprehensive review of both faculty and student handbooks was conducted to ensure that these practices comply with ICCB Rule 1501.405, in accordance with the college's policies and administrative procedures.

Compliance Recommendation: None.

8. **Faculty Qualifications/Policies**

The college employs qualified faculty for each of its units of instruction. The faculty credentialing policies meet the minimum requirements of the ICCB Administrative Rules, and the institution has in place a credential verification process to ensure that faculty maintain appropriate credentials for all units of instruction. The college has established an evaluation process for both full time and adjunct faculty consistent with college policies.

The college maintains resources for professional development activities through its Teaching and Learning Center, academic departments, and individual faculty expertise. The college provides a range of opportunities, some with completion certificates. There are varied activities both in person and online. The college solicits professional development topics from faculty and provides resources for both full-time and part-time faculty.

The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record meet the criteria. ICCB staff requested the transcripts of a selection of active courses that were taught during the review period to confirm faculty qualifications. The college provided transcripts and relevant work experience evidence for all the courses requested. The ICCB review of the faculty transcripts and work experience provided by the college showed that:

- For one faculty listed, it was unclear how they meet the minimum faculty requirements.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Heartland 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.

College Response:

ICCB correctly notes that the faulty member does not hold appropriate qualifications to teach courses in Religion. He has not been scheduled to teach any religion courses at Heartland since Fall 2023 and has been removed from the pool of eligible instructors, so we believe the College self-corrected this error.

9. **Cooperative Agreements and Contracts**

As part of the recognition review for standard 9, Cooperative Agreements, Heartland Community College reviewed their cooperative agreement process. The college participates in the CAREER Agreement and the Illinois Articulation Initiative (IAI). The college does not participate in any additional cooperative agreements.

Heartland 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, as well as one other cooperative agreement which is noted above. The college's website provides students with information about the Agreement; however, the list of participating colleges on the webpage does not include City Colleges of Chicago, which is a participating district in the agreement. All other indicators of compliance and quality were met.

Compliance Recommendation: None.

Advisory Recommendation: The college should ensure that all information provided on the college's website regarding the CAREER Agreement is accurate and up to date.

College Response:

City Colleges of Chicago and Triton College were added to the district's CAREER Agreement website in December 2025. All information regarding the CAREER Agreement is accurate and up to date. The webpage is:
https://www.heartland.edu/records/residency/Cooperative-Agreements.html

10. **Program Review/Results**

After reviewing Heartland Community College's program review process and submissions, staff concluded that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Program reviews submitted

are thorough in nature supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified. The ICCB commends the college's plan to include students in the program review process moving forward.

Compliance Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

1. Student Services/Academic Support

Part 1A: Advising/Counseling
Heartland Community College's advising services are well-organized and tailored to meet the needs of various student types, including first-year students, transfer students, and returning students. Advisors are specifically assigned to support special populations, including military-connected students. Academic advising is integrated with various services, including Financial Aid, Career Counseling, Tutoring, Success Coaching, and Mental Health Services. The college has initiated a Workforce Equity Initiative program with the specific aim of increasing the number of certificates in high-demand jobs for Black students, as well as other traditionally underserved populations.

Compliance Recommendation: None.

B: Financial Aid
Heartland Community College's financial aid services reflect a strong commitment to access, communication, and student success. The college offers a well-structured and student-focused financial aid program that ensures compliance with federal and state regulations while prioritizing access, communication, and support. Through proactive outreach, personalized support, and targeted retention initiatives, the college ensures students are informed and empowered to navigate the financial aid process. Continued focus on data-driven improvement and expanded digital engagement will enhance these efforts even further.

Compliance Recommendation: None.

C: Career Placement
The Career Center's mission is to equip students with the skills, tools, and experiences necessary to transition successfully into the workforce or further education. Students also benefit from practical experiences, such as internships, job shadowing, and mock interviews, which are coordinated through the Career Center.

To support ongoing access to employment tools, Heartland utilizes **Handshake**. With this online platform, students can search for job and internship postings, receive updates on

career-related events, and manage their professional engagement. The Career Center's website is regularly updated with essential forms, video tutorials, planning tools, and a calendar of events to ensure students have continuous access to current resources.

Faculty and staff in AAS degree programs work closely with students to provide clinical experiences and internships and assist them in the job placement process. The college does not currently provide comprehensive job placement services for all students.

The Career Center launched the First Destination Survey during the 2023–2024 academic year, providing a structured way to assess graduate employment and career success.

Heartland also supports key student populations through designated staff members, including a Veterans Coordinator, a HOUSE Liaison (Housing and Opportunities that are Useful for Students' Excellence), and a Dream Resource Liaison who serves undocumented students.

Compliance Recommendation: None.

Advisory Recommendation: 1. While the Career Center offers valuable experiential learning opportunities, the college does not currently provide comprehensive job placement services for all students. Expanding these services could enhance post-graduation outcomes across all academic programs.

2. Although designated staff (e.g., Veterans Coordinator, HOUSE Liaison, Dream Resource Liaison) provide targeted support, there is room to improve cross-collaboration between these roles and the Career Center to ensure holistic career readiness support for all populations.

College Response:

The job placement findings section inadvertently included the comment that placement services are not available for all students. The Career Center does currently offer comprehensive job placement services for all students in the form of resume review and interview preparation and practice, as outlined in the findings. Additionally, the Career Center staff works directly with employers to provide employment opportunities to qualified students approaching degree or certificate completion.

The Director of the Career Center is on several student service and support leadership teams, so there is cross-collaboration with all areas of student services and support. Although the College continues to look for ways to build these collaborations, the positions noted are already working closely with the Career Center on a variety of collaborative efforts.

D: Support Services
The college offers a comprehensive and well-organized structure of student services across three major divisions: Enrollment Services, Student Support Services, and Academic Affairs. These divisions are strategically designed to address students' academic

progression, personal development, and support needs throughout their educational journey.

- TRIO/Student Support Services (SSS) programs
- Student Engagement initiatives
- Mental Health and Wellness Services
- Athletics, Fitness, and Recreation programs
- Child Development Lab
- Success Connections and Coaching
- Career Connections
- Student Access and Accommodations
- International Student Programs
- Online Learning
- Library Services
- Tutoring Service

Moreover, the college maintains an on-campus Veterans Center to serve military-connected students. VA work-study students staff this center and have recently expanded services through the addition of an Assistant Director position. Veteran students also benefit from a Veterans Coordinator within the Financial Aid office, assigned academic advisors and success coaches, as well as access to counseling and wellness services tailored to their unique needs.

The college's structured and intentional delivery of services demonstrates a strong institutional commitment to student access, success, and equity. These comprehensive programs ensure students are supported academically, personally, and professionally throughout their college experience.

Compliance Recommendation: None.

2. **Student Programming, Co-Curricular Activities, and Support Services for Students**
Heartland Community College provides a comprehensive range of student engagement and support services designed to foster inclusivity, leadership development, and student success. The Student Engagement department manages a diverse range of programs, including civic engagement, identity-based student organizations, student leadership, and the Student Government Association, all of which are supported by paid advisors and tuition waivers. The International Programs Office (IPO) supports global learning through study abroad, international events, and virtual service-learning, with targeted grant funding to expand access for underrepresented academic areas.

The college also competes in NJCAA athletics and offers club-level Esports, with a notably diverse population of international student-athletes. Student support services include certified tutoring, counseling with expanded wellness programming, and specialized TRIO services for first-generation, low-income, and students with disabilities. Additionally, the Workforce Equity Initiative has achieved strong outcomes in job placement and wage growth for underserved populations.

Compliance Recommendation: None.

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

Heartland Community College (HCC) provides a comprehensive and student-centered enrollment process. Prospective students can apply online for free and receive guidance from admissions counselors through email, phone, and text. After placement testing or submitting a waiver, students meet academic advisors to finalize their enrollment. Course and program details, including prerequisites, are available on the HCC website.

HCC is enhancing access to credit for prior learning. Starting in Spring 2024, the revised Prior Learning Assessment (PLA) policy will allow students to earn up to 50 percent of a certificate or degree through PLA. A task team is also expanding eligible courses and developing a portfolio review course for the Academic Year 2025–2026.

The college supports veterans and military-connected students through a Veterans Center staffed by VA work-study students, with plans for an Assistant Director position. The Veterans Coordinator in Financial Aid provides specialized academic advising and counseling, ensuring comprehensive support for navigating benefits and financial aid options.

HCC's recruitment focuses on working adults, low-income students, students of color, and other underserved populations. Partnerships with local high schools facilitate access through informational sessions and group visits.

HCC ensures transcript accessibility for all students, including those with outstanding financial obligations, in compliance with the Student Debt Assistance Act. Official transcripts are processed through the National Student Clearinghouse, while unofficial transcripts are available online.

Compliance Recommendation: None.

3. **FINANCE/FACILITIES**

1. **Credit Hour Claim Verification**

The Illinois Community College Board staff conducted an on-site visit at Heartland Community College on July 21, 2025. 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 17 course sections and 342 students in fiscal year 2024 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. An additional sample was reviewed on the dual credit population. The college has generally complied with laws, regulations, and rules for claiming credit hours for funding

For 3.8 percent of the Credit Hour Claim sample, 13 students of the 340 students sampled, information reported on the SU/SR claim reports does not agree with the certified credit hour claims reporting. In assessing the error rate, the true population error rate lies between 1.79 percent and 5.86 percent at the 95 percent level of confidence. Based on these results, there is not enough evidence that the true population error rate is at or less than 1 percent at the 95 percent confidence level.

For the Dual Credit sample, ICCB staff reviewed 430 students. Information appears to have been reported correctly on the SU/SR claim reports. Credit hours generated by freshman and sophomore students for dual credit courses are not reported as eligible for reimbursement.

Compliance Recommendation: The college must ensure the SU/SR claim reporting complies with 110 ILCS 805/2-16.02, 23 Admin. Code 1501.313, and 23 Admin. Code 1501.507. ICCB recommends the college implement further processes and protocols that ensure students are reviewed, appropriately coded, and accurately reported. The college must also work with ICCB on the further investigation of the SU/SR claim reports, the computation of the financial impact and any payback for the period under review.

College Response:

The College updated the code for determining reimbursability for the SU/SR submissions and has begun using it in FY 2026 beginning with the Summer 2025 submissions. Based upon this updated coding and our data validation process, we believe that the error rate is well below 1 percent. Furthermore, ICCB requested that the College utilize this new code to resubmit the SU/SR reports for FY 2025 which was done on 9/18/2025 (as reflected in the ICCB Data Due page).

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.

As of 10/10/2025, Heartland provided a digital copy of the statement that is seen online by faculty for the Midterm Certification, "*I hereby certify that the above-listed students, except where noted otherwise, are currently enrolled and actively pursuing completion of the course at midterm, and I have proper documentation to support this certification."* This revised midterm certification is compliant with regulations for the midterm certification.

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.

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

Compliance Recommendation: The college must, on an ongoing basis, ensure its Residency procedure complies with 110 ILCS 805/2-16.02, 23 Admin. Code 1501.501, and P.A. 102-800.

College Response:

The Heartland Records website includes a Residency Exceptions page that includes all special provisions:
https://www.heartland.edu/records/residency/Residency-Exceptions.html

The Heartland Student Handbook was updated in December 2025 to provide a direct link to the exceptions page:
https://www.heartland.edu/studentHandbook/academics.html

The college's Residency procedure, as found in the student handbook, fully complies with 110 ILCS 805/2-16.02, 23 Admin. Code 1501.501, and P.A. 102-800.

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

All college departments are included in the financial planning and accountability process. The Board of Trustees meets and discusses financial conditions and strategies monthly.

Compliance Recommendation: None.

3. **Financial Compliance Annual External Audit**

For fiscal years 2021-2024, ICCB staff reviewed the annual external audits and consolidated year-end financial reporting (CYEFR) reconciliations and evaluated overall outcomes and timeliness of completion.

To ensure that any audit findings indicating the need for actions were addressed, evidence of corrective action plans (CAP) was reviewed by ICCB staff for all findings.

There were only three findings noted over the four-year period. The CAP for each finding was provided and appears to be adequate.

Compliance Recommendation: None.

4. **A & B Facilities**

   A. **Approval of Construction Projects**

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. The college submitted its 2021 Facilities Master Plan and regularly updates the plan. The active use of the plan for construction project and deferred maintenance lists is compliant with regulation. The college also reported that an architectural/engineering contract would be secured to support the next phase of the Facilities Master Plan.

Compliance Recommendation: None.

B. Facilities Data Submissions:

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

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

Compliance Recommendation: None.

5. Employee Contracts

According to 110 ILCS 805/3-65, 70, and 75:
- an employment contract entered into with an employee of a community college must not exceed four years and must not include any automatic rollover clauses. All employee contracts, renewals, amendments, addendums, and extensions must be made during an open board meeting and made available to the public.

- employment contracts must be transparent. Actions such as performance-based bonuses, incentive-based compensation, and final actions of the employment contract must be made during an open board meeting, approved by the board, and made available to the public. Board minutes, board packets, and annual performance criteria and goals must be made available to the public on the district's official website.

- an annual performance review of the president must be completed. This annual review must be considered when the board contemplates a bonus, raise, or severance agreement.

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

ICCB's administrative rules at 23 Ill Adm Code 1501.803 required public notice of a proposed employee contract, other than a bargaining unit contract, by publishing it on the district's official website either prior to board action if the proposed contract is written or as soon as possible following board action if noticed for the agenda but not written.

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

Based on the review, there are several contractual employee positions, including the President's position. The employment contracts met all specifications and notice provisions required by law. The contracts were not posted to the district's website.

Compliance Recommendation: The employment contracts must be posted to the district's website in conformance with 23 Ill Adm Code 1501.803(d).

College Response:

Employment contracts were added to the district's website in August 2025. The webpage is: https://www.heartland.edu/about/leadership.html

4. **INSTITUTIONAL RESEARCH/REPORTING**

   General Reporting Requirements
   The latest five years of Illinois Community College Board data submissions by Heartland Community College were reviewed—generally this includes fiscal years 2021-2025 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

   ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are 14 IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2025 is up to $71,545 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.

Heartland Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Heartland Community College officials have met ICCB deadlines for most submissions. Overall, Heartland 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. Heartland Community College's A1 submission met the reporting deadline in each of the past five fiscal years. The submissions took between three and five 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 nine percent. The proportion of records with Pell Recipient was about 18 percent 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 the past five fiscal years

The **Annual Completions (A2)** data submission began in fiscal year 2013. Heartland 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 two percent across the years reviewed. There were more completions on the A2 than on the A1 submission in the four years reviewed. The A2 submission originally collected the same completions as the A1 submission, which was limited to three completions, but the A2 allowed for more than three completions to be reported. Starting in fiscal year 2025, all of the completion details are reported only in the A2, so this check against the A1 is no longer needed.

The **Annual Course (AC)** data submission began in fiscal year 2011. Heartland Community College met the reporting deadline in five 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 two to four, and there were no critical errors in the final submissions in five of the five years reviewed. Heartland Community College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There has been consistency

between the Fall Enrollment Survey and the E1 submission in three of the five years reviewed; there was a large discrepancy with the fiscal year 2023 submission (84 records) and with the fiscal year 2022 submission (38 records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Heartland Community College data submissions met the reporting deadline in three of the last five fiscal years; the fiscal year 2025 submission was finalized 10 days late, and the fiscal year 2023 submission was finalized three days past the reporting deadline. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed and the proportion of records with unknown age was less than one percent across the years reviewed. The proportion of records with unknown Race/Ethnicity increased to 66 percent in fiscal year 2025 from 20 percent in fiscal year 2021. Coverage of this variable is an area for further improvement in future submissions.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in each 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.

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2021 submission was finalized nearly one month past the reporting deadline. The number of submissions required to finalize these data ranged from two to five. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in two of the past five fiscal years; the fiscal year 2025 submission was finalized five days late, the fiscal year 2023 submission was two weeks late, and the fiscal year 2021 submission was finalized four weeks past the reporting deadline. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Heartland 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 four. 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. Heartland Community College met the reporting deadline in five 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 three of the three years 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 four of the four years reviewed. In fiscal year 2025, ICCB discontinued the collection of the Underrepresented Groups Report, as it was replaced by the Equity Plans.

Compliance Recommendation: 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 Heartland Community College. Focused efforts are recommended to improve the timeliness of the **Faculty, Staff, and Salary Supplementary Information** survey. Furthermore, efforts to improve coverage of race/ethnicity for the **Noncredit Course Enrollment (N1)** are appreciated.

College Response:

The college continues to request demographic information for non-credit student learners. However, fewer individuals in non-credit opportunities are choosing to provide this optional information. Three areas that have increased in overall participation are customized trainings, traffic safety school, and K-12 opportunities.

When Continuing Education contracts with employers for customized trainings, the employers are reluctant to provide employee demographic information. The same is true when K-12 institutions send students to the Challenger Learning Center for activities. When traffic safety school moved to a primary online offering, individuals opting to share demographic information also drastically declined. We will continue to request the information and provide the information for those non-credit students who choose to provide demographic information.

Appendix A
Heartland Community College (540) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(07/15)***	07/25/24	07/17/23	07/18/22	11/04/21	07/07/20
# Submissions to Final	7	4	4	2	2
Timeliness	10 days late	on time	3 days late	on time	on time
Duplicated Head Count	15039	13278	12578	6334	12070
Unduplicated Head Count	10781	9025	8964	5542	9010
# Error Codes in Final Submission	2	2	3	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.47 percent	0.08 percent	13.25 percent	0.27 percent	0.79 percent
% Unknown Age in Final Submission no value or .	0.33 percent	0.05 percent	0.08 percent	0.22 percent	0.63 percent
% Unknown Age in Final Submission unknown	0.06 percent	0.00 percent	0.00 percent	0.00 percent	0.07 percent
% Unknown Ethnicity in Final unknown	66.42 percent	64.05 percent	56.17 percent	51.75 percent	20.44 percent

*Due 07/17 in FY 24; adjusted to 11/19 in FY 22 due to ICCB processing delays

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(08/01)***	07/30/24	08/01/23	07/21/22	09/21/21	07/13/20
# Submissions to Final	5	3	3	5	5
Timeliness	on time	on time	on time	on time	on time
Head Count (total incl. 0 hrs enroll.)	7678	7585	7418	7659	8631
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	2	4	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.01 percent	0.43 percent	3.57 percent	0.16 percent	0.35 percent

% 0 Cumulative GPA in Final Sub.	13.23 percent	14.23 percent	13.47 percent	12.01 percent	19.71 percent
% 0 Cumulative Hours in Final Sub.	13.23 percent	14.21 percent	13.47 percent	12.01 percent	19.71 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	8.80 percent	7.84 percent	6.93 percent	5.13 percent	5.77 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	18.25 percent	18.31 percent	18.83 percent	18.32 percent	18.97 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	4.92 percent	4.59 percent	5.65 percent	5.73 percent	6.42 percent

* Due 8/02 in FY 24; 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	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(09/01)***	07/25/24	08/01/23	07/21/22	09/22/21	07/13/20
# Submissions to Final	3	1	2	3	2
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	1635	1600	1306	1191	1195
Total Number of Completions from A1	N/A	1571	1295	1184	1189
More Completions on A2 than on A1 or Equal Number	N/A	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 unknown	1.10 percent	1.81 percent	1.84 percent	1.01 percent	1.17 percent

* Due 09/03 in FY 25; adjusted to 10/13 in FY 22 due to ICCB processing delays

Annual Student ID Submission (ID)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission (09/01)*	07/30/24	08/01/23	07/21/22	09/21/21	07/13/20
# Submissions to Final	2	1	1	5	3
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	7678	7585	7418	7659	8631
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	3	2	1	1
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 25; adjusted to 10/13 in FY 22 due to ICCB processing delays

Annual Course Data (AC)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – (09/01)*	08/19/24	08/01/23	07/21/22	11/22/21	07/13/20
# Submissions to Final	4	2	2	6	1
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	1	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	15.94 percent	15.19 percent	13.96 percent	14.51 percent	9.94 percent
% Remedial (PCS 14) in Final	3.63 percent	3.49 percent	4.11 percent	4.20 percent	5.49 percent

* Due 09/03 in FY 25; adjusted to 01/12 in FY 22 due to ICCB processing delays

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission – (10/01)*	10/01/24	09/26/23	09/22/22	11/30/21	09/25/20
# Submissions to Final	4	2	3	3	3
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	4855	4795	4774	4697	4485

Discrepancy between E1 & Survey	0	0	-84	+38	0
# Error Codes in Final Submission	3	3	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.13 percent	0.29 percent	0.29 percent	0.44 percent	0.26 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	97.73 percent	97.91 percent	97.78 percent	97.91 percent	97.97 percent

* Due 10/02 in FY 24; 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	**2025**	**2024**	**2023**	**2022**	**2021**
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission – **(10/01)***	10/01/24	09/27/23	09/26/22	10/01/21	09/30/20
Timeliness	on time	on time	on time	on time	on time
Head Count	4855	4795	4858	4659	4485
Discrepancy between E1 & Survey	0	0	+84	-38	0

* Due 10/02 in FY 24; 10/03 in FY 23

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	**2025**	**2024**	**2023**	**2022**	**2021**
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission **(11/01)***	10/01/24	11/01/23	10/13/22	11/18/21	10/01/20
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

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	**2025**	**2024**	**2023**	**2022**	**2021**
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission – **(11/15)***	11/08/24	11/01/23	10/06/22	11/29/21	11/11/20
# Submissions to Final	5	2	3	4	2
Timeliness	on time	on time	on time	on time	27 days late
# Error Codes in Final Submission	4	3	2	4	3

# Critical Errors in Final Submission	2	2	2	3	2
% Records with Errors in Final Sub.	25.70 percent	10.54 percent	6.57 percent	3.35 percent	3.57 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

* Due date updated from 10/15 to 11/15 starting FY 24; due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays;
due 10/15 in FY 21

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission – **(11/15)***	11/20/24	11/14/23	10/31/22	11/29/21	11/12/20
# Submissions to Final	1	1	1	1	1
Timeliness	5 days late	on time	14 days late	on time	28 days late

* Due date updated from 10/15 to 11/15 starting FY 24; due 10/17 in FY 23; adjusted to 11/30 in FY 22 due to ICCB processing delays;
due 10/15 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/06/24	12/07/23	12/06/22	01/13/22	12/09/20
Timeliness	on time	on time	on time	on time	on time

*Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21

Asian American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/11/24	12/07/23	12/07/22	01/13/22	12/09/20
Timeliness	on time	on time	on time	on time	on time

*Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020

	12/06/24	12/06/23	12/06/22	12/23/21	12/04/20
Final Submission Varies See Note*					
Timeliness	on time	on time	on time	on time	on time

*Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21

Hispanic Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note*	12/06/24	12/07/23	12/07/22	01/13/22	12/09/20
Timeliness	on time	on time	on time	on time	on time

**Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23; 01/14 in FY 22; 12/09 in FY 21

Native American Employment Plan Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note**	12/11/24	12/07/23	12/07/22	N/A*	N/A*
Timeliness	on time	on time	on time	N/A*	N/A*

*ICCB allows two years of collection for new Research and Analytics submissions prior to being reviewed for Recognition.
** Due 12/12 in FY 25; 12/08 in FY 24; 12/15 in FY 23

Underrepresented Groups Report

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission Varies See Note*	N/C**	02/01/24	02/10/23	01/31/22	02/01/21
Timeliness	N/C**	on time	on time	on time	on time

*Due 02/01 in FY 24; 02/10 in FY23; 02/01 in FY22; 02/02 in FY 21
**Discontinued starting FY 25

Spring Semester Enrollment Survey

Fiscal Year Collected	2025	2024	2023	2022	2021
Fiscal Year *of Data*	2025	2024	2023	2022	2021
Final Submission **(02/15)***	02/17/25	02/07/24	02/14/23	02/07/22	02/11/21
Timeliness	on time	on time	on time	on time	on time

*Due 02/17 in FY 25

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2024	2023	2022	2021	2020
Fiscal Year *of Data*	2024	2023	2022	2021	2020
Final Submission – **(6/15)***	06/13/24	06/13/23	06/14/22	06/11/21	06/11/20
# Submissions to Final	3	4	4	2	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	8.80 percent	7.97 percent	7.82 percent	4.56 percent	4.23 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	2.93 percent	2.55 percent	3.56 percent	4.28 percent	4.24 percent
% Unknown Employment Class (8)	20.20 percent	17.17 percent	15.07 percent	13.55 percent	17.58 percent

* Due 06/17 in FY 24 and FY 19
**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

Minutes of the
468th 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 5, 2025

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the December 5, 2025, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Sylvia Jenkins called the Board meeting to order at 9:30 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Lisa Dziekan, Jeanne McDonald, Marlon McClinton, Allison Meese, student member, Larry Peterson, and Teresa Garate. Mara Botman, George Evans, and An-Me Chung attended virtually and were voted into the meeting after roll call. A quorum was declared. Maureen Banks was not present during roll call.

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Chair Jenkins asked for Board member, Mara Botman, to state for the record, name, location, and reason that she is unable to physically attend the board meeting:

Chicago, IL due to a work conflict

Chair Jenkins asked for Board member, An-Me Chung, to state for the record, name, location, and reason that she is unable to physically attend the board meeting:

Washington, DC due to a work conflict

Chair Jenkins asked for Board member, George Evans, to state for the record, name, location, and reason that she is unable to physically attend the board meeting:

Centralia, IL due to a work conflict

Chair Jenkins stated the Board members are unable to attend today's meeting due to work related issues. According to Section 7 of the Open Meetings Act, they may participate in today's meeting virtually and the Board needs a motion to allow them to attend.

Teresa Garate made a motion, which was seconded by Lisa Dziekan, to allow Board members George Evans, An-Me Chung and Mara Botman to participate in today's Board meeting virtually.

A voice vote was taken with the following results:

Lisa Dziekan	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Marlon McClinton	Yea
Jeanne McDonald	Yea	Allison Meese	Yea
		Sylvia Jenkins	Yea

The motion was approved.

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Item #2 - Announcements and Remarks by Board Chair

Chair Sylvia Jenkins welcomed everyone to the Board Meeting. Chair Jenkins introduced the new Board member, Jeanne McDonald who was a Professor Emerita of English at Waubonsee Community College, where she taught for nearly 40 years. Dr. McDonald has taught all levels of composition, from American and women's literature to creative writing to philosophy. She also served as President of the Waubonsee Community College Faculty Council. The Board members and staff introduced themselves.

Chair Jenkins stated the ICCB staff "meet and greet", which took place yesterday afternoon, was enjoyable and informative. It was nice to meet the staff face to face and get to know what they do within the agency. On behalf of the Board, Chair Jenkins extended her gratitude to the staff for all their hard work.

Chair Jenkins went on to highlight a few items on todays agenda. It will be interesting to hear about the continued increase in enrollment that Nathan Wilson will be discussing during his presentation. The Board will be asked to vote on item #7 - Fiscal Year 2027 ICCB Budget Recommendations, which Jennifer Franklin will go over. Chair Jenkins pointed out the two ICCB Board Meeting calendar changes. The first is March 20th to 27th, so that our meeting is not on the same day as the ICCCP and ICCTA meetings. The second is December 4th to the 11th so that it is not so close to the Thanksgiving holiday.

Chair Jenkins concluded her comments by highlighting that the Board is joined today by the Former Board Chair Dr. Lopez. A resolution has been prepared honoring Dr. Lopez's ten years of service.

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Maureen Banks arrived at the meeting at 9:41 a.m.

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Item #2.1 - Resolution for Former Board Chair, Laz Lopez

The Illinois Community College Board formally recognized Former Board Chair Dr. Lazaro Lopez for his distinguished service, leadership, and contributions to the Illinois Community College System. Dr. Lopez has played a central role in advancing the Board's mission and goals, strengthening statewide partnerships, and promoting equitable access and student success across Illinois' community college system. Dr. Teresa Garate read the following resolution:

ILLINOIS COMMUNITY COLLEGE BOARD
RESOLUTION HONORING DR. LAZARO LOPEZ
FOR TEN YEARS OF DEDICATED SERVICE TO THE ILLINOIS COMMUNITY COLLEGE
BOARD

WHEREAS, Dr. Lazaro Lopez served with distinction as the Chair of the Illinois Community College Board (ICCB) for ten years, providing thoughtful, steadfast, and visionary leadership in advancing the mission of Illinois' community colleges; and

WHEREAS, Dr. Lopez led the development and implementation of three strategic ICCB Board Goals—educational equity, seamless student transitions, and economic and workforce development—and consistently used them as a guiding "north star" for the agency's direction and focus; and

WHEREAS, under Dr. Lopez's leadership, the ICCB significantly advanced policies and initiatives aligned to these goals, driving measurable impact across the state; and

WHEREAS, Dr. Lopez championed the statewide implementation of Transitional Instruction in math and English, leading to a twenty percent reduction in the rate of remediation for students entering community colleges; and

WHEREAS, Dr. Lopez was a vocal and early advocate for expanding access to dual credit opportunities, recognizing that early college experiences increase postsecondary success, close equity gaps, and accelerate students toward degree completion and career readiness; and

WHEREAS, Dr. Lopez supported efforts to improve equity in the acceptance of Advanced Placement (AP) scores, working to ensure that students from all backgrounds had opportunities to earn college credit on a level playing field across all of Illinois' higher education institutions; and

WHEREAS, Dr. Lopez consistently championed the work of ICCB staff and provided unwavering support to the agency, recognizing the essential role staff play in implementing policy, supporting colleges, and advancing student outcomes across the state; and

WHEREAS, Dr. Lopez's collaborative spirit, policy expertise, and commitment to educational excellence have left a lasting impact on the Illinois community college system and its students.

NOW, THEREFORE, BE IT RESOLVED, that the Illinois Community College Board expresses its profound gratitude to Dr. Lazaro Lopez for ten years of dedicated service, leadership, and advocacy on behalf of Illinois community colleges and the students of our state; and

BE IT FURTHER RESOLVED, that this resolution be entered into the official minutes of the Illinois Community College Board and that a suitable copy be presented to Dr. Lazaro Lopez as a token of the Board's enduring appreciation.

The Board presented Dr. Lopez with a plaque.

Item #3 - Board Member Comments
There were no comments.

Item #3.1 - IL Board of Higher Education Report
Mara Botman stated the meeting took place on November 12 at Elgin Community College. The Board heard remarks from President Peggy Heinrich, Elgin Community College president. They heard an update on the National College Attainment Network Initiatives from Magnus Noble, IBHE Non-Traditional Student Board Member and Midwest Policy Fellow. The Advisory Council members provided Updates: Community College Presidents' Council - Dr. Avis Proctor, President, William Rainey Harper College and Chair of the Community College Presidents' Council and Public University Presidents - Dr. Daniel F. Mahony, President, Southern Illinois University System, Convener, Public University Presidents. The Board also heard an update on the Behavioral Health Workforce Center Strategic Plan from Behavioral Health Workforce Center staff: Kari Wolf, MD, CEO, Cynthia Baker, Ed.D., LCSW, MSW, Executive Director, and Lori Williams, Chief Operating Officer. Staff from F. HOPE Chicago, Dr. Aaron Kuecker, CEO and Michele Howard, Chief Program Officer, gave a presentation on Lessons on Student Success.

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Item #4-Executive Director Report will be moved to after the Advisory Organizations reports on the agenda.

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Item #5 - Advisory Organizations

Item #5.1 - Illinois Council of Community College Presidents

Mr. George Evans reported that the ICCCP gave their report at the IBHE meeting on November 12, 2025 hosted at Elgin Community College. Four major highlights of the IBHE report addressed enrollment, the Top 200 Aspen Institute national recognition, the proactive engagement with K12 and university colleagues, and finalizing their legislative agenda

The Illinois Community College System recently shared that the Fall 2025 enrollments have grown 3.7 percent in headcount from 2024 surpassing pre-pandemic levels and 3.0 percent in Full- Time Equivalent (FTE) from the previous year. This year's growth pushes enrollment 1.3 percent above pre-pandemic levels (Fall 2019). The system is also appreciative of Governor Pritzker's continued support.

There were 21 Illinois Community Colleges nationally recognized in the Top 200 colleges eligible for the 2027 $1M prize from the Aspen Institute College Excellence program:

o College of Lake County
o Danville Area Community College
o Elgin Community College
o Harper College
o Highland Community College
o Illinois Eastern Community Colleges
o Illinois Valley Community College
o John A Logan College
o John Wood Community College
o Kishwaukee College
o Lake Land College
o Lincoln Land Community College
o McHenry County College
o Oakton College
o Rend Lake College
o Rock Valley College
o Sauk Valley Community College
o Shawnee Community College
o Spoon River College
o Triton College
o Carl Sandburg College

On October 6th, the executive committees for the universities and the Council of Community College Presidents met at the centrally-located Heartland Community College to discuss a jointly-developed agenda focused on four main topics: the common application, enhancing the transfer pipeline, a university proposal on the Associate of Arts in General Studies and Community College Baccalaureates (CCBs). President Mahony and Dr. Avis Proctor gave an update to Deputy Governor Martin Torres and First Assistant Deputy Governor for Education Emily Goldman on November 4th on the plans for continued strategic engagement to foster success for those within higher education, to deliver student-centered approaches to expand opportunities and economic development for our state and to ensure IL higher education offers "a path to a better future, for individuals, communities, and the entire state of Illinois" as emphasized in the IBHE A Thriving Illinois strategic plan. We're currently discussing possible collaboration on a grant opportunity and are in the process of planning for our next meeting on a centrally located university campus.

In 2024, the Council of Community College Presidents developed a set of legislative guiding principles that have been and will continue to be at the core of their legislative agenda, those principles are:

- Funding for community college operations
- Funding and distribution for capital construction projects
- Equity in higher education
- And, protecting local control

Additionally, the current draft agenda includes focusing their efforts on:

- Enhancing the transfer pipeline via streamlined student-centered transfer processes in an effort to reduce transfer barriers, saving students time and money via transparent course equivalencies and simplified student course selection across institutions
- Supporting the Governor's aim to expand access to select bachelor's degrees using an evidence-based development process through ICCB and IBHE that demonstrates workforce need, employer support, and regional labor market data
- Authority for local control on minor capital project improvements, expanding purchasing authority via a statewide community college purchasing consortium that includes working with BEP vendors to reduce purchasing expenses, clarifying FOIA and related guidance to empower colleges to responsibly address the burden of automatic or AI-generated requests.

- And finally, Securing Funding for a Transformative workforce ecosystem that includes proactively working on statewide Manufacturing Workforce Development and readying themselves for the long-awaited opportunities tied to the recent legislative authorization for awarding Workforce Pell for qualifying short-term programs.

The Presidents continue to have conversations on a number of other subject areas including:

- Veto Session HB1312 - Throughout the fall veto session, Senator Karina Villa worked on bill language addressing ICE activity on campus. On Wednesday, October 30, the second-to-last day of veto session, Senator Villa convened the Community College Presidents for one final round of negotiations. During this meeting, the community colleges were able to successfully negotiate the following changes:

  - Instead of requiring a policy for Sections (b) and (c), community colleges will submit a report to ICCB describing the procedures developed to implement these provisions. ICCB will compile the reports and submit a consolidated summary to the General Assembly.
  - The only remaining section subject to civil action is Section (b), which pertains to the disclosure of immigration or citizenship status, an area already protected under FERPA.

As a result, the Community College Presidents agreed to take a neutral position on the final omnibus bill, HB 1312. This bill includes provisions related to ICE activity on campuses, in childcare settings, hospitals, and courthouses. HB 1312 passed both chambers and will be sent to the Governor for signature.

The President's participated in the launch of the IL SUCCESS program.

Several of the colleges participated in the November 3-4, 2025 Chicago Quantum Summit and are exploring ways to support the state and national efforts through collaboration with the university partners and industry and partnerships.

Currently, the Presidents are preparing for the Spring ICCCP meetings and the March 2026 Joint Annual meeting with CAOs, CSSOs, CFOs, and other administrators

Item #5.2 – Illinois Community College Trustees Association
Jim Reed stated that longtime staff member Kim Villanueva retired. In the Fall, the ICCTA hosted four Regional meetings throughout the state: Rend Lake College, Prairie State College, Oakton, and South Suburban College. The last meeting was held in November and a number of issues were discussed which included legislation. The group also conducted onboarding for new members. Mr. Reed stated he attended the ACCT Leadership conference in New Orleans on October 22 through October 25. He ended his report by announcing that Lobby Day will be held on May 6th.

Item #5.3 - Student Advisory Council
Ms. Allison Meese stated the council met on November 7th at College of lake County. The committees gave updates, students shared issues and events going on at their colleges, and the group also made a list of issues for Advocacy Day. The next meeting will be at Parkland College in January.

Item #5.4 - Illinois Community College Faculty Association
Ms. Carla Presnell addressed several issues that deeply affect the quality, stability, and equity of community college education in Illinois.

While ICCB convened a working group on adequacy and equity with support from external analyses such as those by the Partnership for College Completion, the follow-through that translates these findings into policy or budget action has not been seen. The current fiscal year allocation again falls behind inflation, deepening long-term structural underfunding and shifting the burden to institutions and students. The Association urges ICCB to pair the group's recommendations with a legislative proposal and advocate for an inflation-indexed base that includes an equity-focused adequacy formula.

We are also hearing growing concern about the campus climate created by heightened immigration enforcement. Increased activity by ICE is discouraging students and families from coming to campus, interrupting learning, student services, and community partnerships. Clear and lawful statewide guidance would help campuses respond consistently and compassionately. ICCB can lead by issuing model protocols and supporting rapid-response training for presidents, campus safety teams, advisors, and faculty. The greatest impact has been felt in Cook, DuPage, Lake, and Will counties, although the risk is statewide.

Faculty workload has expanded significantly due to generative artificial intelligence. Instructors, particularly in writing-intensive disciplines, are now redesigning assessments, updating academic integrity practices, and reworking curriculum at a rapid pace. Faculty need time, training, and tools to integrate AI ethically while preserving learning outcomes and academic standards. ICCB is encouraged to support a statewide initiative to fund professional development and instructional design support and promote policy and contract language that acknowledges AI driven workload growth.

Student mental health remains a serious challenge. Budget pressures have led some colleges to outsource counseling, which weakens continuity of care and disrupts the close integration that on-campus licensed counselors provide. Colleges need stable funding to maintain embedded mental health professionals who collaborate directly with faculty, advisors, disability services, and crisis response teams. The group asks ICCB to advocate for sustainable funding for these positions.

As dual credit expands, we must safeguard instructional quality and academic rigor. Misaligned expectations, uneven oversight, and increased strain on already stretched academic departments can undermine both high school and college outcomes.

Finally, Illinois community colleges are struggling to attract and retain qualified faculty, especially in high demand programs such as health sciences, advanced manufacturing, and other career and technical fields. The Tier 2 pension system has made Illinois significantly less competitive relative to neighboring states and the private sector. ICCB is urged to acknowledge Tier 2 inadequacies in its statewide employment analyses.

Item #4 - Executive Director Report

Dr. Brian Durham gave a brief update on the technical modeling work groups including, base operating, equalization, and dual credit. The base operating had made progress and the equalization group is exploring legislation to address funding issues. The dual credit group is working with I-WORKS to conduct a cost study on dual credit. He mentioned there will be changes to the Carnegie Classifications System and the impact on community colleges.

Dr. Durham went on to briefly discuss the Workforce Pell Grant Program. This program awards Pell grants for programs that are only eight to fifteen weeks. The program aims to empower non-credit articulation into credit and provide financial aid for short-term programs. The state has convened an interagency team to implement the program, which includes the Department of Commerce and Economic Opportunity, the Board of Higher Education, and the Student Assistance Commission. The team is currently looking at how this program will be implemented. But the current administration is looking at implementing it July 1 of 2026.

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The Board took a break at 10:40 and returned at 10:52 a.m.

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Item #6 - Committee Reports

Item #6.1 - Finance, Budgeting, Accountability and External Affairs Committee

The committee met on Friday, December 5 at 8:00 a.m. with the following members present: George Evans, Allison Meese, Larry Peterson, Mara Botman, and An-Me Chung. The committee discussed Public Relations and Marketing Update; Economic Impact Study Update; Legislative Update; Fiscal Year 2026 Grants Update; Fiscal Year 2027 Budget Development; Fall 2025 Enrollment Report; Establishment of Advisory Committee Appointments; and Administrative Rules Update.

Item #6.1a – Fall 2025 IL Community College Opening Enrollment Report

Staff member Nathan Wilson shared information from the Fall 2025 Illinois Community College Opening Enrollment Report. Mr. Wilson gave a presentation specifically about Fall 2025 enrollment by instructional categories as well as other areas were examined. Additionally, preliminary analysis by demography was provided as well as enrollment comparisons to trends nationally.

Item #6.1b – Spring 2026 Legislative Agenda

There was no information to report on.

Item #6.2 - Academic, Workforce, and Student Support

The committee met on Friday, December 5 at 8:00 a.m. with the following members present: Jeanne McDonald and Marlon McClinton. The committee discussed SUCCESS (Equity) Plan Update; Workforce Education; Career and Technical Education Annual Report; FY24 Non-Credit Strategies at Work Final Report; Strategic Initiatives: April 2026 HiSET Price Increase; Academic Affairs and Student Services: Dual Credit Quality Act (DCQA) Report Highlights; and the New Units of Instruction.

Item #6.2a – Status Update on Equity Plans

ICCB staff member Jennifer Foster provided the Board with information on Supporting Universities and Colleges in Creating Equitable Student Success (Success) – (Equity) Plan Implementation: In accordance with Public Act 102-1046 (110 ILCS 205/9.16), public colleges and universities in Illinois are required to develop and implement institutional equity plans aimed at closing gaps in enrollment, retention, completion, and student loan repayment rates for underrepresented groups. Institutions submitted baseline plans in Spring 2024 in alignment with the statutory requirements. With support from the Lumina Foundation (and various other funders), and in partnership with the Illinois Community College System Foundation as fiscal agent, the Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), Office of Community College Research and Leadership, and the Governor's Office, the partners are executing a three-pronged approach to support equity plan implementation. The support program is designed around three buckets: Communities of Practice designed around topics cited in equity plans and identified in a recent survey sent to institutional leaders. Topics include comprehensive first-year experience/advising, basic needs, and improving D, F, W rates; Targeted Technical Assistance to provide structured, customized support to individual institutions aimed at deepening and accelerating the implementation of their Equity Plans. The goal is to help institutions toward measurable outcomes by identifying barriers, refining equity-focused initiatives, and integrating equity goals into institutional planning, student support systems, workforce programs, and classroom practices; and Knowledge Sessions to showcase evidence-based practices. This interactive multi-modal (webinars, podcasts, videos, etc.) series will spotlight promising and proven student success strategies being implemented across Illinois colleges.

The next step in the process is the issuance of guidance to institutions for the submission of SUCCESS (Equity) Plan updates. Institutions are only required to submit a summary of progress made since the initial submission of their plans. These summaries are due by May 31, 2026.

Item #6.2a – Dual Credit Quality Act Update

ICCB staff member Marcus Brown gave an update about the implementation of the Dual Credit Quality Act. A summary of important changes, the status of rulemaking, and an update on the DCQA Advisory Committee meetings was provided.

Item #7 - Fiscal Year 2027 ICCB Budget Recommendations

The Illinois Community College Board's fiscal year 2027 operations, grants, and capital budget request reflects the agency's commitment to advancing its core priorities in alignment with Board goals. The request emphasizes: Expanding access and success for low-income and minority students; Enhancing workforce training opportunities to help individuals move out of poverty and meet critical labor market needs while addressing workforce shortages; and Strengthening the State's investment in the community college system to ensure colleges have the necessary resources to support student success and institutional stability. The capital budget request includes three components: recommended funding allocations to all projects that have been appropriated but remain unfunded, capital renewal grants to address deferred maintenance and infrastructure needs, and new college specific project requests.

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

The Illinois Community College Board hereby:

1. Approves the fiscal year 2027 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 2027 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.

Table 1
Illinois Community College Board
Fiscal Year 2027 Budget Recommendation

Fund	Line Item	P.A. 104-0003 FY 2026 Appropriations	FY 2027 Budget Recommendation	FY 2027 Change ($)	FY 2027 Change (%)
	State General Funds	$ 360,384,400	$ 373,599,694	$ 13,215,294	3.7%
	State PPRT Fund	$ 105,570,000	$ 105,570,000	$ -	0.0%
	Total General Funds	$ 465,954,400	$ 479,169,694	$ 13,215,294	2.8%
	Unrestricted Grants				
0007	Base Operating Grant	$ 106,822,200	$ 114,255,927	$ 7,433,727	7.0%
0802	Base Operating Grant	105,570,000	105,570,000	-	0.0%
	Subtotal Base Operating Grants	$ 212,392,200	$ 219,825,927	$ 7,433,727	3.5%
0007	Equalization Grant	$ 84,045,500	$ 86,987,093	$ 2,941,593	3.5%
0001	City Colleges of Chicago	15,657,900	16,205,927	548,027	3.5%
0001	Performance Based Funding	359,000	359,000	-	0.0%
0001	Small College Grant	548,400	548,400	-	0.0%
	Subtotal Unrestricted Grants	$ 313,003,000	$ 323,926,347	$ 10,923,347	3.5%
	Statewide Initiatives & Other Grants				
0001	Lincoln's Challenge Program	$ 60,200	$ 60,200	$ -	0.0%
0001	Alternative Schools Network	4,000,000	4,000,000	-	0.0%
0001	Illinois Veterans & National Guard	4,264,400	4,264,400	-	0.0%
0001	Transitional Math & English	1,000,000	1,000,000	-	0.0%
0001	East St. Louis Higher Education Center	1,447,900	1,447,900	-	0.0%
0001	BRIDGE and Workforce Equity Grants	28,794,400	28,794,400	-	0.0%
0001	SWIC Lindenwood	5,310,000	5,310,000	-	0.0%
0001	PATH Grants	15,000,000	15,000,000	-	0.0%
0001	Mental Health Early Action on Campus Grants	6,000,000	6,000,000	-	0.0%
0001	Advanced Manufacturing & Electric Vehicle Grants	9,000,000	9,000,000	-	0.0%
0001	Dual Credit Grants	3,175,000	3,175,000	-	0.0%
0001	Noncredit Workforce Grants	5,175,000	5,175,000	-	0.0%
0001	Homelessness Prevention Grant	250,000	450,000	200,000	80.0%
0001	Trade School Grants	5,000,000	5,000,000	-	0.0%
	Subtotal Statewide Initiatives & Other Grants	$ 88,476,900	$ 88,676,900	$ 200,000	0.2%
	Adult Education				
0001	Adult Education State Basic	$ 23,791,800	$ 24,634,622	$ 842,822	3.5%
0001	Adult Education State Performance	11,798,500	11,798,500	-	0.0%
0001	Title II Adult Education (Digital Literacy)	2,000,000	2,000,000	-	0.0%
0001	English Language Services	750,000	750,000	-	0.0%
	Subtotal Adult Education Grants	$ 38,340,300	$ 39,183,122	$ 842,822	2.2%
	Career and Technical Education				
0001	Career & Technical Education Grants	$ 18,975,000	$ 19,653,975	$ 678,975	3.6%
	Subtotal Career & Technical Education Grants	$ 18,975,000	$ 19,653,975	$ 678,975	3.6%
	Total Grants	$ 458,795,200	$ 471,440,344	$ 12,645,144	2.8%
	Agency Operations				
0001	IL Longitudinal Data System	$ 666,100	$ 683,789	$ 17,689	2.7%
0001	High School Equivalency (GED)	1,365,300	1,384,004	18,704	1.4%
0001	Common App	500,000	750,000	250,000	50.0%
0001	Grants Administration	500,000	-	(500,000)	-100.0%
0001	Agency Operations	4,127,800	4,911,557	783,757	19.0%
	Subtotal GRF Operations	$ 7,159,200	$ 7,729,350	$ 570,150	8.0%
	Total State General Funds Budget	$ 465,954,400	$ 479,169,694	$ 13,215,294	2.8%

Table 2
Illinois Community College Board
Fiscal Year 2027 Budget Recommendation

Fund	Line Item	P.A. 104-0003 FY 2026 Appropriations	FY 2027 Budget Recommendation	FY 2027 Change ($)	FY 2027 Change (%)
	State General Funds	$ 465,954,400	$ 479,169,694	$ 13,215,294	2.8%
	State Other Funds	$ 15,200,000	$ 15,200,000	$ -	0.0%
	Federal Funds	$ 51,625,000	$ 51,625,000	$ -	0.0%
		$ 532,779,400	$ 545,994,694	$ 13,215,294	2.5%
	Unrestricted Grants				
0007	Base Operating Grant	$ 106,822,200	$ 114,255,927	$ 7,433,727	7%
0802	Base Operating Grant	105,570,000	105,570,000	-	0%
	Subtotal Base Operating Grants	$ 212,392,200	$ 219,825,927	$ 7,433,727	3.5%
0007	Equalization Grant	$ 84,045,500	$ 86,987,093	$ 2,941,593	4%
0001	City Colleges of Chicago	15,657,900	16,205,927	548,027	4%
0001	Performance Based Funding	359,000	359,000	-	0%
0001	Small College Grant	548,400	548,400	-	0%
	Subtotal Unrestricted Grants	$ 313,003,000	$ 323,926,347	$ 10,923,347	3.5%
	Statewide Initiatives & Other Grants				
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	1,447,900	1,447,900	-	0%
0001	BRIDGE and Workforce Equity Grants	28,794,400	28,794,400	-	0%
0001	SWIC Lindenwood	5,310,000	5,310,000	-	0%
0001	PATH Grants	15,000,000	15,000,000	-	0%
0001	Mental Health Early Action on Campus Grants	6,000,000	6,000,000	-	0%
0001	Advanced Manufacturing & Electric Vehicle Grants	9,000,000	9,000,000	-	0%
0001	Dual Credit Grants	3,175,000	3,175,000	-	0%
0001	Noncredit Workforce Grants	5,175,000	5,175,000	-	0%
0001	Homelessness Prevention Grant	250,000	450,000	200,000	80%
0001	Trade Schools	5,000,000	5,000,000	-	0%
	Subtotal Statewide Initiatives & Other Grants	$ 88,476,900	$ 88,676,900	$ 200,000	0%
	Adult Education				
0001	Adult Education State Basic	$ 23,791,800	$ 24,634,622	$ 842,822	4%
0001	Adult Education State Performance	11,798,500	11,798,500	-	0%
0001	Title II Adult Education (Digital Literacy)	2,000,000	2,000,000	-	0%
0001	English Language Services	750,000.00	750,000	-	0%
0692	Adult Education Federal Grants	27,400,000	27,400,000	-	0%
	Subtotal Adult Education Grants	$ 65,740,300	$ 66,583,122	$ 842,822	1%
	Career and Technical Education				
0001	Career & Technical Education Grants	$ 18,975,000	$ 19,653,975	$ 678,975	4%
0772	CTE Federal Grants	22,000,000	22,000,000	-	-
	Subtotal Career & Technical Education Grants	$ 40,975,000	$ 41,653,975	$ 678,975	2%
	Total Grants	$ 508,195,200	$ 520,840,344	$ 12,645,144	2%
	Agency Operations				
0001	IL Longitudinal Data System	$ 666,100	$ 683,789	$ 17,689	3%
0001	High School Equivalency (GED)	1,365,300	1,384,004	18,704	1%
0001	Common App	500,000	750,000	250,000	50%
0001	Grants Administration	500,000	-	(500,000)	-100%
0001	Agency Operations	4,127,800	4,911,557	783,757	19%
	Subtotal GRF Operations	$ 7,159,200	$ 7,729,350	$ 570,150	8%
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	15,000,000	15,000,000	-	0%
0350	ICCB Federal Trust Fund	625,000	625,000	-	0%
0692	ICCB Adult Education Fund	1,600,000	1,600,000	-	0%
	Total Operations	$ 24,584,200	$ 25,154,350	$ 570,150	2%
	Total Budget	$ 532,779,400	$ 545,994,694	$ 13,215,294	2%

Table 3
Illinois Community College Board
Fiscal Year 2027 Capital Budget Recommendation for Release of Funds
(In thousands)

College	Project	State Funding	Local Match	Project Total
CC System Misc Capital Improvements (ICCB)	Misc. capital improvements - higher education	$170,000.00	$ 42,500.0	$ 212,500.0
Carl Sandburg College	Repair and pavement of parking lots and roads	$ 4.40	$ 1.1	$ 5.5
Carl Sandburg College	Customer service renovations and other improvements	$ 200.00	$ 50.0	$ 250.0
City Colleges of Chicago	City Colleges Misc. capital improvements	$ 25,679.09	$ 6,419.8	$ 32,098.9
City Colleges of Chicago	Kennedy King - Remodel for a Culinary Arts Ed. Fac. and other	$ 12,020.00	$ 3,005.0	$ 15,025.0
City Colleges of Chicago	Humboldt Park Vocational Education Center Renovations	$ 5,525.00	$ 1,381.3	$ 6,906.3
City Colleges of Chicago	advanced manufacturing tools for workforce development programs	$ 250.00	$ 62.5	$ 312.5
City Colleges of Chicago Olive Harvey College	Funding for new building	$ 2.84	$ 0.7	$ 3.5
City Colleges of Chicago Olive Harvey College	Additional funding for new building	$ 171.16	$ 42.8	$ 213.9
City Colleges of Chicago Truman College	Capital improvements	$ 5,000.00	$ 1,250.0	$ 6,250.0
City Colleges of Chicago Wilbur Wright College	Capital improvements	$ 200.00	$ 50.0	$ 250.0
College of DuPage	Grounds, retention pond, and other improvements	$ 3,131.55	$ 782.9	$ 3,914.4
College of DuPage	Temporary facilities replacement	$ 20,000.00	$ 5,000.0	$ 25,000.0
College of DuPage	Instructional Center noise abatement	$ 1,560.00	$ 390.0	$ 1,950.0
College of Lake County	capital improvements at the Waukegan lakeshore campus	$ 2,500.00	$ 625.0	$ 3,125.0
College of Lake County	Construction of classroom building and other improvements	$ 26,713.10	$ 6,678.3	$ 33,391.4
College of Lake County	Construction of a classroom building - Grayslake campus	$ 2,229.10	$ 557.3	$ 2,786.4
College of Lake County	Electrical, HVAC upgrades and install fire suppression-Grayslake	$ 1,861.28	$ 465.3	$ 2,326.6
College of Lake County	Construction of student service building	$ 10,843.49	$ 2,710.9	$ 13,554.4
Danville Area Community College	Clock tower center and ornamental horticulture facility and other	$ 80.15	$ 20.0	$ 100.2
Danville Area Community College	Renovation of the Veterans Center	$ 100.00	$ 25.0	$ 125.0
Elgin Community College	capital improvements including purchase of new building costs (to PA 103-589)	$ 36.00	$ 9.0	$ 45.0
Elgin Community College	capital improvements associated with mechatronics	$ 200.00	$ 50.0	$ 250.0
Elgin Community College	construction of a Regional Technical Training Center	$ 500.00	$ 125.0	$ 625.0
Elgin Community College	Construction of a manufacturing training facility	$ 25,000.00	$ 6,250.0	$ 31,250.0
Elgin Community College	infrastructure improvements including vocational training center	$ 970.00	$ 242.5	$ 1,212.5
Elgin Community College	infrastructure improvements including vocational training center	$ 1,000.00	$ 250.0	$ 1,250.0
Elgin Community College	capital improvements including purchase of new building costs	$ 36.00	$ 9.0	$ 45.0
Elgin Community College	expansion of the Manufacturing Building	$ 1,000.00	$ 250.0	$ 1,250.0
Harper College	Upgrading parking lots and other improvements	$ 1,410.00	$ 352.5	$ 1,762.5
Harper College	Engineering and Technology Center renovations	$ 601.29	$ 150.3	$ 751.6
Harper College	One stop admission and campus student life center	$ 38,208.57	$ 9,552.1	$ 47,760.7
Harper College	Hospitality facility replacement	$ 4,370.00	$ 1,092.5	$ 5,462.5
Harper College	emergency services training center capital improvements	$ 410.00	$ 102.5	$ 512.5
Heartland Community College	infrastructure improvements and equipment	$ 20.00	$ 5.0	$ 25.0
Heartland Community College	Infrastructure improvements	$ 150.00	$ 37.5	$ 187.5
Heartland Community College	capital improvements	$ 264.00	$ 66.0	$ 330.0
IL Eastern Community Colleges Frontier College	Student education and support center renovation	$ 2,642.9	$ 660.7	$ 3,303.6
IL Eastern Community Colleges Lincoln Trail College	Construction of Technology Center and other cap. imp.	$ 2,115.5	$ 528.9	$ 2,644.4
IL Eastern Community Colleges Lincoln Trail College	Construction of Technology Center and other cap. imp.	$ 7,826.2	$ 1,956.5	$ 9,782.7
IL Eastern Community Colleges Lincoln Trail College	Construction of AC/Refrigeration Sheet metal technology building	$ 1,660.0	$ 415.0	$ 2,075.0
IL Eastern Community Colleges Olney Central College	Collision repair technology center and other capital improvements	$ 120.0	$ 30.0	$ 150.0
IL Eastern Community Colleges Wabash Valley College	Construction of Student Center and other cap. Imp.	$ 4,460.0	$ 1,115.0	$ 5,575.0
Illinois Central College	Improvements at Edwards Building, roadway and parking lot resurf.	$ 4,941.1	$ 1,235.3	$ 6,176.4
Illinois Central College	Sustainability education center	$ 588.6	$ 147.1	$ 735.7
Illinois Central College	Classroom renovations and other improvements	$ 80.0	$ 20.0	$ 100.0
Illinois Central College	capital improvements	$ 10,000.0	$ 2,500.0	$ 12,500.0
Illinois Central College	Facility improvements and expansion - East Peoria campus	$ 300.0	$ 75.0	$ 375.0
Illinois Valley Community College	Community instructional center and other capital improvements	$ 210.0	$ 52.5	$ 262.5
John A. Logan	West lobby expansion and other capital improvements	$ 3,460.1	$ 865.0	$ 4,325.2
John A. Logan	Capital improvements	$ 150.0	$ 37.5	$ 187.5
John Wood	infrastructure improvements	$ 100.0	$ 25.0	$ 125.0
Joliet Junior College	Replacing exterior stairs and other capital improvements	$ 50.0	$ 12.5	$ 62.5
Joliet Junior College	Upgrading utilities and other capital improvements	$ 0.2	$ 0.0	$ 0.2
Joliet Junior College	Renovations at Mental Health and Wellness Office	$ 250.0	$ 62.5	$ 312.5
Joliet Junior College	Facility infrastructure improvements	$ 1,082.0	$ 270.5	$ 1,352.5
Kaskaskia College	Vandalia Campus infrastructure improvements and other cap. imp.	$ 6,200.0	$ 1,550.0	$ 7,750.0
Kaskaskia College	capital improvements	$ 75.0	$ 18.8	$ 93.8
Kaskaskia College	infrastructure improvements including prior incurred costs	$ 689.6	$ 172.4	$ 861.9

College	Project	State Funding	Local Match	Project Total
Kaskaskia College	Infrastructure improvements	$ 1,000.0	$ 250.0	$ 1,250.0
Lake Land College	Construction of Workforce Relocation Center and other cap. imp.	$ 10,930.0	$ 2,732.5	$ 13,662.5
Lake Land College	Student services building addition and other capital improvements	$ 8,950.0	$ 2,237.5	$ 11,187.5
Lake Land College	Construction of Rural Development Technology Center	$ 8,400.0	$ 2,100.0	$ 10,500.0
Lake Land College	Agricultural education building	$ 4,000.0	$ 1,000.0	$ 5,000.0
Lewis & Clark Community College	Renovation and repairs to Main Complex and other	$ 37,058.7	$ 9,264.7	$ 46,323.4
Lewis & Clark Community College	Engineeering Annex and other capital improvements	$ 1,700.0	$ 425.0	$ 2,125.0
Lewis & Clark Community College	Daycare and Montessori school and other capital improvements	$ 1,650.0	$ 412.5	$ 2,062.5
Lewis & Clark Community College	Renovation of Greenhouses	$ 875.0	$ 218.8	$ 1,093.8
Lincoln Land Community College	LLCC Truck Driver Training Program - add new A 135 S 34 to PA 103-589	$ 2,600.0	$ 650.0	$ 3,250.0
Lincoln Land Community College	LLCC Truck Driver Training Program	$ 2,600.0	$ 650.0	$ 3,250.0
Lincoln Land Community College	Renovation of student services facilities and other improvements	$ 202.9	$ 50.7	$ 253.7
Lincoln Land Community College	Sangamon Hall renovations	$ 3,315.0	$ 828.8	$ 4,143.8
Lincoln Land Community College	Exterior repairs and other improvements	$ 335.0	$ 83.8	$ 418.8
McHenry County College	Greenhouse and other capital improvements	$ 750.0	$ 187.5	$ 937.5
McHenry County College	Construction of pumphouse and other capital improvements	$ 120.0	$ 30.0	$ 150.0
Moraine Valley Community College	Infrastructure improvements	$ 1,000.0	$ 250.0	$ 1,250.0
Moraine Valley Community College	Renovation of buidlings A, B, and L and health careers center	$ 43,063.4	$ 10,765.9	$ 53,829.3
Moraine Valley Community College	capital improvements including prior year costs	$ 500.0	$ 125.0	$ 625.0
Morton College	infrastructure improvements at the campus childcare center	$ 650.0	$ 162.5	$ 812.5
Morton College	Repair & replacement of parking lots, roadways, walkways and other	$ 4,572.4	$ 1,143.1	$ 5,715.5
Morton College	Installing emergency generator and other improvements	$ 195.0	$ 48.8	$ 243.8
Morton College	infrastructure improvements	$ 100.0	$ 25.0	$ 125.0
Morton College	infrastructure improvements	$ 100.0	$ 25.0	$ 125.0
Morton College	infrastructure improvements	$ 250.0	$ 62.5	$ 312.5
Morton College	infrastructure improvements	$ 125.0	$ 31.3	$ 156.3
Morton College	infrastructure improvements	$ 500.0	$ 125.0	$ 625.0
Oakton College	Addition and remodeling of Des Plaines Campus and other	$ 31,866.5	$ 7,966.6	$ 39,833.1
Oakton College	Classroom renovations	$ 125.0	$ 31.3	$ 156.3
Parkland College	capital improvements	$ 500.0	$ 125.0	$ 625.0
Parkland College	Student services center addition and other improvements	$ 149.8	$ 37.5	$ 187.3
Parkland College	Safety improvements to chemistry lab	$ 0.0	$ 0.0	$ 0.0
Prairie State College	roof repairs, replace/repair high voltage system and other	$ 5,304.2	$ 1,326.0	$ 6,630.2
Prairie State College	Capital improvements	$ 60.6	$ 15.1	$ 75.7
Rend Lake Community College	Allied Health building and other capital improvements	$ 5,035.9	$ 1,259.0	$ 6,294.9
Richland Community College	Student success center renovation and addition	$ 20.0	$ 5.0	$ 25.1
Richland Community College	Land purchase for program buidling - advanced manufacturing	$ 400.0	$ 100.0	$ 500.0
Richland Community College	Capital improvements	$ 6,041.1	$ 1,510.3	$ 7,551.4
Rock Valley College	Renovation and expansion of Classroom Building II and other	$ 17,000.0	$ 4,250.0	$ 21,250.0
Rock Valley College	Constuct performance venue center, remodel classroom buildings	$ 8,600.0	$ 2,150.0	$ 10,750.0
Rock Valley College	Renovation and expansion of classroom space	$ 1,766.1	$ 441.5	$ 2,207.7
Rock Valley College	LED lighting upgrades-Student Center Building	$ 250.0	$ 62.5	$ 312.5
Rock Valley College	Remodeling science lab and other capital improvements	$ 100.0	$ 25.0	$ 125.0
Rock Valley College	Building renovations	$ 45.8	$ 11.5	$ 57.3
Rock Valley College	infrastructure improvements	$ 500.0	$ 125.0	$ 625.0
Shawnee Community College	Construction and renovation of a building center and other imp.	$ 1,445.5	$ 361.4	$ 1,806.9
Shawnee Community College	Facility improvements at Metropolis Regional Education Center	$ 70.0	$ 17.5	$ 87.5
South Suburban College	Capital improvements	$ 500.0	$ 125.0	$ 625.0
South Suburban College	Capital improvements	$ 500.0	$ 125.0	$ 625.0
South Suburban College	Plan, acquire, construct allied health center & other	$ 12,233.1	$ 3,058.3	$ 15,291.4
South Suburban College	Plan, acquire, construct allied health center & other	$ 35,474.9	$ 8,868.7	$ 44,343.6
South Suburban College	Capital improvements	$ 250.0	$ 62.5	$ 312.5
Southeastern Illinois College	Addition to Carmi/White County vocational building and other	$ 337.3	$ 84.3	$ 421.6
Southeastern Illinois College	Construction of a vocational building	$ 1,650.0	$ 412.5	$ 2,062.5
Southeastern Illinois College	Infrastructure improvements	$ 500.0	$ 125.0	$ 625.0
Southwestern Illinois Community College	Site improvements at Central Quad	$ 880.0	$ 220.0	$ 1,100.0
Southwestern Illinois Community College	capital projects for Southwestern Illinois College	$ 17,500.0	$ 4,375.0	$ 21,875.0
Spoon River College	Renovation of Macomb CTE/nursing building & other improvements	$ 3,485.1	$ 871.3	$ 4,356.4
Triton College	Infrastructure improvements & purchase of equipment	$ 750.0	$ 187.5	$ 937.5
Triton College	Infrastructure imprvement	$ 49.9	$ 12.5	$ 62.3
Triton College	capital improvements	$ 1,400.0	$ 350.0	$ 1,750.0
Triton College	capital improvements	$ 1,000.0	$ 250.0	$ 1,250.0
Triton College	Window replacements & other capital improvements	$ 93.9	$ 23.5	$ 117.4
Triton College	Renovating and expanding Technology building	$ 330.0	$ 82.5	$ 412.5
Triton College	ADA door operator & other capital improvements	$ 20.5	$ 5.1	$ 25.6
Triton College	Geology Lab	$ 75.0	$ 18.8	$ 93.8
Triton College	renovations to facilities including roof replacement	$ 400.0	$ 100.0	$ 500.0
Triton College	campus restroom facilities and ADA accessibility	$ 0.5	$ 0.1	$ 0.6
Waubonsee Community College	Construction & renovation of CTE building and other improvements	$ 12,669.7	$ 3,167.4	$ 15,837.1
Waubonsee Community College	Replace temporary building A and other	$ 2,900.0	$ 725.0	$ 3,625.0
Waubonsee Community College	Aurora Campus capital improvements	$ 750.0	$ 187.5	$ 937.5

Table 4
Illinois Community College Board
Fiscal Year 2027 Capital Budget Recommendation for New Projects

Rank	District	Project Title	Request for Local Funds	Request for State Funds	Total Project Funding
	Statewide	Capital Renewal Grants/Deferred Maintenance	$43,333,333	$130,000,000	$173,333,333
1	510 South Suburban	Renovate Labs	$1,250,000	$3,750,000	$5,000,000
2	532 College of Lake County	ATC - PMT Relocation and Life Safety Renovation	$8,924,037	$26,772,110	$35,696,147
3	507 Danville Area	Julius W Hegeler II Hall Phase 2 Renovation	$550,194	$1,650,581	$2,200,775
4	508 City Colleges	STEM Labs	$6,250,000	$18,750,000	$25,000,000
5	513 Illinois Valley	Nursing Program Expansion	$751,600	$2,254,700	$3,006,300
6	513 Illinois Valley	Library/Academic Support Center	$1,814,000	$5,441,900	$7,255,900
7	531 Shawnee	Main Campus Lab Renovations	$850,500	$2,551,500	$3,402,000
8	504 Triton	Window Replacements Student Resource Buildings	$805,000	$2,415,100	$3,220,100
9	526 Lincoln Land	MENARD HALL AND SANGAMON HALL RENOVATION	$2,550,000	$7,650,000	$10,200,000
10	530 John A. Logan	Library Remodel	$931,059	$2,793,175	$3,724,234
11	522 Southwestern Illinois	Nursing and Health Sciences Center	$17,891,457	$53,674,370	$71,565,827
12	504 Triton	Window Replacements Line Buildings Phase 2	$926,300	$2,778,800	$3,705,100
13	524 Moraine Valley	Career Technical Center	$22,576,750	$67,730,250	$90,307,000
14	509 Elgin	Building I - Culinary Renovation and Expansion	$8,610,500	$23,831,500	$32,442,000
15	508 City Colleges	Student Resource Centers	$4,500,000	$13,500,000	$18,000,000
16	505 Parkland	Biological/Chemical and Physical Sciences Training Center	$7,795,284	$23,371,831	$31,167,115
17	529 IL Eastern	ADA Improvements to Public Restrooms and Other Capital Improvements	$2,680,000	$8,040,000	$10,720,000
18	532 College of Lake County	Wellness and Health Sciences Center	$11,771,301	$35,313,901	$47,085,202
19	528 McHenry County	First Responder Training Center	$3,206,641	$9,619,922	$12,826,563
20	502 College of DuPage	S.T.E.M Center	$19,298,017	$57,894,051	$77,192,068
21	506 Sauk Valley	CTE Expansion	$4,701,572	$14,104,716	$18,806,288
22	503 Black Hawk	New Career and Technical Education Building at the Quad-Cities Campus	$17,670,458	$53,011,375	$70,681,833
23	528 McHenry County	Multi-Purpose Addition	$4,524,703	$13,574,109	$18,098,812
24	521 Rend Lake	Advance Technology Center	$9,651,100	$28,953,900	$38,605,000
25	517 Lake Land	Remodel of Northwest Classroom Building	$3,743,400	$11,230,200	$14,973,600
26	540 Heartland	New Health Sciences Center	$12,390,900	$37,172,800	$49,563,700
27	525 Joliet Junior	Health Professions Expansion	$8,690,300	$26,076,700	$34,767,000
28	506 Sauk Valley	New Public Safety Training Center	$7,353,750	$22,061,250	$29,415,000
29	536 Lewis and Clark	Roadway, Parking Lot, & Sidewalk Improvements	$1,735,000	$5,205,000	$6,940,000
30	521 Rend Lake	Student Center Addition	$4,463,500	$13,390,700	$17,854,200
31	521 Rend Lake	Applied Sciences Center Addition	$2,814,800	$8,444,200	$11,259,000
32	539 John Wood	Cafeteria/Food Service/Bookstore Area Conversion	$884,063	$2,652,188	$3,536,251
33	518 Carl Sandburg	Asphalt Sidewalk Replacement Project	$82,500	$247,500	$330,000
34	531 Shawnee	Construct New Alexander County Extension Center Building	$1,879,713	$5,639,138	$7,518,850
35	528 McHenry County	Library/Student Success Center Renovations	$2,775,551	$8,326,653	$11,102,204
36	526 Lincoln Land	SANGAMON AND MENARD HALL RENOVATIONS	$6,175,000	$18,525,000	$24,700,000
37	522 Southwestern Illinois	Advanced Manufacturing Academy Phase Ii	$5,805,780	$17,417,341	$23,223,121
38	503 Black Hawk	New Student Center at the East Campus	$10,435,442	$31,306,326	$41,741,767
39	534 Spoon River	Drama Auditorium/Theatre Addition to Multipurpose Facility	$3,379,950	$10,139,850	$13,519,800
40	510 South Suburban	Exterior Painting and Caulking-Entire Building-Main Campus	$725,000	$2,175,000	$2,900,000
41	526 Lincoln Land	New Child Care Center	$2,725,000	$8,175,000	$10,900,000
42	524 Moraine Valley	Center for Public Safety	$9,025,800	$22,077,500	$31,103,300
43	530 John A. Logan	Lower C Wing Renovation	$3,240,154	$9,720,461	$12,960,615
44	501 Kaskaskia	Comprehensive Roofing Replacement Project	$1,387,250	$4,161,750	$5,549,000
45	535 Oakton	Classroom Remodel Skokie Campus	$21,250,000	$63,750,000	$85,000,000
46	504 Triton	Career Discovery Center Building	$14,921,200	$44,763,600	$59,684,800
47	517 Lake Land	Remodel of Northeast Classroom Building	$3,825,000	$11,475,000	$15,300,000
48	520 Kankakee	Renovation of the west portion of the existing third floor of the L	$1,378,700	$4,136,200	$5,514,900
49	520 Kankakee	Renovation of the east portion of the existing third floor of the L l	$2,467,300	$7,401,900	$9,869,200
50	514 Illinois Central	Level 2 - Classroom / Collaboration Space / Office Renovations	$3,638,900	$10,916,500	$14,555,400

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

Item #8 - New Units

Item #8.1 – Shawnee Community College

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

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

PERMANENT PROGRAM APPROVAL
Shawnee Community College

➢ Power Sports Technician Certificate (32 credit hours)

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

Item #9 - recognition

Item #9.1 John A. Logan College, Moraine Valley Community College, Spoon River College

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

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

John A. Logan College, District 530
Moraine Valley Community College, District 524
Spoon River College, District 534

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

Item #10 - Adoption of Minutes

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

Item #10.1 - Minutes of the September 25, 2025, Work Session

The Illinois Community College Board hereby approves the Board minutes of the September 25, 2025, meeting as recorded.

The motion was approved via unanimous voice vote. Student Advisory vote: yes. Jeanne McDonald and Lisa Dziekan abstained.

Item #10 - Adoption of Minutes

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

Item #10.2 - Minutes of the September 26, 2025, Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the September 26, 2025, meeting as recorded.

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

Item #11 – consent agenda

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

<u>Item #11.1 - Illinois Community College Board January 2026 Regulatory Agenda</u>
The Illinois Community College Board hereby approves the January 2026 Regulatory Agenda
listed below:

ILLINOIS COMMUNITY COLLEGE BOARD JANUARY 2026 REGULATORY AGENDA

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

    1) <u>Rulemaking</u>:

        A) <u>Description</u>: The Board proposes amending its administrative rules to implement statutory changes to the Dual Credit Quality Act enacted in P.A. 104-0012 (effective June 20, 2025).

        B) <u>Statutory Authority</u>: Dual Credit Quality Act [110 ILCS 27]

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

        D) <u>Date agency anticipates First Notice</u>: January 2026

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

        F) <u>Agency contact person for information</u>:

           Illinois Community College Board
           Attn: Matt Berry
           401 East Capitol Avenue
           Springfield IL 62701-1711

           (217) 785-7411
           Matt.Berry@illinois.gov

        G) <u>Related rulemakings and other pertinent information:</u> None

    2) <u>Rulemaking</u>:

        A) <u>Description</u>: The Board proposes amending its administrative rules update reporting requirements to ensure ICCB compliance with the Mental Health Early Action on Campus Act. The Board also proposes to adjust requirement for reporting of Credit for Prior Learning Policies to incorporate recent legislative changes.

        B) <u>Statutory Authority</u>: Public Community College Act [110 ILCS 805]

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

        D) <u>Date agency anticipates First Notice</u>: February 2026

        E) <u>Effect on small businesses, small municipalities or not for profit corporations</u>: 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
Matt.Berry@illinois.gov

G)	Related rulemakings and other pertinent information: None

3)	Rulemaking:

A)	Description: The Board proposes amending its administrative rules to implement statutory changes enacted in P.A. 103-0159 with regards to community college out-of-district tuition.

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

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

D)	Date agency anticipates First Notice: March 2026

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
Matt.Berry@illinois.gov

G)	Related rulemakings and other pertinent information: None

4)	Rulemaking:

A)	Description: Beginning in 2025, the Board will establish 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: July 2026

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

F) <u>Agency contact person for information</u>:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Matt.Berry@illinois.gov

G) <u>Related rulemakings and other pertinent information: None</u>

5) <u>Rulemaking</u>:

A) <u>Description</u>: 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) <u>Statutory Authority</u>: Public Community College Act [110 ILCS 805]

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

D) <u>Date agency anticipates First Notice</u>: September 2026

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

F) <u>Agency contact person for information</u>:

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) <u>Related rulemakings and other pertinent information: None</u>

6) <u>Rulemaking</u>:

A) <u>Description</u>: In March 2025, the Adequacy and Equity in Community College Funding Work Group issued a report to the Board that included recommendations for improving the adequacy and equity of funding for community colleges in Illinois. Following this work a serious of technical workgroups have been meeting to review the recommendations, conduct additional research and analysis, and model potential funding formula revisions. As the Board continues to review the work of these groups and consider enhancements to the community college

funding formulas, changes to administrative rules governing community college funding may be necessary.

B) <u>Statutory Authority</u>: Public Community College Act [110 ILCS 805]

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

D) <u>Date agency anticipates First Notice</u>: October 2026

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

F) <u>Agency contact person for information</u>:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Matt.Berry@illinois.gov

G) <u>Related rulemakings and other pertinent information</u>: None

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

1) <u>Rulemaking</u>:

A) <u>Description</u>: 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) <u>Statutory Authority</u>: Public Community College Act [110 ILCS 805]

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

D) <u>Date agency anticipates First Notice</u>: December 2026

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

F) <u>Agency contact person for information</u>:

Illinois Community College Board
Attn: Matt Berry
401 East Capitol Avenue
Springfield IL 62701-1711

(217) 785-7411
Matt.Berry@illinois.gov

G) <u>Related rulemakings and other pertinent information</u>: None

Item #11.2 - Revised Calendar Year 2026 Board Meeting Dates and Locations
The Illinois Community College Board hereby approves the Revised Calendar Year 2026 Board Meeting Dates and Locations listed below, with the new date for the March Board Meeting:

Calendar Year 2026 Board Meeting Dates and Locations

January 16
9:30 a.m. – Harry L. Crisp II Community College Center, Springfield

March 27
9:30 a.m. – Lake Land College, Mattoon

June 5
9:30 a.m. — Chicago Suburb - ICCTA Convention

July
Subject to Call

August
Board Retreat – TBD

September 25
9:30 a.m. – Lewis & Clark Community College, Godfrey

December 4
9:30 a.m. – Harry L. Crisp II Community College Center, Springfield

Item #11.3 - Re-Establishment of the Illinois Community College Board MIS/Research and Illinois Longitudinal Data Advisory Committee Appointments
The Illinois Community College Board hereby establishes the MIS/Research and Illinois Longitudinal Data System Advisory Committee and authorizes the Executive Director to make the below appointments to Committee.

MIS/Research and Illinois Longitudinal Data System Advisory Committee
1. Kelly Becker, Assistant Vice President, Institutional Effectiveness and Strategic Planning, Oakton College (2028)
2. Steve Damarjian, District Director of Institutional Research & Reporting Compliance, Decision Support, City Colleges of Chicago (2028)
3. Jeffrey Ebel, Compliance Officer, Southwestern Illinois College (2028)
4. Kathy Hart, Dean of Institutional Effectiveness, Illinois Valley Community College (2028)
5. James Kostecki, Associate Vice President of Planning, Performance and Analytics, College of DuPage (2028)
6. Matthew Krull, Director of Research & Data Management, Kishwaukee College (2028)
7. Tricia Kujawa, Assistant Vice President of Institutional Research and Effectiveness, Lincoln Land Community College (2028)
8. Megan Lombardi, Director of Institutional Research, McHenry County College (2028)
9. Jordan Mays, Assistant Vice President of Institutional Effectiveness and Research, John A. Logan College (2028)

Item #11.4 - Re-Establishment of the Illinois Community College Board Finance Advisory Committee Appointments
The Illinois Community College Board hereby re-establishes the Finance Advisory Committee and authorizes the Executive Director to make the below appointments to the Committee.

Finance Advisory Committee
1. Maribel Rodriguez, Vice Chancellor Finance/Chief Financial Officer, City Colleges of Chicago (2028)
2. Noah Lamb, Vice President Finance & Administration, Heartland Community College (2028)
3. Josh Welker, Dean of Business Services, John Wood Community College (2028)
4. Ryan Hawkins, Chief Financial Officer/Treasurer, Illinois Eastern Community Colleges (2028)
5. Kent Sorenson, Vice President of Business Services, Sauk Valley Community College (2028)
6. Tammy Betancourt, Vice President Finance/Chief Financial Officer, Danville Area Community College (2028)
7. Jill Janssen, Vice President/Chief Financial Officer, Highland Community College (2028)
8. Beth Nunley, Vice President for Business Affairs & Board Treasurer, Kankakee Community College (2028)
9. Robert Grapenthien, Controller, Harper College (2028)

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

Item #12 - Information Items
There was no discussion.

> **Item #12.1 - Fiscal Year 2026 Financial Statements**
> **Item #12.2 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director**
> **Item #12.3 - PSI Services LLC – HiSET® Test Increase**
> **Item #12.4 - Fiscal Year 2025 Career and Technical Education Annual Report**
> **Item #12.5 - Fiscal Year 2024 Noncredit Strategies at Work Grant Final Report**

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

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

Item #15 - Executive Session
The Board did not go into Executive Session.

Item #16 - Executive Session Recommendations
There were no items.

Item #17 - Adjournment
Chair Jenkins ended the meeting by mentioning some positive news from community colleges:

- Aspen Institute Colleges: Nearly half of Illinois' Community Colleges are eligible to compete for the National Aspen Prize for Community College Excellence.
  - In November, 21 Illinois community colleges have been named among the nation's top 200 two-year institutions eligible to compete for the $1 million 2027 Aspen Prize for Community College Excellence.
  - The prestigious award recognizes outstanding student outcomes, including retention, program completion, transfer, and bachelor's degree attainment.
  - The inclusion of nearly half the community colleges in Illinois underscores the strength of the state's community college system in promoting student success and advancing economic mobility across diverse regions of the state.

- **System Enrollment.** System-wide, Illinois community colleges saw total enrollment reach 274,737 in Fall 2025 — a 3.7 % increase from 2024, marking the fourth consecutive year of growth.

- o Among the 45 community colleges in Illinois, 38 reported higher enrollments in 2025, indicating broad growth across the system.
- o Jay Brooks will discuss in more detail.

- **Moraine Valley Community College** has received nearly $1 million from the National Science Foundation to train faculty in artificial intelligence. The project will create a library of AI-powered instructional resources to be shared with other colleges after the first year.

- **Shawnee Community College** earned a five-star rating in USA Today's first national ranking of vocational schools in key academic categories. The ranking assessed graduation rates, salaries, affordability, and diversity.

- **Rock Valley College's** Traffic Safety Program has been recognized by the National Safety Council as one of the top training centers in the country. In 2024 the program trained more than 3,200 students in driver safety.

- **Black Hawk College** Associate Professor of Biology, Isaac Stewart won the National Association of Biology Teachers award! The Prof. Chan Two-Year College Award for the Engaged Teaching of Biology is given to a faculty member who demonstrates the impact of their "professional commitment on a wider student population (beyond the students in their classroom)."

- **The College of DuPage** women's cross-country team captured its first-ever NJCAA Division III National Championship in November.

- **John Wood Community College** opened a new PACT Head Start program in October, which is easing the childcare burden for local students.

- **Parkland College** student Rebekah Maxwell received the Abraham Lincoln Civic Engagement Award for her leadership and service. The award recognizes statewide student commitment to civic impact.

- **Highland Community College**'s Board approved planning for an expansion of its Sports Complex. The project will enhance academic programs, support enrollment, and add workforce-relevant offerings in health and exercise fields.

- **Kankakee Community College**'s radiography program has earned initial accreditation from JRCERT. The program prepares students for careers as radiographers using diagnostic imaging technologies.

- **Kaskaskia College**'s bond rating was recently upgraded by Moody's Ratings to Aa3 — placing KC among the highest-rated community colleges nationally, reflecting strong financial health and institutional stability.

- **Elgin Community College** won a $50,000 grant from NASA for a "Robotics Rising" initiative — making ECC one of only a few Illinois community colleges selected for national-level STEM funding.

Larry Peterson made a motion, which was seconded by Maureen Banks, to adjourn the Board meeting at 11:57 a.m.

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

Illinois Community College Board

AUTHORIZATION TO ENTER INTO CONTRACTS FOR OFFICE OPERATIONS

ICCB policy requires contracts over $20,000 to be approved by the Board. Contracts under $20,000 require the Executive Director to notify the Board Chair before execution, and those under $5,000 require no Board approval or notification. At the beginning of the fiscal year, all known contracts were presented to the Board for approval based on estimated costs. Contracts that were not previously recommended for Board approval on the June 6, 2025, agenda are listed below.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the following Fiscal Year 2026 contractual agreements:

Funding Source	Contractor	Original Estimate	Actual Cost	Contract Period	Description
001 - PATH	Competency-Based Education Network	n/a	25,186	10/1/25 - 6/30/26	*Small Purchase with Sole Source Conditions:* Licenses for C-BEN's CompetentU Modules New Initiative - PATH related Competency-Based Education Workshops for the Community Colleges utilizing CompetentU.
GRF/ Allocated	Sorling Northrup	30,000	40,000	7/1/25-6/30/26	*Sole Source Provider*: ICCB Legal Services We are increasing our contract for this year due to 72% utilization as of November. This contract total exceeds 10 percent of what was provided during the June Board

Illinois Community College Board
FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
July 1, 2025 – December 31, 2025

		FY 2026 Appropriation		Year -to-Date Expenditures	% Expended
STATE GENERAL FUNDS*					
GENERAL REVENUE FUND					
GRANTS TO COLLEGES AND PROVIDERS		$ 108,208,300	$	47,430,747	43.8%
ADULT EDUCATION		35,590,300		33,435,955	93.9%
GED TESTING PROGRAM		1,365,300		599,754	43.9%
CAREER & TECH EDUCATION		18,975,000		9,769,439	51.5%
OFFICE ADMINISTRATION		5,127,800		2,281,119	44.5%
	TOTAL	**$ 169,266,700**	**$**	**93,517,014**	**55.2%**
EDUCATION ASSISTANCE FUND					
GRANTS TO COLLEGES AND PROVIDERS		$ 190,867,700	$	93,371,785	48.9%
	TOTAL	**$ 190,867,700**	**$**	**93,371,785**	**48.9%**
SPECIAL STATE FUNDS *					
CONTRACTS AND GRANTS FUND		$ 15,000,000.00	$	32,498	0.2%
GED TESTING FUND		100,000		1,793	1.8%
ICCB RESEARCH & TECHNOLOGY FUND		100,000		-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000		52,785,000	50.0%
	TOTAL	**$ 120,770,000**	**$**	**52,819,290**	**43.7%**
FEDERAL FUNDS*					
FEDERAL ADULT EDUCATION FUND		$ 26,079,990	$	436,421	1.7%
FEDERAL CAREER & TECH ED FUND		23,937,100		2,420,656	10.1%
ICCB FEDERAL TRUST FUND		625,000		186,167	29.8%
	TOTAL	**$ 50,642,090**	**$**	**3,043,245**	**6.0%**
	GRAND TOTAL, ALL FUNDS	**$ 531,546,490**	**$**	**242,751,334**	**45.7%**

* See detail on following pages.

Illinois Community College Board
FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2025 – December 31, 2025

	FY 2026 Appropriation	Year-to-Date Expenditures	% Expended
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	$ 15,657,900	$ 7,676,909	49.0%
PATH Grants	15,000,000	11,438,544	76.3%
Bridge and Transition	9,224,336	150,750	1.6%
Workforce Equity Initiative	19,570,064	16,113,636	82.3%
East St. Louis Educational Center	1,447,900	493,877	34.1%
Illinois Veterans Grant	4,264,400	-	0.0%
ILDS	666,100	284,569	42.7%
Small College	548,400	548,394	100.0%
Performance Grants	359,000	-	0.0%
Lincoln's Challenge Program	60,200	-	0.0%
Alternative Schools Student Re-enrollment	4,000,000	2,050,000	51.3%
Transitional Math and English Development (TIME and DEV)	1,000,000	7,321	0.7%
SWIC Lindenwood Center	5,310,000	2,655,000	50.0%
Advanced Manufacturing & Electric Vehicles	9,000,000	3,956,577	44.0%
Mental Health Early Action on Campus Grant	6,000,000	-	0.0%
Trade Schools	5,000,000	-	0.0%
Digital Instruction for Adult Education	2,000,000	-	0.0%
Noncredit Workforce Program	5,175,000	1,962,537	37.9%
Dual Credit Grants	3,175,000	92,633	2.9%
English Language Services	750,000	-	0.0%
TOTAL	**$ 108,208,300**	**$ 47,430,747**	**43.8%**
OFFICE ADMINISTRATION	$ 5,127,800	$ 2,281,119	44.5%
TOTAL	**$ 5,127,800**	**$ 2,281,119**	**44.5%**
ADULT EDUCATION			
Adult Education Basic Grants	$ 23,391,800	$ 22,534,342	96.3%
Adult Education Basic Admin	400,000	299,022	74.8%
Adult Education Performance Grants	11,798,500	10,602,591	89.9%
TOTAL	**$ 35,590,300**	**$ 33,435,955**	**93.95%**
GED TESTING PROGRAM	$ 1,365,300	$ 599,754	43.9%
TOTAL	**$ 1,365,300**	**$ 599,754**	**43.9%**
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	$ 500,000	$ 153,000	30.6%
CTE Administration	474,500	216,189	45.6%
CTE Formula	17,200,500	8,600,250	50.0%
CTE Corrections	800,000	800,000	100.0%
TOTAL	**$ 18,975,000**	**$ 9,769,439**	**51.5%**
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS			
Base Operating	$ 106,822,200	$ 51,349,035	48.1%

Equalization		84,045,500	42,022,750	50.0%
TOTAL	**$**	**190,867,700**	**$ 93,371,785**	**48.9%**
GRAND TOTAL	**$**	**360,134,400**	**$ 186,888,799**	**51.9%**

Illinois Community College Board
FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT

Special State Funds
July 1, 2025 – December 31, 2025

SPECIAL STATE FUNDS*

	FY 2026 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
ILCCO	$ -		
Lumina Grant		12,498	
Department of Energy IAC Grant			
ISAC FAFSA Grant		-	
Tutoring Initiative			
ADMINISTRATION			
Tutoring Initiative			
ILCCO		$ 20,000	
Department of Energy IAC Admin			
	$ 15,000,000	$ 32,498	0.2%
GED TESTING FUND*	$ 100,000	$ 1,793	1.8%
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	$ 120,770,000	$ 52,819,290	43.7%

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2026 APPROPRIATION SUMMARY REPORT

Federal Funds
July 1, 2025 – December 31, 2025

FEDERAL FUNDS*

	FY 2026 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	$ 17,537,520	$ 581,655	$ -	0.0%
Federal Basic Leadership	2,125,264	1,086,270	240,000	7.5%
EL Civics Grants	2,864,609	58,625	84,532	2.9%
	$ 22,527,393	$ 1,726,550.00	$ 324,532	1.3%
ADMINISTRATION				
Federal Basic	$ 1,062,880	$ 49,620	$ 42,414	4.0%
EL Civics	150,769	30,842	11,823	6.5%
Leadership	531,936	-	57,652	0.0%
	$ 1,745,585	$ 80,462	$ 111,889	6.1%
TOTAL	**$ 24,272,978**	**$ 1,807,012**	**$ 436,421**	**1.7%**
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	$ 17,233,212	$ 741,639	$ 2,146,891	11.9%
Perkins Leadership	1,621,949	1,684,238	209,000	6.3%
Perkins Corrections	405,487	150,075	-	0.0%
Reserve	-			0.0%
	$ 19,260,648	$ 2,575,952	$ 2,355,891	10.8%
ADMINISTRATION				
CTE Federal	$ 1,013,718	$ 1,086,782	$ 64,765	3.1%
TOTAL	**$ 20,274,366**	**$ 3,662,734**	**$ 2,420,656**	**10.1%**
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	$ 625,000	$ -	$ 186,167	29.8%
TOTAL	**$ 625,000**	**$ -**	**$ 186,167**	**29.8%**
GRAND TOTAL, FEDERAL FUNDS	**$ 45,172,344**	**$ 5,469,746**	**$ 3,043,245**	**6.0%**

Expenditures from these funds cannot exceed receipts.

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

STUDENT ENROLLMENTS AND COMPLETIONS IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM

FISCAL YEAR 2025

December 2025

ICCB Research & Analytics Division

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INTRODUCTION

The Illinois Community College System serves as a cornerstone of the state's educational and economic landscape, offering accessible, affordable, and high-quality programs that meet the needs of Illinois' diverse learners. As both an entry point to higher education and a pathway to career advancement, the system empowers students with opportunities to earn valuable credentials, transition into in-demand fields, and prepare for transition to universities to continue work toward a four-year degree. By addressing skills gaps, advancing workforce development, and responding to emerging labor market trends, Illinois community colleges play a pivotal role in cultivating a skilled workforce that fuels local and statewide economic growth.

According to the National Center for Education Statistics, postsecondary enrollments declined from 2010 through 2021, a trend intensified by the COVID-19 pandemic. With their open-access mission and the populations they serve, community colleges experienced some of the most significant enrollment impacts. However, Illinois began to see this trajectory shift in Fall 2022. Enrollment growth continued through academic year 2025, marking the third-largest annual increase in credit enrollment (+4.9 percent) in system history. Only the increases from academic year 1981 to 1982 (+11.4 percent) and from academic year 2023 to 2024 (+5.9 percent) were higher.

Throughout the pandemic and its aftermath, Illinois community colleges took proactive steps to re-engage students and strengthen access to high-demand career pathways aligned with statewide workforce needs. Colleges expanded training opportunities in critical sectors, improved access for underserved populations, and supported students' return to education and workforce preparation. At the same time, they deepened partnerships with high schools by expanding dual credit offerings that provide clear and accelerated pathways to college and career credentials.

Illinois community colleges also continue to demonstrate strong student transfer outcomes through coordinated transfer frameworks that support the seamless movement of students from two-year to four-year institutions. Collectively, these efforts underscore the system's ongoing commitment to broad access, student success, and long-term economic and workforce development.

With 73,687 earned collegiate-level degrees and certificates, fiscal year 2025 had the highest annual number of graduates ever recorded for the Illinois Community College System. As illustrated in Figure 1, the annual Illinois Community College System number of program graduates increased five percent from fiscal year 2016 to 2025. During the same timeframe, enrollments decreased by twenty-four percent statewide.

Figure 1. Illinois Community College System Credit Enrollments and Graduates, FY 2016-2025
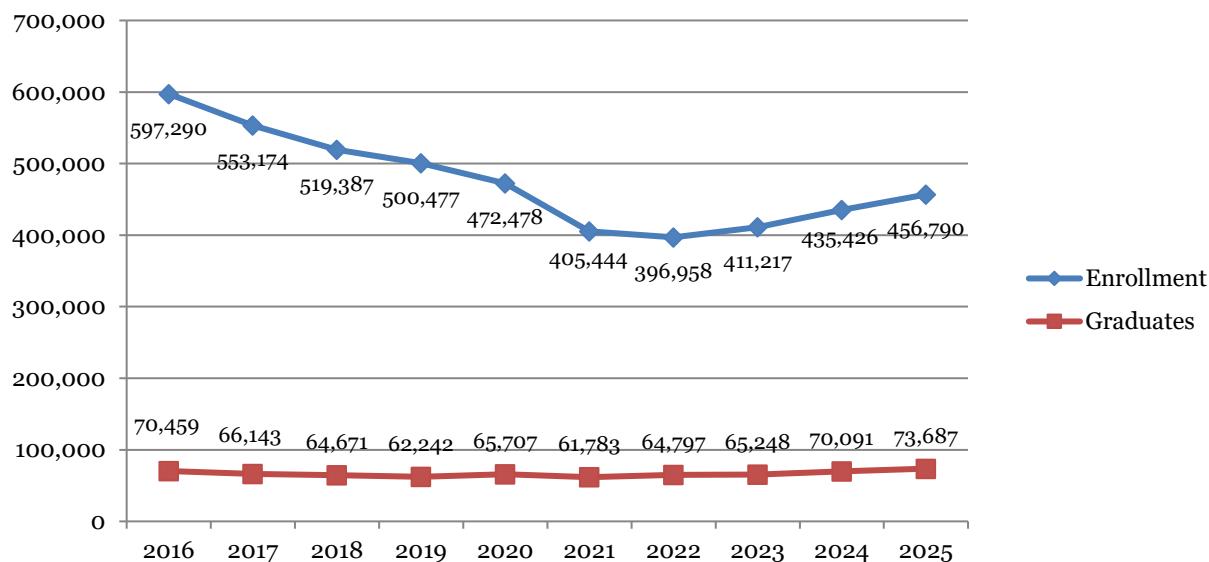
Under the authority of the P-20 Longitudinal Education Data System Act (105 ILCS 13/1 et seq.) (the "LDS Act"), ICCB is the State Education Authority responsible for collecting and maintaining enrollment, completion, and student characteristic information on community college students. The data within the Annual Enrollment and Completion Report derive from ICCB's Centralized Data System. Illinois Community Colleges submit Annual Enrollment (A1) microdata for individuals who are officially enrolled at the college in credit coursework at any time during the specified fiscal year. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the microdata source of student completions. This year's Annual Enrollment and Completion Report is based on fiscal year 2025 enrollments and completions. Comparative information is supplied from four previous fiscal years (2021-2024). Detailed tables comparing fiscal year 2024 and fiscal year 2025 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. FTE enrollments in this report are based on all credit hours attempted. Thirty credit hours equal one FTE.

Also included in the Annual Enrollment and Completion Report is information about noncredit offerings for the current year (2025) and the four previous fiscal years (2021-2024). Noncredit courses provide another delivery method of education, training, and public service by community colleges to the communities they serve. Since fiscal year 1999, the Illinois community colleges have submitted Noncredit Enrollment (N1) annual microdata for students containing demographic and course information on the wide range of noncredit instruction.

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HIGHLIGHTS OF FISCAL YEAR 2025 ANNUAL REPORT

Student Enrollments

- The Illinois Community College System served 577,184 students in credit and noncredit courses during fiscal year 2025. Overall combined enrollments increased compared to last year (4.4 percent, N = 24,364).

- Credit-generating students accounted for 79.1 percent of the overall fiscal year 2025 headcount.

- During fiscal year 2025, the 45 public community colleges in Illinois enrolled 456,790 students in instructional credit courses. This is a 4.9 percent increase over the previous year (435,426). The full-time equivalent (FTE) enrollment was 178,658, an increase of 5.3 percent since fiscal year 2024.

- Statewide, 13,498 of 577,184 total students enrolled in both credit and noncredit courses during fiscal year 2025 (A1 and N1). While there is some overlap, these data suggest that credit and noncredit courses are meeting largely different student and community needs.

- Females comprised 54.1 percent of the fiscal year 2025 student population enrolled in credit-generating programs.

- Minority (non-white) students accounted for just over half (55.4 percent) of the credit students enrolled. African American student representation increased (9.8 percent) and accounted for 13.6 percent of all credit students. Latino student representation increased (8.2 percent) and accounted for 30.2 percent of all credit students. Asian (5.8 percent), Two or More Races (3.6 percent), and U.S. Nonresident (1.2 percent) student representation increased from the previous year.

- Two in three Pell recipients were minority (non-white) students in fiscal year 2025 (66.8 percent).

- Thirty-seven percent of students in fiscal year 2025 were first-generation students (37.0 percent).

- The median age of credit-generating students was 21.5 during fiscal year 2025, a slight decrease from the previous year. The average age was decreased from the previous year at 26.0 years in fiscal year 2025.

- Transfer remained the largest credit instructional program area enrolling 53.8 percent of fiscal year 2025 Illinois Community College System students. Enrollments in Transfer programs increased 5.8 percent compared to the previous year.

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- Statewide, Career and Technical Education credit program enrollments accounted for one-quarter of all credit students (24.9 percent). Enrollments in Career and Technical Education programs increased 3.0 percent from last year.

- Students enrolled in Adult Education courses in community colleges comprised 12.6 percent of the credit-generating students. Enrollments in Adult Education increased by 6.5 percent versus fiscal year 2024.

- Of the students in Adult Education, 59.3 percent were enrolled in English as a Second Language (ESL) courses.

- Although 53.8 percent of the fiscal year 2025 credit student population was enrolled in the Transfer area, only 36.1 percent of all students indicated intent to transfer.

- One-half (50.4 percent) of the fiscal year 2025 credit students enrolled in the colleges indicated that they were not pursuing a degree, but attending to complete one or several courses. Participation in college to take courses instead of pursuing a degree or certificate remained similar compared to the previous year.

- More than two out of three credit students attended on a part-time basis during both the fall (70.8 percent) and spring (74.5 percent) semesters in fiscal year 2025.

- Twenty percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes 18,199 who earned a bachelor's degree or higher.

- Illinois community college students enrolled in 5,359,749 credit hours throughout fiscal year 2025 and earned 80.2 percent of those hours.

- Accumulated credit hours were available for 80.9 percent of the fiscal year 2025 student population. More than one-third of them (33.5 percent) attained sophomore-level status by accumulating 30 or more college-level hours.

- Cumulative grade point average data was reported for 79.6 percent of the fiscal year 2025 students. One-half (55.2 percent) held an A-B average.

- In fiscal year 2025, nearly one in ten (9.4 percent) Illinois community college students (not enrolled in ABE/ASE/ESL, Vocational Skills, or General Studies) were enrolled in at least one developmental course–a decrease from fiscal year 2024.

- In fiscal year 2025, Illinois community college students earned 67.5 percent of the developmental credits they attempted. This percentage is up from 64.6 percent in fiscal year 2024.

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- High school students enrolled in dual credit courses (N = 101,634) comprised 22.2 percent of all credit enrollment at Illinois community colleges in fiscal year 2025. This represents an 11.7 percent increase from the previous year and the largest enrollment ever reported for dual credit students.

- Fiscal year 2025 unduplicated noncredit headcount increased 2.6 percent over last year to 120,394 students. The duplicated headcount or "seatcount" was 3.7 percent higher than the previous year.

- Statewide, 15,648 noncredit course sections were conducted during fiscal year 2025.

- Female students accounted for 46.9 percent of 2025 noncredit enrollments.

- Minority students accounted for one-third (33.1 percent) of the individuals enrolled in noncredit courses who supplied racial/ethnic data.

- The median age of noncredit students was 38.4 during fiscal year 2025. The average age was 41.1 years.

- Nearly one-half (47.7 percent) of the noncredit students were 40 years of age or above among the individuals who supplied this information.

- Nearly three-fifths of the noncredit offerings (duplicated) were in the Personal and Social Development category of activity (57.9 percent). Over one-fourth of the noncredit coursework were dedicated to developing workplace skills: Professional/Vocational (16.0 percent) and Business and Industry Contractual training (9.8 percent).

- Across all categories of activity, nine broad course enrollments (two-digit CIP) had over 5,000 noncredit students enrolled. These nine areas accounted for nearly two-thirds of the students enrolled in noncredit courses with CIP data (65.9 percent). About one out of two enrollments in these large CIPs were in work-related courses: Business Management (15.5 percent), Transportation (8.9 percent), Health Professions (7.9 percent), Education (6.3 percent), Legal Professions and Studies (5.8 percent), and Security and Protective Services (4.5 percent).

- Noncredit enrollments by term were 40.7 percent in Spring, 32.4 percent in Fall, and 26.9 percent in Summer in fiscal year 2025.

- Over one-half of the 2025 noncredit courses were held on main college campuses (53.8 percent).

Student Completions

- A total of 73,687 collegiate-level degrees and certificates were awarded to Illinois community college students in fiscal year 2025.

- The number of community college completions in fiscal year 2025 is the highest count ever reported.

- The number of degrees and certificates awarded increased 5.1 percent from fiscal year 2024 (+3,596 completers). Taking a longer view–compared to fiscal year 2021–the total number of fiscal year 2025 completions increased 19.3 percent.

- Career and Technical Education accounted for the largest number of graduates (N = 44,906) in fiscal year 2025. More than half of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2025 (60.9 percent). Career completions increased 9.4 percent from last year.

- Transfer completions accounted for the second largest group of completers in fiscal year 2025 (N = 26,287). One out of three graduates earned Transfer completions (35.7 percent). The number of Transfer completions decreased 2.4 percent (-653) from last year. Nearly one in three Transfer graduates earned the General Education Core Curriculum Credential.

- Twenty-one percent of the Career and Technical Education awards in fiscal year 2025 were AAS degrees.

- Females accounted for 53.7 percent of all 2025 completions.

- Career and Technical Education Certificates of Nine to less than Thirty Semester Hours accounted for the largest number of male completers (N = 10,574), and Career and Technical Education Certificates of less than Nine Semester Hours accounted for the largest number of female completers (N = 7,798) of a specific degree or certificate.

- Although small in number, the Associate in Engineering Science (N = 500) had the highest proportion of male graduates (81.0 percent, N = 405).

- Minority students earned 46.5 percent of the collegiate-level degrees and certificates awarded in the Illinois Community College System during fiscal year 2025. Latino students earned 25.5 percent, African American students earned 11.5 percent, and Asian students earned 4.4 percent of all degrees and certificates.

- Minorities accounted for 45.8 percent of total Transfer degree and certificate recipients.

- More minority graduates completed Career and Technical Education degrees and certificates (N = 20,845) than Transfer degrees and certificates (N = 12,028).

- Among the largest minority groups, Latino (N = 18,825) students completed more than twice as many collegiate-level awards than African American students (N = 8,499).

- Thirty percent of the students who were awarded degrees and certificates during fiscal year 2025 were less than 21 years of age. The other age groups with the largest percentages of graduates were 21 to 24 (33.9 percent), 25 to 30 (15.0 percent), 31 to 39 years of age (11.5 percent), and 40 to 55 years of age (8.0 percent).

- Seven out of ten Transfer degree and certificate completers in 2025 indicated intent to transfer to a four-year institution.

- Approximately 17.7 percent of fiscal year 2025 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

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OVERALL FISCAL YEAR 2025 STUDENT ENROLLMENTS

The Illinois Community College System had 577,184 students in credit and noncredit courses during fiscal year 2025. Overall combined enrollments increased compared to last year (4.4 percent, N = 24,364).

Table 1 provides a summary comparison of fiscal year 2021 through fiscal year 2025 credit and noncredit unduplicated enrollments. Total enrollments reflect those students who may be concurrently enrolled in credit-generating and noncredit courses during the fiscal year.

Table 1
SUMMARY COMPARISON OF ANNUAL ENROLLMENTS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2021-2025

Unduplicated Headcount	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Credit	405,444	396,958	411,217	435,426	456,790
% Change	*-14.2%*	*-2.1%*	*3.6%*	*5.9%*	*4.9%*
Noncredit	90,344	106,621	116,544	117,394	120,394
% Change	*-35.4%*	*18.0%*	*9.3%*	*0.7%*	*2.6%*
Total*	495,788	503,579	527,761	552,820	577,184
% Change	*-19.0%*	*1.6%*	*4.8%*	*4.7%*	*4.4%*

*Individuals may be concurrently enrolled in credit and noncredit courses

SOURCES OF DATA: ICCB Centralized Data System—Annual Enrollment (A1) Records and Annual Noncredit Course Enrollment (N1) Records

Detailed comparisons of fiscal year 2021 through fiscal year 2025 unduplicated credit and noncredit headcount enrollments for each community college are provided in Appendix tables A-1 and B-1, respectively.

As depicted in Figure 2, credit-generating students account for 79.1 percent of the overall fiscal year 2025 headcount. Credit enrollments had been growing prior to fiscal year 2010, but they have decreased each year until fiscal year 2023. Fiscal year 2025 credit-generating enrollments are the highest of the most recent five years. Noncredit enrollments are also the highest of the most recent five years.

Figure 2. Overall Annual Enrollments, FY 2021-2025
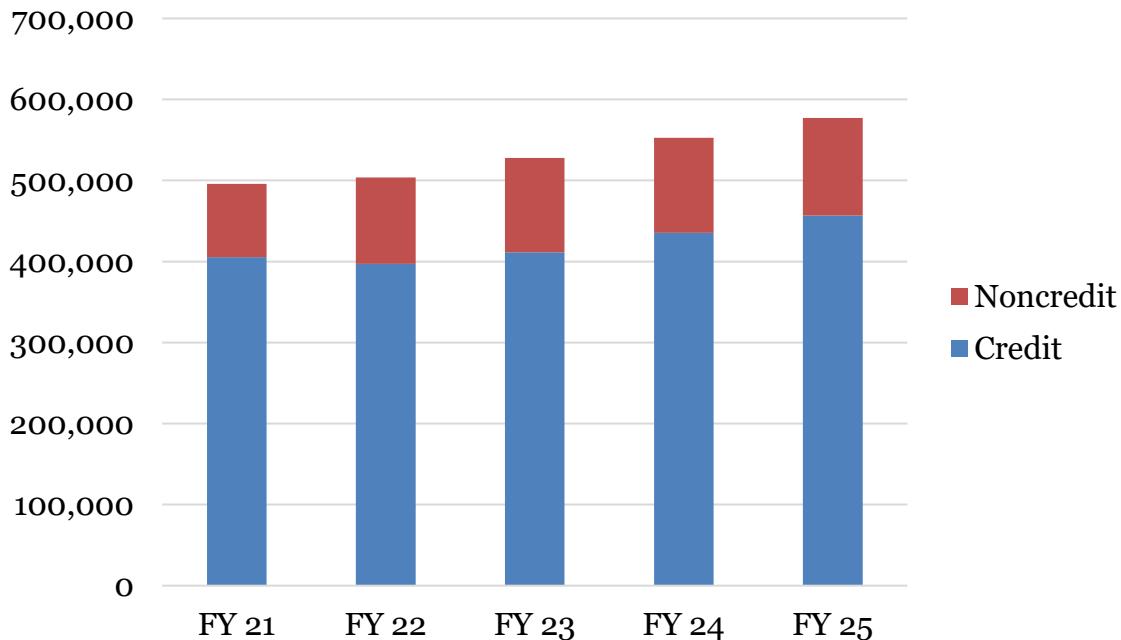
Statewide, 13,498 of 577,184 total enrolled in both credit and noncredit courses during fiscal year 2025 (A1 and N1). While there is some minimal overlap (2.3 percent), credit and noncredit courses are meeting largely different student and community needs.

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FISCAL YEAR 2025 STUDENT CREDIT ENROLLMENTS

Student Credit Enrollment by Community College

Annual credit enrollment for fiscal year 2025 was 456,790, and full-time equivalent (FTE) students totaled 178,658. Table 2 contains comparative enrollment data for the last five years. Fiscal year 2025 saw an increase of 4.9 percent in credit headcount enrollment from the previous year. Fiscal year 2025 FTE enrollment increased by 5.3 percent compared to last year. Compared to five years ago, fiscal year 2025 credit headcount enrollments increased by 12.7 percent. FTE enrollments increased 10.8 percent since 2021. Historically, credit headcount enrollments in fiscal year 2025 were at the fifth lowest level since annual headcount enrollments were collected beginning in 1979 (N = 562,213).

Table 2
COMPARISON OF ANNUAL CREDIT ENROLLMENTS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2021-2025

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Headcount	405,444	396,958	411,217	435,426	456,790
% Change	*-14.2%*	*-2.1%*	*3.6%*	*5.9%*	*4.9%*
FTE	161,294	154,608	159,204	169,729	178,658
% Change	*-12.5%*	*-4.1%*	*3.0%*	*6.6%*	*5.3%*

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment (A1) Records

Table A-1 in the Appendix provides a comparison of fiscal year 2021 through fiscal year 2025 headcount enrollments for each community college. Among Illinois' 45 community colleges, 33 colleges reported an increase in headcount, while eight exhibited decreases compared to fiscal year 2024. Four colleges experienced little or no change (1.0 percent or less) during fiscal year 2025. Table A-2 contains a comparison of full-time equivalent (FTE) enrollments for fiscal years 2021 through 2025. FTE calculations convert the substantial part-time enrollment into the number of students there would be if everyone attended on a full-time basis. Over the last year, 36 colleges experienced an increase in FTE, four reported decreases, and five colleges experienced little or no FTE change versus fiscal year 2024.

Male/Female Distribution

The male/female distribution of credit students typically fluctuates little from year to year with female students consistently constituting a slight majority. Females comprised 54.1 percent of the student population in fiscal year 2025. The percentage of male students

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averaged 44.3 percent over the past five years. Gender classifications are aligned with U.S. Department of Education collection and reporting standards. Nearly one percent (0.8 percent) was unknown or another gender in fiscal year 2025 (see Table A-3).

Ethnic Origin

In fiscal year 2025, just over half (55.4 percent) of those participating in credit coursework in community colleges were minority (non-white) students (among those whose ethnicity was known). Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414. The number of minority students increased 9.3 percent from fiscal year 2024 to fiscal year 2025, and the proportion of minority students increased from 53.3 percent last year to 55.4 percent in fiscal year 2025. During the past five years, students from minority groups comprised an average of five in ten (50.9 percent) of the student population. Latino students (now numbering 132,999) became the largest minority group in 2000, and have been each year since, except in fiscal year 2012, when African American students (now numbering 59,913) were the largest minority group. Compared to last year, an increase was noted in credit headcount enrollments among both African American students and Latino students. In fiscal year 2025, the number of Latino credit students enrolled increased by 8.2 percent, and the number of African American students enrolled in Illinois community college credit courses increased by 9.8 percent (see Table A-4a).

Overall, 92,365 students participating in credit coursework received Pell grants in fiscal year 2025. Pell recipients include students who were awarded a Pell grant, and dollars were disbursed. In addition, Pell recipients include recipients in Dual Enrollment and Second Chance Pell experiments at federally approved experimental sites. The number of Pell recipients increased 16.5 percent from last year and increased 22.1 percent from fiscal year 2021. Two in three Pell recipients (66.8 percent) were minority (non-white) students (among those whose ethnicity was known). The number of minority students receiving Pell grants increased 18.3 percent from fiscal year 2024, and the proportion of minority students increased slightly from 65.6 percent last year to 66.8 percent in fiscal year 2025. During the past five years, students from minority groups comprised an average of six in ten (63.5 percent) students who received Pell grants. Latino students were the minority group with the largest number of Pell recipients (33.7 percent), followed by African American students (22.9 percent), Asian students (4.2 percent), and students of Two or More Races (4.6 percent). Compared to last year, increases were noted in all race/ethnicity classifications (see Table A-4b).

Thirty-seven percent of students in credit coursework in fiscal year 2025 were first-generation students (37.0 percent). The number of first-generation students increased 5.7 percent from last year and increased 7.2 percent from fiscal year 2021. Minority (non-white) students (among those whose ethnicity was known) accounted for two in three (67.6 percent) first-generation students. The number of minority first-generation students increased (8.7 percent) from fiscal year 2024, and the proportion of minority first-generation students increased from 65.6 percent last year to 67.6 percent in fiscal year 2025. Among the minority groups of first-generation students, Latino students were

the largest (43.6 percent) followed by African American students (15.5 percent), Asian students (3.8 percent), and students of Two or More Races (3.1 percent). Compared to last year, an increase was noted in first-generation student headcount among all minority race/ethnicity classifications (see Table A-4c).

Student Age

In fiscal year 2025, the average age of Illinois community college students in credit courses was 26.0 years, which is a slight decrease from fiscal year 2024 (26.3 years). The median age was 21.5 years, which is also a slight decrease from last year (21.6 years). Available age data are depicted in Figure 3. The largest proportion of students (40.4 percent) was ages 17 through 20 and saw an increase of 5.8 percent over fiscal year 2024. The second largest proportion of students (20.3 percent) was ages 21 through 24 and had an increase of 5.2 percent over fiscal year 2024. The third largest proportion of students (11.6 percent) was 25 through 30 years of age with an increase of 6.3 percent over fiscal year 2024. During fiscal year 2025, 10.4 percent of students was age 31 through 39, 8.9 percent was age 40 through 55, and 2.8 percent of students was over 55. Prior to fiscal year 2021, the 16 and Under age group was the smallest in size, but is now the second smallest in fiscal year 2025, representing 5.5 percent of the student population and increasing 11.8 percent from last year. Dual credit and dual enrollment arrangements where high achieving high school students are allowed to enroll in college-level courses are contributing to enrollment among the younger student populations (see Table A-5).

Figure 3. Age Distribution of Credit Students, FY 2025
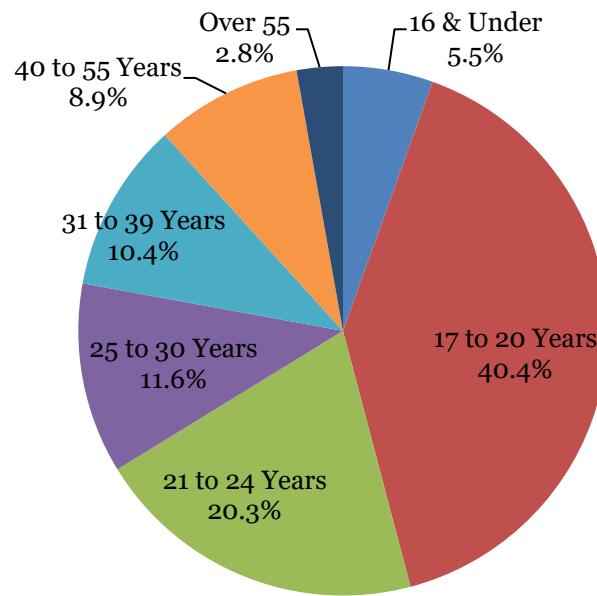
Summary of Enrollments by Instructional Program Area

Short-term, fiscal year 2025 enrollment decreased in only one of the instructional program areas: Vocational Skills (-16.9 percent). Career and Technical Education (3.0 percent), Transfer (5.8 percent), Adult Education [Adult Basic Education (ABE) and Adult Secondary Education (ASE)] and English as a Second Language (6.5 percent), General Associate (13.1 percent), and General Studies Certificate (17.9 percent) increased from fiscal year 2024. Longer term, between fiscal years 2021 and 2025, a decrease was seen in Vocational Skills. All of the instructional program areas–General Associate, Transfer, Career and Technical Education, Adult Education including English as a Second Language (ESL), and General Studies Certificate– saw increases.

Transfer was the largest instructional program offered in the Illinois Community College System accounting for five out of every ten credit students. This program is designed to provide individuals with the equivalent of the initial two years of a bachelor's degree. Statewide, enrollment in this program area increased over the past year (5.8 percent) and was up 6.0 percent between fiscal years 2021 and 2025.

Career and Technical Education programs were the second largest credit program in the Illinois Community College System, accounting for one-quarter of all credit enrollments. Career and Technical Education enrollments increased 3.0 percent compared to last year and were up 15.1 percent since 2021. Between fiscal years 2021 and 2025, enrollment in **General Associate Degree** programs increased by 16.3 percent, enrollment in **General Studies Certificates** programs increased by 28.4 percent, and enrollment in **Vocational Skills** programs decreased by 38.7 percent (see Table A-6a).

Students enrolled in community college **Adult Education** (ABE, ASE, and ESL) courses comprised 12.6 percent of the credit generating students in fiscal year 2025. Hence, about one out of eight community college students was enrolled in Adult Education skills building coursework. Statewide, there was a 6.5 percent increase in Adult Education enrollments over the previous year, and community college Adult Education enrollments were up 81.5 percent since fiscal year 2021. In fiscal year 2025, 59.3 percent of the students in Adult Education was enrolled in English as a Second Language (ESL) courses.

The City Colleges of Chicago accounted for one-third (33.5 percent) of statewide community college Adult Education enrollments in fiscal year 2025. Adult Education enrollment at the City Colleges of Chicago increased 5.9 percent over last year compared to the increase in overall enrollment of 9.3 percent at the City Colleges of Chicago. Excluding the City Colleges of Chicago, there was a 6.9 percent increase in Adult Education enrollment in fiscal year 2025 compared to last year (see Table A-6a and A-6b).

Longer term, excluding the City Colleges of Chicago, the rest of the system experienced an overall increase in enrollments (+10.8 percent) between 2021 and 2025. Looking back across five years, analysis of instructional program area information and excluding City Colleges of Chicago data showed mostly similar inclines for the rest of the system. The small General Studies Certificate programs recorded a 28.4 percent incline excluding the

City Colleges of Chicago; General Associate programs were up 23.0 percent excluding City Colleges of Chicago. Increases were also exhibited in Transfer (+4.7 percent), Career and Technical Education (+12.4 percent), and Adult Education (+107.8 percent) program enrollments between fiscal years 2021 and 2025 without the City Colleges. Long-term results in Vocational Skills were down across the rest of the system (-38.7 percent) (see Table A-6b).

Instructional Program Enrollments by Gender

During fiscal year 2025, females outnumbered males in nearly all instructional areas; only Career and Technical Education (52.1 percent) and Vocational Skills (54.1 percent) programs contained a higher proportion of male students. The highest proportion of female students was enrolled in General Associate degree programs (68.0 percent), followed by English as a Second Language programs (60.3 percent), and Adult Education (ABE and ASE) programs (56.6 percent). General Studies Certificate programs consisted of 52.4 percent female students, and 55.2 percent of those enrolled in Transfer programs was female (see Table A-7).

Instructional Program Enrollments by Racial/Ethnic Origin

Figure 4 illustrates the distribution of minorities in the two largest program areas, Transfer and Career and Technical Education. An examination of each racial/ethnic group's representation across program areas in fiscal year 2025 indicated that the largest percentage of students in each racial/ethnic group was enrolled in Transfer programs: Asian (63.8 percent), Pacific Islander (63.3 percent), Two or More Races (63.1 percent), Native American (57.7 percent), White (58.1 percent), Middle Eastern or North African (MENA; 61.5 percent), African American (50.2 percent), Latino (46.9 percent), and U.S. Nonresident (45.2 percent). Latino students were enrolled in a larger proportion of Transfer (46.9 percent) than English as a Second Language (15.9 percent) programs. Overall, minority students (nonwhite including unknown) were least represented in the General Studies Certificate (24.1 percent), Vocational Skills (41.9 percent), Career and Technical Education (51.0 percent), and Transfer (53.6 percent) areas (see Table A-8).

Figure 4. Minority Enrollments in Transfer and Career and Technical Education Programs, FY 2025

Bar chart showing Transfer and CTE enrollment values by group:

- Asian: Transfer 16,353; CTE 4,662
- Native Am.: Transfer 692; CTE 328
- African Am.: Transfer 30,052; CTE 15,464
- Latino: Transfer 62,343; CTE 27,424
- U.S. Nonresident: Transfer 2,415; CTE 937
- Pacific Islander: Transfer 504; CTE 143
- MENA: Transfer 1,417; CTE 186
- Two or More Races: Transfer 9,931; CTE 3,857

Legend: ■ Transfer ■ CTE
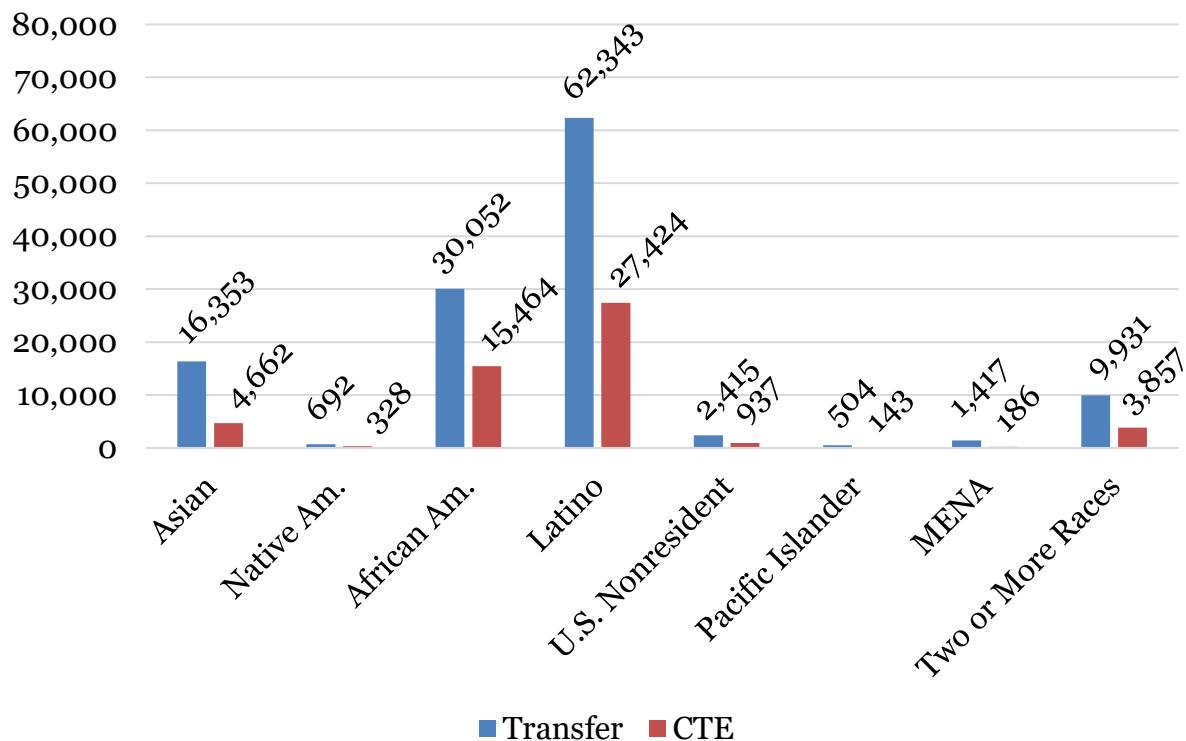
Instructional Program Enrollments by Age

During fiscal year 2025, two-thirds of community college credit students was under 25 years of age (66.2 percent). Two-thirds of the students under 25 enrolled in Transfer programs (67.5 percent). One out of every five (22.0 percent) credit students was between 25 and 39 years of age. Two program areas account for the largest portion of students between 25 and 39 years of age: Transfer (31.2 percent) and Career and Technical Education (32.9 percent). Overall, about one in nine Illinois community college credit students was at least 40 years of age (11.7 percent). Among students 40 years of age and above, most were primarily enrolled in workforce related courses (40.8 percent), which includes Career and Technical Education (32.6 percent) and short-term intensive Vocational Skills (8.2 percent) courses. One in five students aged 40 and above was pursuing a transfer program (18.8 percent) (see Table A-9).

Largest Career and Technical Education Programs

The largest Career and Technical Education curricula in fiscal year 2025 included Engineering Technologies; Business, Management, Marketing, and Related Supportive Services, Other; Associate Degree in Nursing; Child Care Provider/Assistant; Nursing Assistant/Aide and Patient Care Assistant/Aide; Business Administration and Management; Automobile Mechanics Technology; and Welding Technology/Welder. Three of these programs decreased in enrollment compared to the previous year. Engineering Technologies was again the largest program in fiscal year 2025, with 10,519

enrollments and saw a decrease of 9.4 percent (-1,085 students) from fiscal year 2024. The second largest program (Business, Management, Marketing, and Related Supportive Services, Other) increased over the previous year (+22.7 percent; +1,784 students). With 7,170 students in fiscal year 2025, Associate Degree Nursing/Registered Nursing (ADN/RN) was the third largest program, and enrollment decreased by 1.2 percent (-84 students) over last year. ADN/RN program enrollments represent individuals who are pursuing the program but are not limited to individuals who have been formally admitted to the program. Child Care Provider/Assistant was the fourth largest program (-2.9 percent; -132). Nursing Assistant was the fifth largest program and increased 3.4 percent (+139 students) in fiscal year 2025. Business Administration and Management increased 3.5 percent (+122 students) and was the sixth largest program in fiscal year 2025. The last of the largest programs, Automobile Mechanics Technology (+8.1 percent; +259) and Welding Technology (+9.2 percent; +274) increased from the previous year (see Table A-10).

Instructional Program Enrollments by Intent
Intent data provide the primary goals that students plan to achieve as a result of their studies. Initial intent data are self-reported by students when they first enroll at the college. College staff is asked to require each student to update goal information each semester and provide a current intent, as well as to retain the student's original entry intent. One in four students reported a workforce goal, which includes preparing for a job immediately after community college program completion (18.3 percent) and improving skills for a current position (7.4 percent). More students reported a goal of preparing for transfer to a four-year institution (36.1 percent). High school equivalency preparation was the goal for 10.1 percent of the students.

In an examination of student intent by program area, nearly one-half or more of the students in Adult Education (ABE and ASE), English as a Second Language, Career and Technical Education, Transfer, and Vocational Skills programs reported the goal that is most often associated with a given major. About three-quarters of the ABE/ASE and ESL students listed a desire to remedy basic skills deficiencies or to prepare for the high school equivalency test as their reason for enrolling in these programs. Fifty-five percent of students in Career and Technical Education programs enrolled with the intent of preparing for a job after community college or improving their job skills for their current position. Fifty-two percent of the students enrolled in Transfer programs indicated the intent to transfer to a four-year institution. Forty-six percent of the Vocational students enrolled with the intent of preparing for a job after community college or improving job skills for their present position (see Table A-11).

Instructional Program Enrollments by Degree Objective
Degree objective data are also self-reported and are designed to assist colleges in classifying students by curriculum or course enrollee category. The objectives convey the students' expected outcomes from attending the community college. In fiscal year 2025, 50.4 percent of all students indicated that they were enrolling with no intention of pursuing a degree—only to complete one or several courses. Figure 5 contains information

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on degree objective for the two largest community college programs. Transfer students were split between degree-seekers (46.8 percent) and course takers (51.3 percent). A small contingent of students in Transfer programs indicated an interest in completing a certificate, which would entail changing to a career or general studies major. Half (47.8 percent) of the Career and Technical Education students also indicated they expected to complete an Associate degree, while 25.6 percent expected to complete one or several courses. One in four planned to complete a certificate. Many Career and Technical students planned to complete an entire program, while others simply wanted to improve their current skills or obtain new skills to enter a different career. At least nine out of ten students in the following program areas planned to only complete one or several courses: Vocational Skills, ABE/ASE, General Studies Certificate, and English as a Second Language (97.8; 96.9; 96.6; and 96.4 percent, respectively) (see Table A-12).

Figure 5. Degree Objective for Transfer and Career and Technical Education, FY 2025

Transfer

Cert 1.8%

Assoc Deg 46.8%

One or More Course 51.3%

Career and Technical

Cert 26.7%

Assoc Deg 47.8%

One or More Course 25.6%
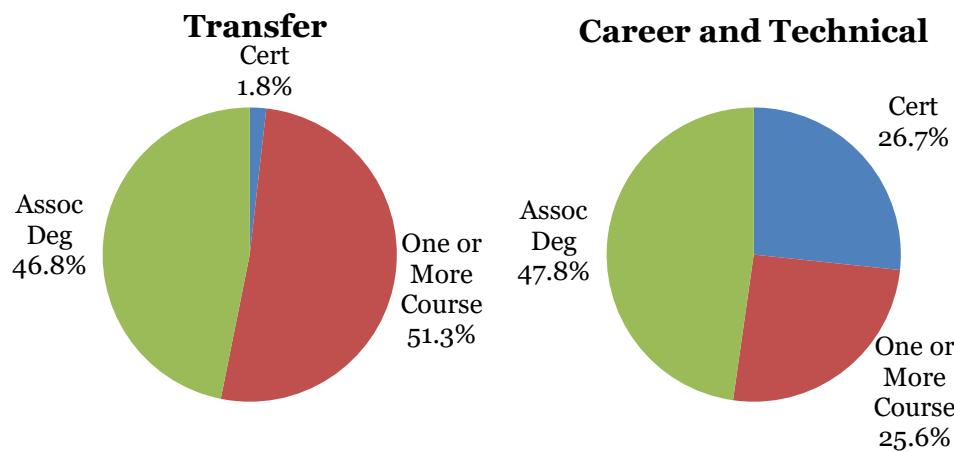
Enrollment Hours by Term and Type of Attendance

Part-time attendance is prevalent among community college students who are often simultaneously engaged with college coursework, careers, and family responsibilities. During the fall semester, two-thirds (70.8 percent) of the students attended on a part-time basis (less than 12 credit hours). The part-time proportion was slightly higher (74.5 percent) in the spring. In a pattern not typical among higher education institutions, Illinois community college enrollment during the spring semester (309,581) is usually slightly higher than in the fall (289,946). Enrollment was higher for part-time in spring (230,674) than in fall (205,361), but not for full-time (spring = 78,907 and fall = 84,585). Nine out of ten students (89.0 percent) attended on a part-time basis during the summer term of fiscal year 2025 (less than nine credit hours) (see Table A-13).

Highest Degree Earned by Students Prior to Attending Community College

The prior earned degree data reiterate that community colleges serve diverse populations. Figure 6 illustrates the educational background of fiscal year 2025 students. Prior degree reporting was similar compared to last year with less than two-thirds of the students providing this information (adult education students would typically not possess earned degrees). Six in ten students entered the community college with a high school diploma/equivalency. Twenty percent earned some type of postsecondary certificate or degree. Fourteen percent had already earned degrees at or beyond the community college level. Eighteen percent of the students had previously taken college coursework without completing a certificate or degree (see Table A-14).

Figure 6. Headcount Enrollment by Prior Highest Degree Earned, FY 2025
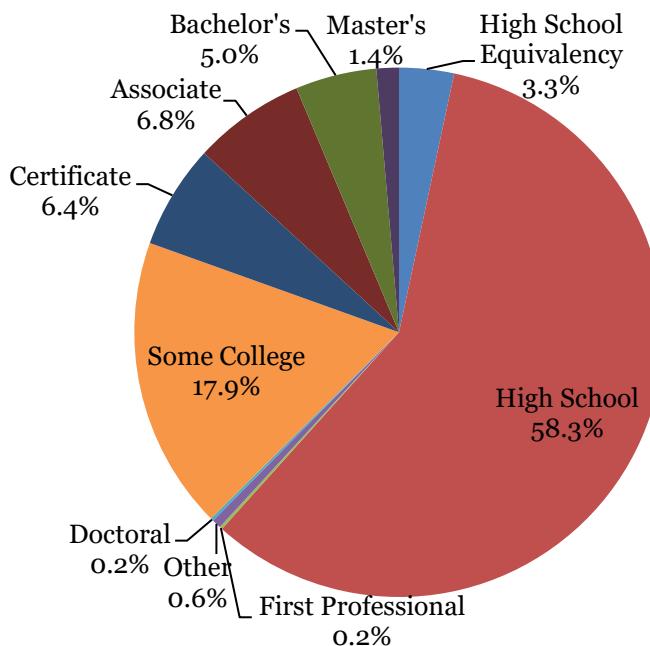
Attempted vs. Earned Credit Hours

At all colleges and universities, there are students who, for a variety of reasons, are unable or unwilling to complete the requirements for the class(es) in which they enroll. In fiscal year 2025, Illinois community college students completed over 4.2 million credit hours, which was 80.2 percent of the hours they attempted. Full-time and part-time students earned a similar percentage of the hours they attempted (see Table A-15).

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Accumulated College-Level Credit Hours

Of the 369,615 students (80.9 percent) for whom data were available, two-thirds (66.5 percent) accumulated less than 30 college-level hours (freshman level). One-fifth (20.1 percent) accumulated between 30 and 59 credit hours (sophomore status), and 13.4 percent earned 60 or more credit hours (see Table A-16).

Grade Point Averages

Cumulative grade point average (GPA) data were available for 79.6 percent of the students enrolled in fiscal year 2025. Pre-college coursework does not generate GPA information. More than four out of five students had grade point averages of 2.01 or higher, which is a "C" average or above (86.4 percent). One-half of the students (55.2 percent) achieved grade point averages in the "B" to "A" range (3.01 to 4.00). One-third (31.2 percent) achieved grade point averages in the "C" to "B" range (2.01 to 3.00) (see Table A-17).

Developmental Enrollment

During fiscal year 2025, nearly one in ten (9.4 percent) students enrolled in Illinois community colleges–not enrolled in ABE/ASE/ESL, Vocational Skills or General Studies–took at least one developmental course (N = 36,184). This represented an increase of 2.4 percent (+839) students since last year when there were 35,345 students enrolled in developmental courses. Over the most recent five-year period (2021-2025), the number of students enrolled in at least one developmental course decreased 6.7 percent (see Table A-19).

Nationally in 2019-20, 38.2 percent of first-year students at public 2-year institutions had ever enrolled in a remedial course, and 20.0 percent of these students were enrolled in remedial course(s) in fiscal year 2020. One in eight were enrolled in remedial mathematics courses (13.0 percent). About one in ten was enrolled in remedial reading or writing (10.4 percent) courses (National Center for Education Statistics, 2022).

The appendices provide additional information on the academic area(s) in which students enrolled in developmental coursework at Illinois community colleges for fiscal years 2021 through 2025 (see Table A-21). Generally, community college students enrolled in developmental courses required assistance in only one academic area. Most of the time, the area was Mathematics. In fiscal year 2025, nearly six out of every ten students participating in developmental coursework needed assistance in just Math (58.1 percent). Compared to last year, Math Only developmental enrollments increased 4.0 percent. Since fiscal year 2021, there was a decrease of 5.5 percent among students with the need to take developmental Math exclusively. In fiscal year 2025, English Only comprised 24.3 percent of the population requiring developmental assistance. About 2.5 percent of the developmental course enrollments was in Reading Only. Reading difficulties are particularly problematic since they impede an individual's ability to acquire new knowledge through written documents, which is a foundational skill in every academic course. Additionally, 1.1 percent of the fiscal year 2025 students who enrolled in

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developmental coursework took both English and Reading courses. Combinations of Math, English, and Reading developmental needs showed that seven in ten (72.1 percent) community college students who enrolled in developmental courses required assistance with their Math skills–alone or in combination with other areas. From fiscal years 2022 to 2025, the proportion of students requiring help in Math–either alone or in combination with other areas–has trended upward (71.7 percent last year). Long term, the proportion of students requiring Math skills enhancement–either alone or combined with other areas–saw a decrease (73.3 percent in fiscal year 2021). One percent of the students in developmental courses (N = 423) needed assistance in all three areas–Math, English, and Reading. Requiring assistance in all three areas is a particularly serious situation since weaknesses exist across the spectrum of skills required to acquire and process new information.

Overall, during fiscal year 2025, Illinois Community College System students earned two-thirds (67.5 percent) of the developmental credits they attempted. This was an increase from fiscal year 2024 when students earned 64.6 percent of the developmental credits attempted. Looking at the five-year period of 2021 to 2025, the percentage of developmental credits earned has remained steady around two-thirds each year (see Table A-20).

Dual Credit Enrollment

The Illinois Community College System recorded a total of 101,634 high school students enrolled in dual credit courses during fiscal year 2025. Currently, all Illinois community colleges offer dual credit courses. Annual dual credit enrollments increased 11.7 percent compared to the previous year (N = 91,017) and 52.2 percent compared to fiscal year 2021 (N = 66,788). This represents the largest enrollment ever reported for dual credit students in a single academic year.

Table A-22 in the Appendix provides a comparison of fiscal year 2021 through fiscal year 2025 dual credit headcount enrollments for each community college. Among Illinois' 45 community colleges, 33 colleges reported an increase in dual credit headcount, while eight exhibited decreases compared to fiscal year 2024. Four colleges experienced little or no change (1.0 percent or less) during fiscal year 2025.

High school students enrolled in dual credit courses comprised 22.2 percent of all credit enrollment (N = 456,790) at Illinois community colleges in fiscal year 2025.

More information on dual credit activity is available in the full Dual Credit Report.

FISCAL YEAR 2025 STUDENT NONCREDIT COURSE ENROLLMENT

Student Noncredit Course Enrollment by Community College

Illinois community colleges provide a wide range of noncredit instruction to meet a variety of community needs. Table 3 contains comparative noncredit enrollment data for the last five years. Fiscal year 1994 was the first year in which annual noncredit course enrollment data were collected. Beginning in fiscal year 2002, data are from the Noncredit Course Enrollment database (N1) which includes individual records for each student. Fiscal year 2025 is the twenty-seventh year that the Illinois Community College System has undertaken data collection through a noncredit course enrollment database (N1).

Table 3
COMPARISON OF ANNUAL NONCREDIT ENROLLMENTS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2021-2025

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Unduplicated Headcount	90,344	106,621	116,544	117,394	120,394
% Change	*-35.4%*	*18.0%*	*9.3%*	*0.7%*	*2.6%*
Duplicated Headcount	130,156	157,657	183,511	191,619	198,629
% Change	*-39.3%*	*21.1%*	*16.4%*	*4.4%*	*3.7%*
Course Sections	10,323	13,670	14,757	15,257	15,648
% Change	*-39.2%*	*32.4%*	*8.0%*	*3.4%*	*2.6%*

SOURCE OF DATA: ICCB Centralized Data System—Noncredit Course Enrollment (N1)

The number of noncredit course offerings and enrollments at the community colleges often varies from year to year, depending on the needs of the surrounding communities. Comparisons of fiscal years 2021 through fiscal year 2025 noncredit headcount enrollments and course sections conducted for each community college are provided in Appendix Tables B-1, B-2, and B-3. Reasons for the recent declines in noncredit activity and participation vary by locality. Local community college budgets continue to be tight and, generally, noncredit courses are only offered if they break even or are profitable. Additionally, there has been some resurgent resistance to reporting individual participant data. Records are not added to the noncredit database unless the category of activity

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information is supplied–business/industry contract; professional/vocational development; personal/social development; and youth programs.

During fiscal year 2025, Illinois community colleges conducted 15,648 noncredit course sections, 2.6 percent more than the previous year. From fiscal years 2021 to fiscal year 2025, the total number of course sections offered through the colleges increased 51.6 percent. Noncredit offerings continue to be an important part of college efforts to meet community and employer needs. Figure 7 illustrates that unduplicated student enrollments increased from fiscal year 2021 to fiscal year 2025. During fiscal year 2025, the unduplicated noncredit headcount (in which students are counted only once, regardless of the number of noncredit courses in which they enroll) increased 2.6 percent from the previous year. Over a longer time frame, unduplicated noncredit headcounts have increased 33.3 percent over the last five fiscal years. The duplicated headcount (also known as "seatcount") during fiscal year 2025 was 3.7 percent higher than the previous fiscal year and 52.6 percent higher than five years earlier.

Figure 7. Noncredit Course Enrollments, FY 2021-2025
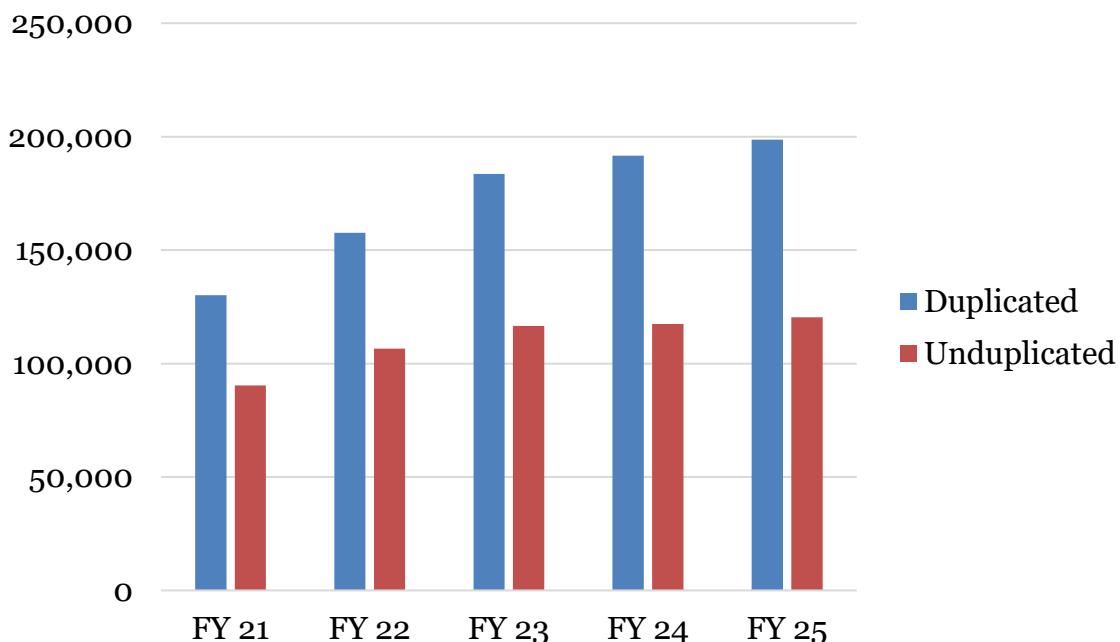
Characteristics of Noncredit Students

Information is available to provide additional detail about the characteristics of the students enrolled in noncredit coursework at community colleges in fiscal year 2025. Still, there tends to be more unknown/unreported information in the noncredit data than in the credit submission. Cited percentages among noncredit enrollments are based on the reported data. Student characteristic information is based on unduplicated counts. Information pertaining to course offerings is based on duplicated counts, since course attributes change and individuals can and do enroll in multiple courses.

Noncredit Student Gender

Similar to the distribution for credit programs, female students accounted for 46.9 percent of 2025 noncredit enrollments. Gender classifications are aligned with U.S. Department of Education collection and reporting standards. Approximately 16.1 percent of students either did not provide gender data or reported another gender. Gender data by category of activity show that most missing gender information or another gender was for individuals enrolled in personal and social development courses (see Table B-4).

Noncredit Student Ethnic Origin

Racial/ethnic reporting among noncredit students was less complete than among credit students, as nearly two-fifths (39.0 percent) of noncredit records were missing racial/ethnic data. Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414. Minority students accounted for one-third (33.1 percent) of the individuals enrolled in noncredit programs who supplied racial/ethnic information. In credit programs during the past five years, minorities accounted for an average of 50.9 percent of the student population. Available noncredit data indicated the following racial/ethnic distribution: White (66.9 percent), Latino (14.2 percent), African American (11.9 percent), Asian (4.4 percent), Two or More Races (1.5 percent), Native American (0.5 percent), U.S. Nonresident (0.3 percent), Middle Eastern or North African (0.2 percent), and Pacific Islander (0.1 percent) (see Table B-5).

Noncredit Student Age

Based on available data, the average age of students enrolled in noncredit coursework during fiscal year 2025 was 41.1 years, and the median age was 38.4 years. Age information was missing for nearly one-fourth (22.6 percent) of noncredit students during 2025. Noncredit programming served a more mature clientele than credit courses. Available age data are depicted in Figure 8. Nearly one-half (47.7 percent) of noncredit students were 40 years of age or older. Over one-fifth (21.7 percent) of noncredit students was ages 40 to 55, and nearly one-fourth (23.0 percent) was between 25 and 39 years of age. Nearly one-third (29.3 percent) of noncredit students was under 25 years of age (see Table B-6).

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Figure 8. Age Distribution of Noncredit Students, FY 2025

- 16 & Under 4.7%
- 17 to 20 Years 16.6%
- 21 to 24 Years 7.9%
- 25 to 30 Years 9.6%
- 31 to 39 Years 13.4%
- 40 to 55 Years 21.7%
- Over 55 26.0%
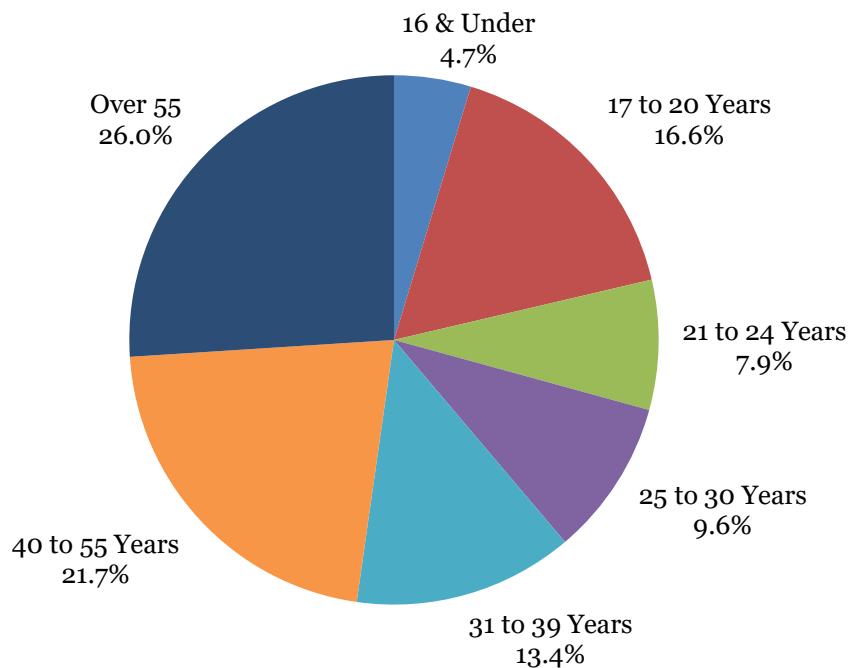
Noncredit Category of Activity (Duplicated)

For state reporting purposes, noncredit coursework is grouped into four broad categories: Business and Industry Contract, Professional/Vocational Development, Personal and Social Development, and Youth Programs. Records were not added to the database unless the category of activity information was supplied. Duplicated noncredit enrollment counts are used in the category of activity information depicted in Figure 9 (also see Table B-11).

Based on a duplicated count, 57.9 percent of the noncredit offerings were in the Personal and Social Development category. Personal and Social Development programming is an important community service provided by the colleges. Typically, these courses are offered as long as demand is sufficient to at least cover the cost of course delivery. They can also serve as a gateway to other credit or workforce-oriented courses offered by the college. One-fourth (25.8 percent) of the noncredit coursework were dedicated to developing workplace skills: Professional/Vocational (16.0 percent) and Business and Industry Contractual Training (9.8 percent). These courses meet the needs of area residents who are interested in acquiring specific skills without earning academic credit. Providing customized training is an important economic development activity in which colleges collaborate with local employers to tailor content and instructional delivery to their specific requirements. Illinois community colleges are extensively relied upon to develop and deliver coursework addressing the unique training requirements of area businesses, industries, and governmental organizations. The remaining 16.3 percent helped serve the needs of youth in the community (i.e., academic enrichment activities, athletic skills building, study skills, etc.).

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Figure 9. Category of Activity, Noncredit Course Enrollments (Duplicated), FY 2025

Youth Programs
16.3%

Business &
Industry Contract
9.8%

Professional/
Vocational
16.0%

Personal & Social
Development
57.9%
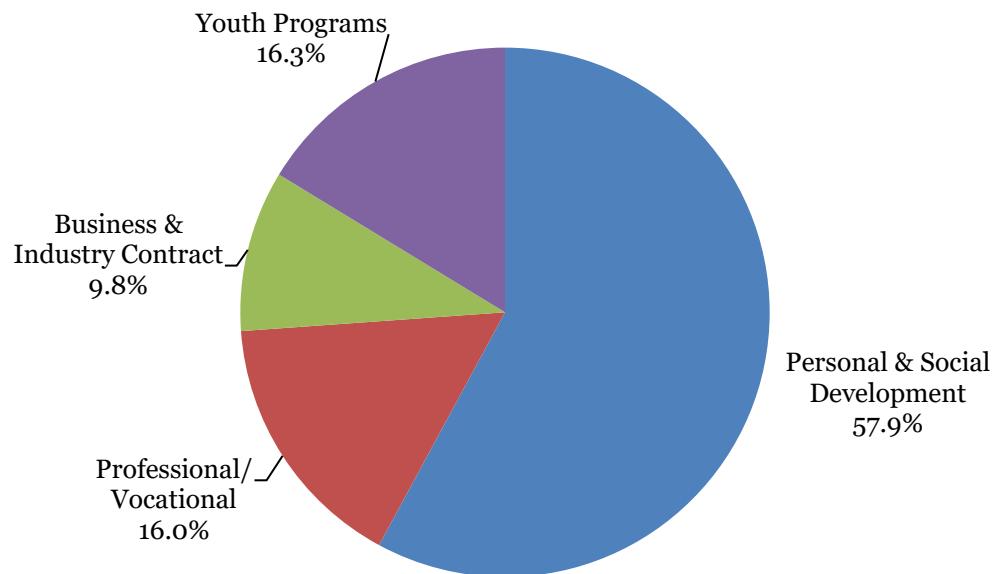
Largest Noncredit Offerings (Duplicated)

Two-digit classifications of instructional program (CIP) codes provide additional information about the areas where noncredit instruction was provided. Percentages cited are based on known CIP codes.

Across all categories of activity, nine programs (two-digit CIP) had over 5,000 noncredit course enrollments. These nine program areas accounted for over two-thirds (65.9 percent) of enrollments in noncredit courses where CIP data were reported. About one out of two enrollments in these nine programs accounted for in Figure 10 were in work-related programs: Business, Management, Marketing, and Related Support Services (15.5 percent); Transportation and Materials Moving (8.9 percent); Health Professions and Related Programs (7.9 percent); Education (9.3 percent); Legal Professions and Studies (5.8 percent); and Homeland Security, Law Enforcement, Firefighting, and Related Protective Services (4.5 percent). The two largest non-work-related programs were in the following areas: Leisure and Recreational Activities (N = 43,454; 33.2 percent) and Personal Awareness and Self-Improvement (N = 14,222; 10.9 percent). (see Table B-7).

Figure 10. Largest Noncredit Offerings (Duplicated), FY 2025
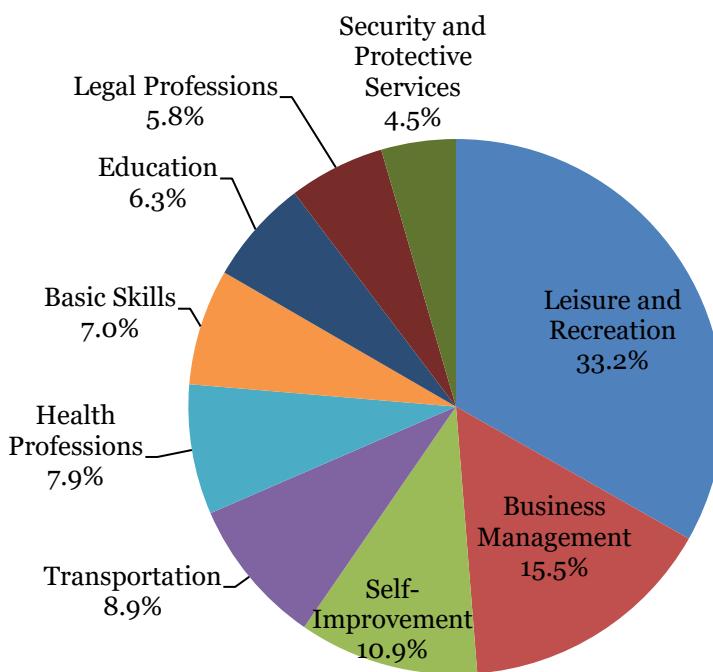
Noncredit Term of Attendance (Duplicated)

Term of enrollment was provided for all noncredit coursework for fiscal year 2025 (see Table B-9). The distribution of enrollments by term was as follows: Spring (40.7 percent), Fall (32.4 percent), and Summer (26.9 percent). Overall, the distribution is similar to fiscal year 2025 credit offerings with higher spring noncredit activity and fewer summer noncredit enrollments.

Noncredit Enrollment Distribution by Site/Location (Duplicated)

For state reporting purposes, six instructional site locations have been identified: Main Campus, Off-campus College Owned, Off-campus College Leased, Community Based, Business Based, and Distance Education. Acquiring more complete information about community college facility utilization and needs was one of the underlying reasons for collecting more detailed noncredit data. Complete data were available on the instructional site and Figure 11 shows that over one-half of enrollments occurred on main college campuses, nearly one-fifth took place on off-campus college owned facilities, and fifteen percent took place via distance education. This distribution was similar to last year (see Table B-8).

Further information about the differences between the categories follows. Community-based sites are rented or leased, with site maintenance and upkeep the responsibility of the organization furnishing the space. Off-campus college-leased sites are controlled by

the college with site maintenance and upkeep the responsibility of the college. Off-campus college-owned facilities are college-controlled branch or extension center sites located away from the main campus. Business-based sites are provided by businesses that contract for training services. Distance Education includes internet-based courses.

Figure 11. Noncredit Distribution by Site/Location, FY 2025

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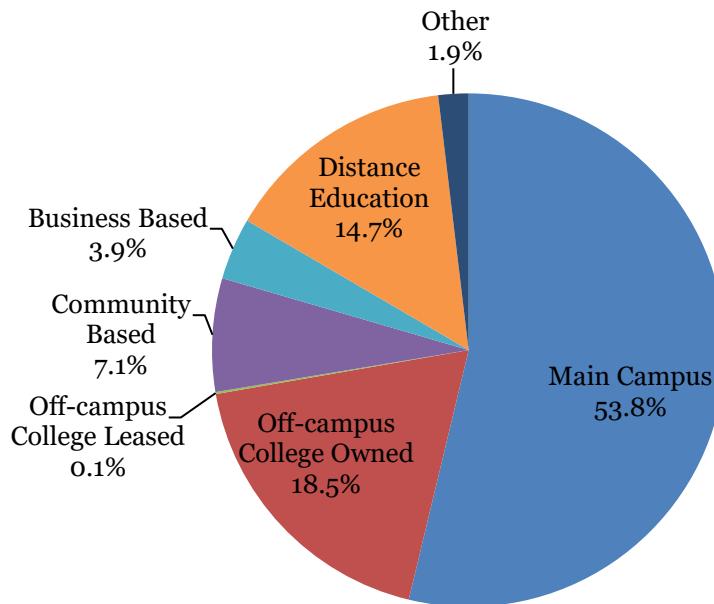
FISCAL YEAR 2025 COMPLETIONS

Degrees and Certificates Awarded by Community College

The number of collegiate-level degrees and certificates awarded to Illinois community college students in fiscal year 2025 totaled 73,687. The number of community college completions in fiscal year 2025 is the highest level ever reported. Table 4 contains comparative completion data for the last five years. The number of degrees and certificates awarded increased 5.1 percent from the previous year. Compared to fiscal year 2021, the total number of fiscal year 2025 completions increased 19.3 percent.

Table C-1 in the appendix provides a comparison of fiscal year 2021 through fiscal year 2025 duplicated completions for each community college. Compared to last year among the 45 colleges, 28 experienced increases in degree and certificate awards, while 14 exhibited decreases in the past year. Three colleges experienced little or no change. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the source of completions data.

Table 4
**SUMMARY COMPARISON OF ANNUAL COMPLETIONS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2021-2025**

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Trans/Gen Assoc/ Gen Studies	29,470	28,816	27,770	29,056	28,781
% Change	*-4.3%*	*-2.2%*	*-3.6%*	*4.6%*	*-0.9%*
Career and Tech	32,313	35,981	37,478	41,035	44,906
% Change	*-7.4%*	*11.4%*	*4.2%*	*9.5%*	*9.4%*
TOTALS	61,783	64,797	65,248	70,091	73,687
% Change	*-6.0%*	*4.9%*	*0.7%*	*7.4%*	*5.1%*

SOURCES OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2) Records

Degrees and Certificates Awarded by Program Categories

More than half of the 73,687 completers during fiscal year 2025 received **Career and Technical Education** degrees or certificates (60.9 percent). Transfer degrees and certificates were the second most frequently awarded and accounted for 35.7 percent of all the collegiate-level completions (see Table C-2).

Looking at the trends over time, overall Career and Technical Education completions increased (9.4 percent) compared to last year. Accordingly, a comparison of overall fiscal year 2025 Career and Technical Education completions to those granted five years earlier reveals that the total number of awards increased by 39.0 percent. Career and Technical Education awards recorded nearly across the board long-term increases. However, since 2021, there was a decrease in Associate in Applied Science degrees (-144 graduates or -1.5 percent). The number of longer-term career certificates awarded increased (+1,861 graduates or +38.3 percent). Between fiscal years 2021 and 2025, there were also increases in short-term career certificates, which include Certificates of Nine to less than Thirty Semester Hours (+6,527 graduates or +63.9 percent) and Certificates of less than Nine Semester Hours (+4,349 graduates or +57.4 percent). There were no Vocational Skills Certificates awarded in fiscal years 2021-2025.

A closer examination of the categories of formal awards issued within Career and Technical Education in fiscal year 2025 shows that more than one-third of completions was Career Certificates of Nine to less than Thirty Semester Hours (37.3 percent) and more than one-fourth was Career Certificates of less than Nine Semester Hours (26.5 percent). One-fifth was Associate in Applied Science degrees (21.2 percent). Longer-term Career Certificates accounted for 15.0 percent of the career program completions (see Table C-2).

The total number of **Transfer** degrees and certificates awarded decreased 2.4 percent compared to last fiscal year. The overall number of Transfer degrees and certificates awarded in fiscal year 2025 decreased from fiscal year 2021 (-2.5 percent, N = -682).

A handful of colleges began awarding the General Education Core Curriculum (GECC) Credential in fiscal year 2019 (N = 405). The GECC Credential is a credential provided by the college for completion of 37 to 41 credit hours to satisfy the General Education Core Curriculum of the Illinois Articulation Initiative. In fiscal year 2020, many more colleges began awarding GECC Credentials, and the number awarded sharply increased to 8,819, and this trend continued in 2024, when 9,441 GECC Credentials were awarded. The number of GECC Credentials dropped to 8,358 in fiscal year 2025, accounting for 11.3 percent of all completions.

Among Transfer degrees and certificates granted, the Associate in Arts (A.A.) degree was most commonly awarded. The proportion of A.A. degrees increased to 47.5 percent in fiscal year 2025 from 45.4 percent the previous year. One-third (31.8 percent) of the Transfer degrees and certificates earned was the GECC Credential. One-sixth (17.2 percent) of the Transfer degrees and certificates earned was an Associate in Science degree (see Table C-2).

Summary of Graduates by Degree Categories

Gender of Graduates by Degree Category

During fiscal year 2025, more than half of the degrees and certificates was earned by females (53.7 percent). The degrees and certificates attained by the highest proportion of females were Short-term Certificates of less than Nine Semester Hours (65.4 percent), General Associate (64.9 percent), Associate in Applied Science (60.3 percent), Associate in Arts (60.3 percent), GECC Credential (59.2 percent), and Associate in Fine Arts (54.5 percent). Although small in overall number, the Associate in Engineering Science (N = 500) had the highest proportion of male graduates (81.0 percent, N = 405). Short-term Certificates of Nine to less than Thirty Semester Hours were the specific award category with the largest number of male graduates (N = 10,574). The male/female distribution within the Transfer and Career and Technical Education degree and certificate areas drive the overall gender proportion. A very small proportion (0.7 percent) of degrees and certificates was earned by students with unknown or another gender (see Table C-3).

Racial Ethnic Origin of Graduates by Degree Category

Four in ten (46.5 percent) degrees and certificates in fiscal year 2025 were awarded to minority students (nonwhite). In Table C-4, more minority graduates completed Career and Technical Education degrees and certificates (N = 20,845) than Transfer degrees and certificates (N = 12,028).

Four out of every ten (45.8 percent) fiscal year 2025 Transfer degrees and certificates were earned by minority students. The majority of the Transfer credentials earned by minorities was Associate in Arts degrees (47.5 percent), while 31.3 percent was GECC Credentials, and 18.2 percent was Associate in Science degrees. The overall proportion of minority Transfer completers was similar to last year.

Latino students (N = 18,825) completed more than twice as many collegiate-level programs than did African American students (N = 8,499) in fiscal year 2025. Figure 12 illustrates the distribution of minority students who successfully completed degree and certificate programs in the Illinois Community College System during fiscal year 2025 (see Table C-4).

Figure 12. Associate Degrees Earned by Minority Students, Fiscal Year 2025
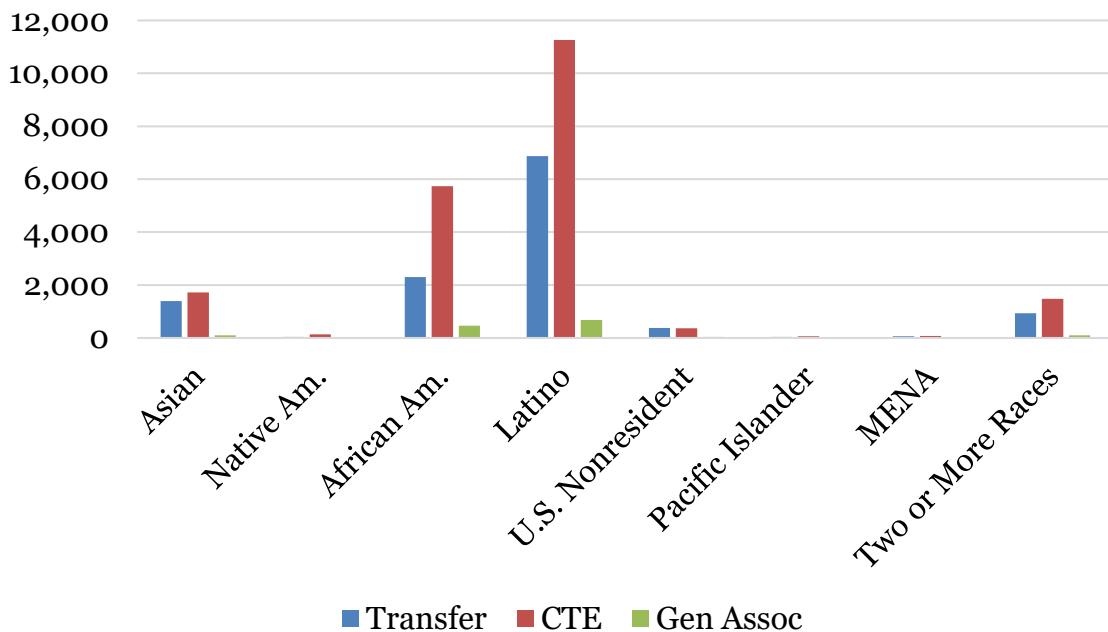
Age of Graduates by Degree Category

Thirty percent of all completers were in the under 21-year-old age group (30.2 percent). The youngest graduates were in Transfer (43.6 percent) and Career and Technical Education (54.7 percent) programs. The 21-24 age group accounted for one-third (33.9 percent) of all graduates. Graduates between 25 and 30 accounted for nearly one-sixth (15.0 percent) of the total, and the 31-39 age group accounted for 11.5 percent.

Nearly half (40.8 percent) of the students 30 and under completed Transfer degrees and certificates, while 16.1 percent of graduates over the age of 30 completed Transfer programs. Eight out of ten (79.0 percent) graduates over 30 earned Career and Technical Education degrees and certificates. Generally, the proportion of Career and Technical Education graduates increased as student age advanced (see Table C-5).

Intent of Graduates by Degree Category

Self-reported intent data disclose the primary goal a student wants to achieve as a result of studies. The community colleges examine current intent versus student intent at the time of initial enrollment at the college. In these analyses, available **current intent** was examined to reflect the changing needs and desires of the community college student. Seven out of every ten students (70.7 percent) who attained a Transfer degree or certificate in fiscal year 2025 indicated that they intended to prepare for transfer to a four-year institution. Sixteen percent of these successful students indicated a desire to either prepare for a job immediately after community college or to improve present job skills—intent that would most often be associated with seeking a Career and Technical Education degree or certificate.

Similarly, 53.6 percent of those students who attained a Career and Technical Education degree or certificate indicated they were preparing for a job immediately after completing community college or improving present job skills. Over one-fourth (27.2 percent) of the Career and Technical Education graduates indicated that they were preparing for transfer to a four-year institution. Pursuing a Career and Technical Education degree does not preclude a student from transferring to a four-year institution (see Table C-6).

Degree Objective of Graduates by Degree Category
The self-reported degree objective provides an indication of the student's expected outcome from attending the community college. One might anticipate that they would mirror student completion patterns. Four out of five (81.4 percent) students who earned Transfer degrees and certificates in fiscal year 2025 indicated that they enrolled with a desire to complete an associate degree. However, one in six (16.3 percent) indicated that they wanted to complete only one or several courses and were not pursuing a degree.

A review of Career and Technical Education graduates reveals a similar pattern: 82.3 percent of the Career and Technical Education students who earned an Associate in Applied Science degree had listed completing an associate degree as their objective. One-sixth (17.7 percent) of these students planned to only complete one or several courses or a certificate but ended up surpassing their goal by earning an Associate in Applied Science degree (see Table C-7).

CLOSING COMMENTS

Demand for the programs and services delivered by Illinois community colleges remain strong. During fiscal year 2025, the Illinois Community College System provided education and training to 577,184 students in credit and noncredit courses. More than three-fourths of these students were in credit courses. The 73,687 degrees and certificates awarded in fiscal year 2025 were the highest number ever reported for Illinois Community College System graduates. This is an increase of 5.1 percent over last year and 19.3 percent from 2021.

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APPENDIX A: CREDIT ENROLLMENT DATA TABLES

ICCB

District	College Name	FY 2021 Headcount	FY 2022 Headcount	FY 2023 Headcount	FY 2024 Headcount	FY 2025 Headcount	% Change 2021-2025	% Change 2024-2025
503	Black Hawk	6,094	5,789	5,795	6,072	6,361	4.4 %	4.8 %
518	Carl Sandburg	2,443	2,275	2,295	2,308	2,265	-7.3	-1.9
508	City Colleges of Chicago	(54,241)	(50,711)	(55,040)	(62,043)	(67,810)	(25.0)	(9.3)
02	Harold Washington	9,519	8,248	8,156	8,446	8,931	-6.2	5.7
04	Harry S Truman	8,110	7,908	9,278	10,719	11,579	42.8	8.0
01	Kennedy-King	2,866	2,904	3,358	4,487	5,465	90.7	21.8
03	Malcolm X	10,432	9,601	10,712	12,016	13,821	32.5	15.0
05	Olive-Harvey	3,068	3,075	3,582	4,587	5,111	66.6	11.4
06	Richard J. Daley	8,361	7,526	8,067	9,786	10,702	28.0	9.4
07	Wilbur Wright	11,885	11,449	11,887	12,002	12,201	2.7	1.7
502	College of DuPage	36,245	35,659	37,930	41,539	45,915	26.7	10.5
532	College of Lake County	20,233	20,056	20,509	22,299	23,769	17.5	6.6
507	Danville Area	4,074	3,196	3,153	3,274	3,385	-16.9	3.4
509	Elgin	11,788	12,559	13,863	15,160	17,161	45.6	13.2
512	Harper	22,623	21,370	21,901	22,904	23,591	4.3	3.0
540	Heartland	7,621	7,402	7,565	7,665	7,726	1.4	0.8
519	Highland	2,558	2,754	2,684	3,031	2,938	14.9	-3.1
514	Illinois Central	11,132	10,381	9,920	10,579	11,003	-1.2	4.0
529	Illinois Eastern	(14,829)	(17,242)	(17,950)	(16,029)	14,314	-3.5	-10.7
04	Frontier	3,257	13,476	14,619	12,801	DNA	--	--
01	Lincoln Trail	933	793	781	752	DNA	--	--
02	Olney Central	1,365	1,442	1,230	1,252	DNA	--	--
03	Wabash Valley	9,274	1,531	1,320	1,224	DNA	--	--
513	Illinois Valley	3,772	3,757	3,887	4,031	4,199	11.3	4.2
530	John A. Logan	6,975	6,406	6,115	5,300	4,975	-28.7	-6.1
539	John Wood	2,724	2,489	2,554	2,629	2,620	-3.8	-0.3
525	Joliet Junior	20,745	20,068	19,810	20,583	20,990	1.2	2.0
520	Kankakee	3,791	3,654	3,754	3,940	4,205	10.9	6.7
501	Kaskaskia	4,822	5,512	5,715	5,741	5,814	20.6	1.3
523	Kishwaukee	3,842	3,500	3,591	3,872	4,239	10.3	9.5
517	Lake Land	12,367	8,533	8,125	8,745	8,524	-31.1	-2.5
536	Lewis and Clark	6,471	5,436	5,498	5,689	5,977	-7.6	5.1
526	Lincoln Land	8,670	8,495	8,984	9,697	10,344	19.3	6.7
528	McHenry County	11,883	12,879	13,282	13,303	13,318	12.1	0.1
524	Moraine Valley	17,693	17,409	17,617	17,956	19,013	7.5	5.9
527	Morton	5,387	5,414	5,542	5,879	5,726	6.3	-2.6
535	Oakton	14,960	13,820	16,018	17,467	18,494	23.6	5.9
505	Parkland	9,133	8,533	8,984	9,633	10,065	10.2	4.5
515	Prairie State	5,689	5,482	6,053	6,382	6,728	18.3	5.4
521	Rend Lake	3,081	3,279	3,270	3,428	3,328	8.0	-2.9
537	Richland	3,499	3,488	3,885	3,704	3,748	7.1	1.2
511	Rock Valley	8,551	9,175	7,769	9,280	9,689	13.3	4.4
506	Sauk Valley	2,290	2,371	2,402	2,552	2,549	11.3	-0.1
531	Shawnee	2,663	2,741	2,798	2,798	3,040	14.2	8.6
510	South Suburban	7,210	7,638	7,724	7,937	8,132	12.8	2.5
533	Southeastern Illinois	2,196	2,464	3,099	3,275	2,854	30.0	-12.9
522	Southwestern Illinois	13,299	14,474	14,786	15,081	16,393	23.3	8.7
534	Spoon River	1,684	1,654	1,726	1,699	1,735	3.0	2.1
504	Triton	14,714	15,218	15,090	16,508	17,167	16.7	4.0
516	Waubonsee	13,452	13,675	14,534	15,414	16,686	24.0 %	8.3 %
	Totals	405,444	396,958	411,217	435,426	456,790	12.7 %	4.9 %

Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

ICCB

District	College Name	FY 2021 FTE	FY 2022 FTE	FY 2023 FTE	FY 2024 FTE	FY 2025 FTE	% Change 2021-2025	% Change 2024-2025
503	Black Hawk	2,627	2,492	2,546	2,662	2,831	7.8 %	6.3 %
518	Carl Sandburg	1,129	1,068	1,089	1,125	1,086	-3.7	-3.4
508	City Colleges of Chicago	(25,897)	(23,553)	(24,901)	(27,759)	(30,742)	(18.7)	(10.7)
02	Harold Washington	4,345	3,662	3,572	3,651	3,837	-11.7	5.1
04	Harry S Truman	3,740	3,483	4,210	4,832	5,274	41.0	9.2
01	Kennedy-King	1,381	1,453	1,495	1,935	2,356	70.7	21.8
03	Malcolm X	5,143	4,517	4,924	5,370	6,153	19.6	14.6
05	Olive-Harvey	1,349	1,249	1,448	1,923	2,258	67.3	17.4
06	Richard J. Daley	3,908	3,564	3,791	4,691	5,274	35.0	12.4
07	Wilbur Wright	6,031	5,625	5,460	5,356	5,590	-7.3	4.4
502	College of DuPage	14,183	13,508	13,851	15,008	16,338	15.2	8.9
532	College of Lake County	8,063	7,822	7,915	8,686	9,017	11.8	3.8
507	Danville Area	1,346	1,234	1,327	1,424	1,538	14.3	8.0
509	Elgin	5,444	5,460	5,920	6,500	7,079	30.0	8.9
512	Harper	8,658	8,043	8,183	8,693	8,985	3.8	3.4
540	Heartland	3,001	2,990	3,071	3,093	3,153	5.0	1.9
519	Highland	1,060	1,056	990	1,087	1,091	2.9	0.3
514	Illinois Central	4,648	4,251	4,119	4,446	4,618	-0.6	3.9
529	Illinois Eastern	(2,914)	(2,927)	(2,920)	(2,895)	2,622	-10.0	-9.4
04	Frontier	628	995	1,019	1,060	DNA	--	--
01	Lincoln Trail	536	463	479	436	DNA	--	--
02	Olney Central	785	853	810	797	DNA	--	--
03	Wabash Valley	965	616	611	603	DNA	--	--
513	Illinois Valley	1,638	1,588	1,652	1,675	1,801	9.9	7.5
530	John A. Logan	2,288	2,104	2,169	2,174	2,175	-5.0	0.1
539	John Wood	1,326	1,204	1,204	1,217	1,306	-1.5	7.3
525	Joliet Junior	8,301	7,783	7,742	8,182	8,376	0.9	2.4
520	Kankakee	1,519	1,410	1,542	1,723	1,830	20.4	6.2
501	Kaskaskia	2,030	2,204	2,302	2,441	2,593	27.7	6.2
523	Kishwaukee	1,661	1,520	1,620	1,772	1,928	16.1	8.8
517	Lake Land	3,279	3,270	3,650	3,782	3,658	11.5	-3.3
536	Lewis and Clark	2,639	2,302	2,293	2,506	2,561	-3.0	2.2
526	Lincoln Land	3,764	3,617	3,590	3,845	4,057	7.8	5.5
528	McHenry County	4,455	4,756	5,081	4,956	5,105	14.6	3.0
524	Moraine Valley	7,294	6,880	7,014	7,206	7,534	3.3	4.6
527	Morton	2,255	2,175	2,188	2,335	2,269	0.6	-2.8
535	Oakton	5,155	4,937	5,238	5,770	5,906	14.6	2.4
505	Parkland	3,927	3,629	3,845	4,014	4,209	7.2	4.9
515	Prairie State	2,182	1,970	2,222	2,355	2,368	8.5	0.5
521	Rend Lake	1,430	1,510	1,489	1,461	1,447	1.2	-1.0
537	Richland	1,402	1,284	1,334	1,338	1,377	-1.7	3.0
511	Rock Valley	4,090	4,078	3,685	4,148	4,201	2.7	1.3
506	Sauk Valley	1,027	1,025	1,054	1,088	1,110	8.0	2.0
531	Shawnee	1,025	977	1,110	951	1,083	5.6	13.8
510	South Suburban	1,945	2,052	2,033	2,170	2,269	16.7	4.6
533	Southeastern Illinois	795	768	858	879	907	14.1	3.2
522	Southwestern Illinois	5,511	5,720	5,675	5,923	6,346	15.2	7.1
534	Spoon River	758	731	719	718	724	-4.5	0.8
504	Triton	5,500	5,521	5,459	5,830	6,201	12.7	6.4
516	Waubonsee	5,126	5,189	5,605	5,890	6,217	21.3 %	5.5 %
	Totals	161,294	154,608	159,204	169,729	178,658	10.8 %	5.3 %

*Full-time equivalent enrollments are based on all credit hours attempted (including nonreimburseable credit hours).
Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with
four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

	2021		2022		2023		2024		2025	
Male	173,286	42.7%	174,170	43.9%	183,514	44.6%	195,971	45.0%	205,857	45.1%
Percent Change	-19.7%		0.5%		5.4%		6.8%		5.0%	
Female	232,158	57.3%	222,788	56.1%	224,337	54.6%	235,435	54.1%	247,153	54.1%
Percent Change	-9.5%		-4.0%		0.7%		4.9%		5.0%	
Unknown or Another Gender	--	--	--	--	3,366	0.8%	4,020	0.9%	3,780	0.8%
Percent Change	--		--		--		19.4%		-6.0%	
Total	405,444	100.0%	396,958	100.0%	411,217	100.0%	435,426	100.0%	456,790	100.0%
Percent Change	-14.2%		-2.1%		3.6%		5.9%		4.9%	

*Gender classifications align with U.S. Department of Education collection and reporting standards.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

	2021		2022		2023		2024		2025	
Asian	21,235	5.5%	20,945	5.5%	22,493	5.7%	24,447	5.8%	25,631	5.8%
Percent Change	-9.4%		-1.4%		7.4%		8.7%		4.8%	
Native American/Alaskan	992	0.3%	1,033	0.3%	1,099	0.3%	1,109	0.3%	1,199	0.3%
Percent Change	-8.4%		4.1%		6.4%		0.9%		8.1%	
African American	47,608	12.2%	47,952	12.6%	49,665	12.6%	54,550	13.0%	59,913	13.6%
Percent Change	-18.9%		0.7%		3.6%		9.8%		9.8%	
Latino	96,728	24.9%	100,600	26.4%	108,070	27.5%	122,872	29.4%	132,999	30.2%
Percent Change	-16.5%		4.0%		7.4%		13.7%		8.2%	
White	207,264	53.3%	195,429	51.3%	195,456	49.7%	195,419	46.7%	196,187	44.6%
Percent Change	-13.2%		-5.7%		0.0%		0.0%		0.4%	
U.S. Nonresident	3,197	0.8%	3,351	0.9%	4,129	1.0%	4,664	1.1%	5,348	1.2%
Percent Change	-13.6%		4.8%		23.2%		13.0%		14.7%	
Pacific Islander/Native Hawaiian	352	0.1%	330	0.1%	587	0.1%	736	0.2%	796	0.2%
Percent Change	-14.8%		-6.3%		77.9%		25.4%		8.2%	
Middle Eastern or North African	--	--	--	--	--	--	1,173	0.3%	2,303	0.5%
Percent Change	--		--		--		--		96.3%	
Two or More Races	11,632	3.0%	11,297	3.0%	12,129	3.1%	13,671	3.3%	15,727	3.6%
Percent Change	-5.8%		-2.9%		7.4%		12.7%		15.0%	
Total Known	389,008	100.0%	380,937	100.0%	393,628	100.0%	418,641	100.0%	440,103	100.0%
All Other Unknown	16,436	4.2%	16,021	4.2%	17,589	4.5%	16,785	4.0%	16,687	3.8%
TOTALS	405,444		396,958		411,217		435,426		456,790	
Percent Change	-14.2%		-2.1%		3.6%		5.9%		4.9%	

*Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

	2021		2022		2023		2024		2025	
Asian	3,845	5.2%	3,558	5.0%	3,371	4.7%	3,514	4.5%	3,806	4.2%
Percent Change	-10.5%		-7.5%		-5.3%		4.2%		8.3%	
Native American/Alaskan	211	0.3%	202	0.3%	211	0.3%	214	0.3%	245	0.3%
Percent Change	-8.7%		-4.3%		4.5%		1.4%		14.5%	
African American	15,514	21.0%	15,076	21.1%	15,721	22.0%	17,617	22.7%	20,613	22.9%
Percent Change	-22.2%		-2.8%		4.3%		12.1%		17.0%	
Latino	21,649	29.3%	22,028	30.9%	23,229	32.4%	25,488	32.9%	30,352	33.7%
Percent Change	-15.5%		1.8%		5.5%		9.7%		19.1%	
White	29,540	40.0%	27,478	38.5%	25,988	36.3%	26,669	34.4%	29,887	33.2%
Percent Change	-15.9%		-7.0%		-5.4%		2.6%		12.1%	
U.S. Nonresident	173	0.2%	152	0.2%	142	0.2%	130	0.2%	185	0.2%
Percent Change	-1.7%		-12.1%		-6.6%		-8.5%		42.3%	
Pacific Islander/Native Hawaiian	70	0.1%	62	0.1%	65	0.1%	92	0.1%	113	0.1%
Percent Change	-12.5%		-11.4%		4.8%		41.5%		22.8%	
Middle Eastern or North African	--	--	--	--	--	--	472	0.6%	717	0.8%
Percent Change	--		--		--		--		51.9%	
Two or More Races	2,792	3.8%	2,752	3.9%	2,886	4.0%	3,300	4.3%	4,097	4.6%
Percent Change	-12.6%		-1.4%		4.9%		14.3%		24.2%	
Total Known	73,794	100.0%	71,308	100.0%	71,613	100.0%	77,496	100.0%	90,015	100.0%
All Other Unknown	1,846	2.5%	1,831	2.6%	1,842	2.6%	1,815	2.3%	2,350	2.6%
TOTALS	75,640		73,139		73,455		79,311		92,365	
Percent Change	-16.6%		-3.3%		0.4%		8.0%		16.5%	

*Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414.
**Pell Recipients include Dual Enrollment Experiment and Second Chance Pell Experiment Recipients.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS BY ETHNIC ORIGIN* OF FIRST-GENERATION STUDENTS
FISCAL YEARS 2021-2025

	2021		2022		2023		2024		2025	
Asian	5,685	3.7%	5,563	3.6%	5,848	4.0%	6,205	4.0%	6,298	3.8%
Percent Change	-9.5%		-2.1%		5.1%		6.1%		1.5%	
Native American/Alaskan	355	0.2%	399	0.3%	375	0.3%	386	0.2%	424	0.3%
Percent Change	-8.7%		12.4%		-6.0%		2.9%		9.8%	
African American	20,938	13.6%	20,613	13.5%	21,118	14.6%	23,020	14.7%	25,713	15.5%
Percent Change	-15.0%		-1.6%		2.4%		9.0%		11.7%	
Latino	57,154	37.1%	57,597	37.7%	61,579	42.5%	67,303	42.9%	72,204	43.6%
Percent Change	-10.9%		0.8%		6.9%		9.3%		7.3%	
White	65,199	42.3%	63,939	41.8%	50,922	35.2%	53,924	34.4%	53,716	32.4%
Percent Change	-17.4%		-1.9%		-20.4%		5.9%		-0.4%	
U.S. Nonresident	1,110	0.7%	1,125	0.7%	1,182	0.8%	1,307	0.8%	1,436	0.9%
Percent Change	-13.6%		1.4%		5.1%		10.6%		9.9%	
Pacific Islander/Native Hawaiian	114	0.1%	104	0.1%	175	0.1%	194	0.1%	224	0.1%
Percent Change	-8.1%		-8.8%		68.3%		10.9%		15.5%	
Middle Eastern or North African	--	--	--	--	--	--	304	0.2%	541	0.3%
Percent Change	--		--		--		--		78.0%	
Two or More Races	3,687	2.4%	3,637	2.4%	3,665	2.5%	4,271	2.7%	5,105	3.1%
Percent Change	-8.8%		-1.4%		0.8%		16.5%		19.5%	
Total Known	154,242	100.0%	152,977	100.0%	144,864	100.0%	156,914	100.0%	165,661	100.0%
All Other Unknown	3,584	2.3%	3,989	2.6%	3,049	2.1%	3,125	2.0%	3,577	2.2%
TOTALS	157,826		156,966		147,913		160,039		169,238	
Percent Change	-14.2%		-0.5%		-5.8%		8.2%		5.7%	

*Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

	2021		2022		2023		2024		2025	
16 and Under	15,034	3.7%	18,238	4.6%	20,676	5.0%	22,459	5.2%	25,116	5.5%
Percent Change	-12.8%		21.3%		13.4%		8.6%		11.8%	
17-20	155,963	38.5%	155,183	39.1%	164,469	40.0%	174,375	40.1%	184,442	40.4%
Percent Change	-9.4%		-0.5%		6.0%		6.0%		5.8%	
21-24	89,982	22.2%	84,563	21.3%	84,032	20.5%	88,271	20.3%	92,887	20.3%
Percent Change	-11.7%		-6.0%		-0.6%		5.0%		5.2%	
25-30	52,357	12.9%	47,945	12.1%	46,938	11.4%	49,969	11.5%	53,139	11.6%
Percent Change	-13.8%		-8.4%		-2.1%		6.5%		6.3%	
31-39	42,731	10.5%	41,746	10.5%	42,739	10.4%	45,887	10.5%	47,391	10.4%
Percent Change	-16.4%		-2.3%		2.4%		7.4%		3.3%	
40-55	37,355	9.2%	36,717	9.3%	38,815	9.5%	40,799	9.4%	40,813	8.9%
Percent Change	-25.0%		-1.7%		5.7%		5.1%		0.0%	
Over 55	11,735	2.9%	12,190	3.1%	13,006	3.2%	13,404	3.1%	12,844	2.8%
Percent Change	-38.2%		3.9%		6.7%		3.1%		-4.2%	
TOTAL REPORTED	405,157	100.0%	396,582	100.0%	410,675	100.0%	435,164	100.0%	456,632	100.0%
Unreported Age	287		376		542		262		158	
TOTALS	405,444		396,958		411,217		435,426		456,790	
Mean Age	26.4		26.4		26.3		26.3		26.0	
Median Age	21.9		21.7		21.6		21.6		21.5	

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

	2021		2022		2023		2024		2025	
General Associate	23,920	5.9%	22,577	5.7%	23,406	5.7%	24,580	5.6%	27,810	6.1%
Percent Change	*-15.6%*		*-5.6%*		*3.7%*		*5.0%*		*13.1%*	
Transfer	231,669	57.1%	221,791	55.9%	221,882	54.0%	232,093	53.3%	245,599	53.8%
*(Course Enrollees)	(83,477)		(82,954)		(86,468)		(94,949)		(102,393)	
Percent Change	*-7.0%*		*-4.3%*		*0.0%*		*4.6%*		*5.8%*	
Career & Technical Ed.	98,681	24.3%	99,977	25.2%	103,840	25.3%	110,211	25.3%	113,546	24.9%
*(Course Enrollees)	(20,005)		(22,289)		(23,182)		(22,668)		(22,475)	
Percent Change	*-17.3%*		*1.3%*		*3.9%*		*6.1%*		*3.0%*	
Vocational Skills	18,888	4.7%	15,839	4.0%	16,007	3.9%	13,940	3.2%	11,586	2.5%
Percent Change	*-32.3%*		*-16.1%*		*1.1%*		*-12.9%*		*-16.9%*	
ABE/ASE/ESL	31,625	7.8%	36,033	9.1%	45,434	11.0%	53,882	12.4%	57,400	12.6%
Percent Change	*-32.1%*		*13.9%*		*26.1%*		*18.6%*		*6.5%*	
General Studies Cert.	661	0.2%	741	0.2%	648	0.2%	720	0.2%	849	0.2%
Percent Change	*-45.6%*		*12.1%*		*-12.6%*		*11.1%*		*17.9%*	
TOTALS	405,444	*100.0%*	396,958	*100.0%*	411,217	*100.0%*	435,426	*100.0%*	456,790	*100.0%*

* Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total
  program counts.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
FISCAL YEARS 2021-2025
EXCLUDING CITY COLLEGES OF CHICAGO

	2021		2022		2023		2024		2025	
General Associate	16,582	4.7%	16,059	4.6%	16,622	4.7%	17,795	4.8%	20,402	5.2%
Percent Change	*-17.3%*		*-3.2%*		*3.5%*		*7.1%*		*14.7%*	
Transfer	202,646	57.7%	194,758	56.2%	193,961	54.5%	201,664	54.0%	212,230	54.6%
Percent Change	*-6.2%*		*-3.9%*		*-0.4%*		*4.0%*		*5.2%*	
Career & Technical Ed.	94,064	26.8%	95,183	27.5%	98,424	27.6%	103,563	27.7%	105,761	27.2%
Percent Change	*-17.6%*		*1.2%*		*3.4%*		*5.2%*		*2.1%*	
Vocational Skills	18,888	5.4%	15,839	4.6%	16,007	4.5%	13,940	3.7%	11,586	3.0%
Percent Change	*-32.3%*		*-16.1%*		*1.1%*		*-12.9%*		*-16.9%*	
ABE/ASE/ESL	18,362	5.2%	23,667	6.8%	30,515	8.6%	35,701	9.6%	38,152	9.8%
Percent Change	*-37.0%*		*28.9%*		*28.9%*		*17.0%*		*6.9%*	
General Studies Cert.	661	0.2%	741	0.2%	648	0.2%	720	0.2%	849	0.2%
Percent Change	*-45.6%*		*12.1%*		*-12.6%*		*11.1%*		*17.9%*	
TOTALS	351,203	*100.0%*	346,247	*100.0%*	356,177	*100.0%*	373,383	*100.0%*	388,980	*100.0%*

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

ICCB

	Male		Female		Unknown or Another Gender		Total	
General Associate (1.0)	8,815 4.3%	31.7%	18,917 7.7%	68.0%	78 2.1%	0.3%	27,810 6.1%	100.0%
Transfer *(Course Enrollees) (1.1)	107,974 (46,162) 52.5%	44.0%	135,503 (55,619) 54.8%	55.2%	2,122 (612) 56.1%	0.9%	245,599 (102,393) 53.8%	100.0%
Career & Technical Ed. *(Course Enrollees) (1.2)	59,198 (14,773) 28.8%	52.1%	53,501 (7,546) 21.6%	47.1%	847 (156) 22.4%	0.7%	113,546 (22,475) 24.9%	100.0%
Vocational Skills (1.6)	6,271 3.0%	54.1%	5,020 2.0%	43.3%	295 7.8%	2.5%	11,586 2.5%	100.0%
ABE/ASE (1.7/1.8)	9,953 4.8%	42.6%	13,245 5.4%	56.6%	189 5.0%	0.8%	23,387 5.1%	100.0%
ESL (1.9)	13,246 6.4%	38.9%	20,522 8.3%	60.3%	245 6.5%	0.7%	34,013 7.4%	100.0%
General Studies Cert. (1.5)	400 0.2%	47.1%	445 0.2%	52.4%	4 0.1%	0.5%	849 0.2%	100.0%
TOTALS	205,857 100.0%	45.1%	247,153 100.0%	54.1%	3,780 100.0%	0.8%	456,790 100.0%	100.0%

*Those students taking courses but not enrolled in a curriculum are identified as course
 enrollees and are included in the total program counts.
**Gender classifications align with U.S. Department of Education collection and reporting standards.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

ICCB

	Asian		Native American		African American		Latino		White		U.S. Nonresident		Pacific Islander		Middle Eastern or North African		Two or More Races		Unknown		Total	
General Associate (1.0)	702 2.7%	2.5%	52 4.3%	0.2%	5,731 9.6%	20.6%	8,898 6.7%	32.0%	10,338 5.3%	37.2%	210 3.9%	0.8%	25 3.1%	0.1%	55 2.4%	0.2%	969 6.2%	3.5%	830 5.0%	3.0%	27,810 6.1%	100.0%
Transfer *(Course Enrollees) (1.1)	16,353 (7,150) 63.8%	6.7%	692 (311) 57.7%	0.3%	30,052 (11,958) 50.2%	12.2%	62,343 (20,971) 46.9%	25.4%	113,928 (52,670) 58.1%	46.4%	2,415 (598) 45.2%	1.0%	504 (286) 63.3%	0.2%	1,417 (651) 61.5%	0.6%	9,931 (4,022) 63.1%	4.0%	7,964 (3,776) 47.7%	3.2%	245,599 (102,393) 53.8%	100.0%
Career & Technical Ed. *(Course Enrollees) (1.2)	4,662 (1,056) 18.2%	4.1%	328 (65) 27.4%	0.3%	15,464 (1,657) 25.8%	13.6%	27,424 (3,385) 20.6%	24.2%	55,631 (13,742) 28.4%	49.0%	937 (58) 17.5%	0.8%	143 (23) 18.0%	0.1%	186 (4) 8.1%	0.2%	3,857 (611) 24.5%	3.4%	4,914 (1,874) 29.4%	4.3%	113,546 (22,475) 24.9%	100.0%
Vocational Skills (1.6)	207 0.8%	1.8%	32 2.7%	0.3%	1,613 2.7%	13.9%	1,269 1.0%	11.0%	6,737 3.4%	58.1%	52 1.0%	0.4%	13 1.6%	0.1%	8 0.3%	0.1%	162 1.0%	1.4%	1,493 8.9%	12.9%	11,586 2.5%	100.0%
ABE/ASE (1.7/1.8)	887 3.5%	3.8%	54 4.5%	0.2%	4,598 7.7%	19.7%	11,852 8.9%	50.7%	4,773 2.4%	20.4%	157 2.9%	0.7%	18 2.3%	0.1%	73 3.2%	0.3%	495 3.1%	2.1%	480 2.9%	2.1%	23,387 5.1%	100.0%
ESL (1.9)	2,812 11.0%	8.3%	21 1.8%	0.1%	2,386 4.0%	7.0%	21,155 15.9%	62.2%	4,136 2.1%	12.2%	1,572 29.4%	4.6%	91 11.4%	0.3%	564 24.5%	1.7%	294 1.9%	0.9%	982 5.9%	2.9%	34,013 7.4%	100.0%
General Studies Cert. (1.5)	8 0.0%	0.9%	20 1.7%	2.4%	69 0.1%	8.1%	58 0.0%	6.8%	644 0.3%	75.9%	5 0.1%	0.6%	2 0.3%	0.2%	0 0.0%	0.0%	19 0.1%	2.2%	24 0.1%	2.8%	849 0.2%	100.0%
TOTALS	25,631 100.0%	5.6%	1,199 100.0%	0.3%	59,913 100.0%	13.1%	132,999 100.0%	29.1%	196,187 100.0%	42.9%	5,348 100.0%	1.2%	796 100.0%	0.2%	2,303 100.0%	0.5%	15,727 100.0%	3.4%	16,687 100.0%	3.7%	456,790 100.0%	100.0%

*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.
**Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

	16 & Under		17-20		21-24		25-30		31-39		40-55		Over 55		Unknown		Total	
General Associate (1.0)	1,198 *4.8%*	4.3%	11,770 *6.4%*	42.3%	5,676 *6.1%*	20.4%	3,918 *7.4%*	14.1%	3,129 *6.6%*	11.3%	1,746 *4.3%*	6.3%	362 *2.8%*	1.3%	11 *7.0%*	0.0%	27,810 *6.1%*	100.0%
Transfer *(Course Enrollees) (1.1)	19,010 (15,760) *75.7%*	7.7%	131,339 (62,967) *71.2%*	53.5%	53,711 (13,436) *57.8%*	21.9%	19,430 (3,852) *36.6%*	7.9%	11,974 (2,644) *25.3%*	4.9%	7,351 (2,234) *18.0%*	3.0%	2,715 (1,452) *21.1%*	1.1%	69 (48) *43.7%*	0.0%	245,599 (102,393) *53.8%*	100.0%
Career & Technical Ed. *(Course Enrollees) (1.2)	3,445 (3,114) *13.7%*	3.0%	33,894 (8,330) *18.4%*	29.9%	25,643 (1,631) *27.6%*	22.6%	17,466 (1,433) *32.9%*	15.4%	15,599 (2,362) *32.9%*	13.7%	13,468 (3,648) *33.0%*	11.9%	4,019 (1,953) *31.3%*	3.5%	12 (4) *7.6%*	0.0%	113,546 (22,475) *24.9%*	100.0%
Vocational Skills (1.6)	1,311 *5.2%*	11.3%	1,219 *0.7%*	10.5%	996 *1.1%*	8.6%	1,484 *2.8%*	12.8%	2,111 *4.5%*	18.2%	2,981 *7.3%*	25.7%	1,443 *11.2%*	12.5%	41 *25.9%*	0.4%	11,586 *2.5%*	100.0%
ABE/ASE (1.7/1.8)	109 *0.4%*	0.5%	4,091 *2.2%*	17.5%	3,478 *3.7%*	14.9%	4,546 *8.6%*	19.4%	5,248 *11.1%*	22.4%	4,687 *11.5%*	20.0%	1,223 *9.5%*	5.2%	5 *3.2%*	0.0%	23,387 *5.1%*	100.0%
ESL (1.9)	9 *0.0%*	0.0%	1,693 *0.9%*	5.0%	3,320 *3.6%*	9.8%	6,241 *11.7%*	18.3%	9,281 *19.6%*	27.3%	10,472 *25.7%*	30.8%	2,977 *23.2%*	8.8%	20 *12.7%*	0.1%	34,013 *7.4%*	100.0%
General Studies Cert. (1.5)	34 *0.1%*	4.0%	436 *0.2%*	51.4%	63 *0.1%*	7.4%	54 *0.1%*	6.4%	49 *0.1%*	5.8%	108 *0.3%*	12.7%	105 *0.8%*	12.4%	0 *0.0%*	0.0%	849 *0.2%*	100.0%
TOTALS	25,116 *100.0%*	5.5%	184,442 *100.0%*	40.4%	92,887 *100.0%*	20.3%	53,139 *100.0%*	11.6%	47,391 *100.0%*	10.4%	40,813 *100.0%*	8.9%	12,844 *100.0%*	2.8%	158 *100.0%*	0.0%	456,790 *100.0%*	100.0%

*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Table A-10
COMPARATIVE SUMMARY OF CAREER AND TECHNICAL EDUCATION CURRICULA
ENROLLMENTS OVER 3,000
IN FISCAL YEAR 2024 <u>OR</u> 2025

CURRICULA & CIP	FY 2024	FY 2025	Number Change	*Percent Change*
Engineering Technologies 159999	11,604	10,519	-1,085	*-9.4%*
Business, Management, Marketing & Related Supportive Services, Other 529999	7,847	9,631	1,784	*22.7%*
Associate Degree Nursing (ADN/RN) 513801	7,254	7,170	-84	*-1.2%*
Child Care Provider/Assistant 190709	4,561	4,429	-132	*-2.9%*
Nursing Assistant/Aide and Patient Care Assistant/Aide 513902	4,131	4,270	139	*3.4%*
Business Administration and Management 520201	3,492	3,614	122	*3.5%*
Automobile Mechanics Technology 470604	3,214	3,473	259	*8.1%*
Welding Technology/Welder 480508	2,968	3,242	274	*9.2%*

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-11
FISCAL YEAR 2025 ANNUAL HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
BY STUDENT INTENT*

	Prepare for Transfer to Four-Year Institution		Improve Present Job Skills		Prepare for Job After Community College		Improve Basic Skills or Prepare for High School Equivalency		Personal Interest/ Self Development		Other or No Indication		Total	
General Associate (1.0)	10,710 6.5%	38.5%	1,260 3.7%	4.5%	7,927 9.5%	28.5%	336 0.7%	1.2%	1,915 3.7%	6.9%	5,662 7.5%	20.4%	27,810 6.1%	100.0%
Transfer **(Course Enrollees) (1.1)	127,497 (34,568) 77.2%	51.9%	7,297 (2,350) 21.5%	3.0%	30,278 (8,825) 36.3%	12.3%	2,767 (1,644) 6.0%	1.1%	38,288 (30,805) 73.1%	15.6%	39,472 (24,201) 52.1%	16.1%	245,599 (102,393) 53.8%	100.0%
Career & Technical Ed. **(Course Enrollees) (1.2)	25,918 (2,307) 15.7%	22.8%	20,296 (8,677) 59.9%	17.9%	42,650 (2,537) 51.1%	37.6%	1,550 (185) 3.4%	1.4%	6,215 (1,306) 11.9%	5.5%	16,917 (7,463) 22.3%	14.9%	113,546 (22,475) 24.9%	100.0%
Vocational Skills (1.6)	529 0.3%	4.6%	3,772 11.1%	32.6%	1,514 1.8%	13.1%	199 0.4%	1.7%	3,342 6.4%	28.8%	2,230 2.9%	19.2%	11,586 2.5%	100.0%
ABE/ASE (1.7/1.8)	214 0.1%	0.9%	220 0.6%	0.9%	475 0.6%	2.0%	18,606 40.3%	79.6%	1,669 3.2%	7.1%	2,203 2.9%	9.4%	23,387 5.1%	100.0%
ESL (1.9)	171 0.1%	0.5%	969 2.9%	2.8%	458 0.5%	1.3%	22,692 49.1%	66.7%	844 1.6%	2.5%	8,879 11.7%	26.1%	34,013 7.4%	100.0%
General Studies Cert. (1.5)	65 0.0%	7.7%	68 0.2%	8.0%	105 0.1%	12.4%	63 0.1%	7.4%	95 0.2%	11.2%	453 0.6%	53.4%	849 0.2%	100.0%
TOTALS	165,104 100.0%	36.1%	33,882 100.0%	7.4%	83,407 100.0%	18.3%	46,213 100.0%	10.1%	52,368 100.0%	11.5%	75,816 100.0%	16.6%	456,790 100.0%	100.0%

*Current student intent is examined. When not available, student intent at time of college entrance is used.

**Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

	Complete One or Several Courses - Not Pursuing Degree		To Complete a Certificate		To Complete an Associate Degree		No Indication		Total	
General Associate (1.0)	7,415 3.2%	26.7%	880 2.4%	3.2%	19,515 10.2%	70.2%	0 --	0.0%	27,810 6.1%	100.0%
Transfer *(Course Enrollees) (1.1)	126,086 (98,323) 54.8%	51.3%	4,485 (2,490) 12.4%	1.8%	115,028 (1,580) 60.4%	46.8%	0 (0) --	0.0%	245,599 (102,393) 53.8%	100.0%
Career & Technical Ed. *(Course Enrollees) (1.2)	29,015 (19,999) 12.6%	25.6%	30,293 (42) 83.6%	26.7%	54,238 (2,434) 28.5%	47.8%	0 (0) --	0.0%	113,546 (22,475) 24.9%	100.0%
Vocational Skills (1.6)	11,335 4.9%	97.8%	162 0.4%	1.4%	89 0.0%	0.8%	0 --	0.0%	11,586 2.5%	100.0%
ABE/ASE (1.7/1.8)	22,665 9.8%	96.9%	207 0.6%	0.9%	515 0.3%	2.2%	0 --	0.0%	23,387 5.1%	100.0%
ESL (1.9)	32,791 14.2%	96.4%	185 0.5%	0.5%	1,037 0.5%	3.0%	0 --	0.0%	34,013 7.4%	100.0%
General Studies Cert. (1.5)	820 0.4%	96.6%	15 0.0%	1.8%	14 0.0%	1.6%	0 --	0.0%	849 0.2%	100.0%
TOTALS	230,127 100.0%	50.4%	36,227 100.0%	7.9%	190,436 100.0%	41.7%	0 --	0.0%	456,790 100.0%	100.0%

*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included
 in the total program counts.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-13
FISCAL YEAR 2025 DUPLICATED HEADCOUNT ENROLLMENTS
BY TERM AND TYPE OF ATTENDANCE

ICCB

	Part-time		Full-time		Total	
Summer	111,375	*89.0%*	13,764	*11.0%*	125,139	*100.0%*
Fall	205,361	*70.8%*	84,585	*29.2%*	289,946	*100.0%*
Winter	0	--	0	--	0	--
Spring	230,674	*74.5%*	78,907	*25.5%*	309,581	*100.0%*

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-14
FISCAL YEAR 2025 HEADCOUNT ENROLLMENTS
(EXCLUDING ADULT EDUCATION)
BY HIGHEST DEGREE EARNED PRIOR TO ENROLLMENT

DEGREE	Enrollment	% of Known
High School Equivalency	9,135	*3.3%*
High School	159,124	*58.3%*
Some College Courses	48,847	*17.9%*
Certificate	17,333	*6.4%*
Associate Degree	18,672	*6.8%*
Bachelor's Degree	13,528	*5.0%*
Master's Degree	3,740	*1.4%*
First Professional Degree	457	*0.2%*
Doctoral Degree	474	*0.2%*
Other	1,541	*0.6%*
Total Known	272,851	*100.0%*
None/Unknown	183,939	
Total	456,790	

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-15
FISCAL YEAR 2025 HOURS ATTEMPTED VERSUS HOURS EARNED
BY TERM AND ENROLLMENT STATUS

TERM	PART-TIME Attempted	Earned	% Earned	FULL-TIME Attempted	Earned	% Earned	TOTAL Attempted	Earned	% Earned
Summer	496,469	401,901	81.0%	151,083	119,965	79.4%	647,552	521,865	80.6%
Fall	1,134,274	881,954	77.8%	1,204,472	971,138	80.6%	2,338,746	1,853,092	79.2%
Winter	0	0	--	0	0	--	0	0	--
Spring	1,237,626	985,730	79.6%	1,135,826	937,727	82.6%	2,373,452	1,923,458	81.0%
Total	2,868,369	2,269,585	79.1%	2,491,380	2,028,829	81.4%	5,359,749	4,298,415	80.2%

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-16
FISCAL YEAR 2025 HEADCOUNT ENROLLMENTS
BY COLLEGE-LEVEL HOURS ACCUMULATED

Hours	Enrollment	% of Known
1-29	245,774	*66.5%*
30-59	74,238	*20.1%*
60-89	40,710	*11.0%*
90-119	6,881	*1.9%*
120-159	1,729	*0.5%*
160+	283	*0.1%*
Total Known	369,615	*100.0%*
None/Unknown	87,175	
Total	456,790	

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-17
FISCAL YEAR 2025 HEADCOUNT ENROLLMENTS
BY COLLEGE-LEVEL CUMULATIVE GPA

Gradepoint	Students	% of Known
0.01-0.50	2,606	*0.7%*
0.51-1.00	8,497	*2.3%*
1.01-1.50	9,129	*2.5%*
1.51-2.00	29,234	*8.0%*
2.01-2.50	33,722	*9.3%*
2.51-3.00	79,756	*21.9%*
3.01-3.50	68,035	*18.7%*
3.51-4.00	132,453	*36.4%*
Total Known	363,432	*100.0%*
Not Reported	93,358	
Total	456,790	

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

COVERAGE OF ANNUAL VERSUS FALL ENROLLMENTS WITHIN THE SAME FISCAL YEAR
FISCAL YEARS 2021-2025

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Annual Enrollment	405,444	396,958	411,217	435,426	456,790
Enrollment During Fall of Same Fiscal Year	233,777	230,490	233,758	246,931	264,875
Percent of Annual Enrollment	57.7%	58.1%	56.8%	56.7%	58.0%

SOURCE OF DATA: ICCB Centralized Data System--Fall Enrollment (E1) and Annual Enrollment (A1) Data

Illinois Community College Board
Table A-19
PERCENT AND NUMBER OF STUDENTS ENROLLED IN ILLINOIS COMMUNITY COLLEGES
WHO TOOK AT LEAST ONE DEVELOPMENTAL COURSE
(NOT ENROLLED IN ABE/ASE/ESL, VOCATIONAL SKILLS OR GENERAL STUDIES)
FISCAL YEARS 2021-2025

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Percent in Remedial	11.0 %	10.1 %	9.9 %	9.6 %	9.4 %
Number in Remedial	38,794	34,757	34,583	35,345	36,184

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-20
PERCENT OF REMEDIAL CREDITS EARNED VERSUS REMEDIAL CREDITS ATTEMPTED
FOR ILLINOIS COMMUNITY COLLEGE STUDENTS,
FISCAL YEARS 2021-2025

ICCB

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Percent of Remedial Credits Earned	66.5%	64.3%	64.1%	64.6%	67.5%
Hours Earned	139,506	122,137	117,974	116,081	122,353
Hours Attempted	209,649	189,949	183,957	179,824	181,264

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-21
STUDENTS ENROLLED IN DEVELOPMENTAL COURSEWORK
AT ILLINOIS COMMUNITY COLLEGES BY ACADEMIC AREA
FISCAL YEARS 2021-2025

	FY 2021		FY 2022		FY 2023		FY 2024		FY 2025	
Math Only	22,261 57.4%	-25.4%	18,922 54.4%	-15.0%	18,686 54.0%	-1.2%	20,224 57.2%	8.2%	21,031 58.1%	4.0%
English Only	8,371 21.6%	-12.9%	8,250 23.7%	-1.4%	8,369 24.2%	1.4%	8,476 24.0%	1.3%	8,777 24.3%	3.6%
Reading Only	985 2.5%	-36.7%	999 2.9%	1.4%	1,201 3.5%	20.2%	1,067 3.0%	-11.2%	909 2.5%	-14.8%
Math & English	4,570 11.8%	-30.3%	4,344 12.5%	-4.9%	4,205 12.2%	-3.2%	4,178 11.8%	-0.6%	4,203 11.6%	0.6%
Math & Reading	719 1.9%	-45.0%	645 1.9%	-10.3%	694 2.0%	7.6%	519 1.5%	-25.2%	444 1.2%	-14.5%
English & Reading	1,007 2.6%	-23.6%	848 2.4%	-15.8%	783 2.3%	-7.7%	449 1.3%	-42.7%	397 1.1%	-11.6%
Math, English & Reading	881 2.3%	-60.4%	749 2.2%	-15.0%	645 1.9%	-13.9%	432 1.2%	-33.0%	423 1.2%	-2.1%
TOTAL	38,794 100.0%	-26.0%	34,757 100.0%	-10.4%	34,583 100.0%	-0.5%	35,345 100.0%	2.2%	36,184 100.0%	2.4%

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

ICCB

District	College Name	FY 2021 Dual Credit	FY 2022 Dual Credit	FY 2023 Dual Credit	FY 2024 Dual Credit	FY 2025 Dual Credit	% Change 2021-2025	% Change 2024-2025
503	Black Hawk	1,251	1,197	1,279	1,364	1,449	15.8 %	6.2 %
518	Carl Sandburg	625	618	629	668	661	5.8	-1.0
508	City Colleges of Chicago	(3,828)	(4,717)	(5,698)	(6,498)	(7,738)	(102.1)	(19.1)
02	Harold Washington	715	933	1,029	1,019	1,166	63.1	14.4
04	Harry S Truman	399	394	550	815	1,081	170.9	32.6
01	Kennedy-King	258	371	547	867	1,160	349.6	33.8
03	Malcolm X	293	453	646	640	1,038	254.3	62.2
05	Olive-Harvey	337	441	476	694	685	103.3	-1.3
06	Richard J. Daley	775	976	1,148	1,300	1,483	91.4	14.1
07	Wilbur Wright	1,051	1,149	1,302	1,163	1,125	7.0	-3.3
502	College of DuPage	5,154	5,847	7,391	8,825	10,990	113.2	24.5
532	College of Lake County	1,551	2,228	3,073	3,795	4,820	210.8	27.0
507	Danville Area	719	729	793	752	807	12.2	7.3
509	Elgin	845	1,031	1,562	2,035	2,352	178.3	15.6
512	Harper	5,120	4,982	5,300	5,528	5,868	14.6	6.2
540	Heartland	1,792	1,941	1,981	2,109	2,047	14.2	-2.9
519	Highland	814	1,072	983	1,139	1,056	29.7	-7.3
514	Illinois Central	2,141	2,252	2,179	2,380	2,536	18.4	6.6
529	Illinois Eastern	(1,249)	(1,201)	(1,167)	(1,235)	1,222	-2.2	-1.1
04	Frontier	618	367	434	468	DNA	--	--
01	Lincoln Trail	223	207	252	246	DNA	--	--
02	Olney Central	226	363	256	325	DNA	--	--
03	Wabash Valley	182	264	225	196	DNA	--	--
513	Illinois Valley	719	786	831	1,049	1,076	49.7	2.6
530	John A. Logan	1,079	1,136	914	856	1,250	15.8	46.0
539	John Wood	261	250	355	378	425	62.8	12.4
525	Joliet Junior	4,500	4,965	5,057	5,571	5,880	30.7	5.5
520	Kankakee	671	656	656	632	629	-6.3	-0.5
501	Kaskaskia	1,949	2,415	2,619	2,652	2,633	35.1	-0.7
523	Kishwaukee	693	622	714	812	876	26.4	7.9
517	Lake Land	1,438	1,498	1,405	1,474	1,569	9.1	6.4
536	Lewis and Clark	2,578	1,896	1,942	1,960	2,196	-14.8	12.0
526	Lincoln Land	1,538	1,555	1,827	2,048	2,391	55.5	16.7
528	McHenry County	3,459	4,678	4,837	4,347	5,151	48.9	18.5
524	Moraine Valley	3,393	3,898	4,187	4,595	4,745	39.8	3.3
527	Morton	548	920	1,094	1,140	855	56.0	-25.0
535	Oakton	2,493	2,860	3,429	3,816	4,225	69.5	10.7
505	Parkland	868	862	1,006	1,256	1,255	44.6	-0.1
515	Prairie State	449	656	463	630	1,081	140.8	71.6
521	Rend Lake	792	840	749	823	892	12.6	8.4
537	Richland	897	935	995	1,115	1,302	45.2	16.8
511	Rock Valley	844	1,237	604	1,551	2,017	139.0	30.0
506	Sauk Valley	633	641	639	771	803	26.9	4.2
531	Shawnee	394	330	478	497	509	29.2	2.4
510	South Suburban	2,305	3,373	3,587	3,355	3,445	49.5	2.7
533	Southeastern Illinois	801	777	796	767	772	-3.6	0.7
522	Southwestern Illinois	2,961	4,074	4,654	4,797	5,483	85.2	14.3
534	Spoon River	340	336	420	382	364	7.1	-4.7
504	Triton	2,314	2,365	2,657	3,378	3,510	51.7	3.9
516	Waubonsee	2,782	3,131	3,652	4,037	4,754	70.9 %	17.8 %
	Totals	66,788	75,507	82,602	91,017	101,634	52.2 %	11.7 %

Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

APPENDIX B: NONCREDIT ENROLLMENT DATA TABLES

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ICCB

District	College Name	FY 2021 Unduplicated	FY 2022 Unduplicated	FY 2023 Unduplicated	FY 2024 Unduplicated	FY 2025 Unduplicated	% Change 2021-2025	% Change 2024-2025
503	Black Hawk	2,078	1,636	1,918	2,111	2,651	27.6 %	25.6 %
518	Carl Sandburg	1,244	1,318	1,411	1,323	1,314	5.6	-0.7
508	City Colleges of Chicago	(15,973)	(6,037)	(8,893)	(6,047)	(7,454)	(-53.3)	(23.3)
02	Harold Washington	244	274	437	439	454	86.1	3.4
04	Harry S Truman	700	707	698	545	735	5.0	34.9
01	Kennedy-King	412	290	303	743	1,069	159.5	43.9
03	Malcolm X	1,617	2,239	3,983	1,328	1,583	-2.1	19.2
05	Olive-Harvey	11,606	1,155	1,610	1,526	1,463	-87.4	-4.1
06	Richard J. Daley	727	588	743	777	701	-3.6	-9.8
07	Wilbur Wright	667	784	1,119	689	1,449	117.2	110.3
502	College of DuPage	4,651	8,158	8,011	9,041	10,183	118.9	12.6
532	College of Lake County	13,206	11,787	13,106	14,619	13,452	1.9	-8.0
507	Danville Area	249	591	626	574	713	186.3	24.2
509	Elgin	993	1,153	1,544	1,213	2,576	159.4	112.4
512	Harper	2,311	7,915	4,610	3,795	3,720	61.0	-2.0
540	Heartland	5,542	8,964	9,025	10,781	11,117	100.6	3.1
519	Highland	265	472	610	598	551	107.9	-7.9
514	Illinois Central	3,930	7,304	9,956	10,607	5,263	33.9	-50.4
529	Illinois Eastern	(1,433)	(1,866)	(2,294)	(3,082)	2,656	85.3	-13.8
04	Frontier	403	613	1,050	1,758	DNA	--	--
01	Lincoln Trail	282	576	589	414	DNA	--	--
02	Olney Central	411	401	337	511	DNA	--	--
03	Wabash Valley	337	276	318	399	DNA	--	--
513	Illinois Valley	1,876	2,238	2,831	2,921	2,746	46.4	-6.0
530	John A. Logan	563	641	276	181	258	-54.2	42.5
539	John Wood	564	1,030	1,335	1,349	1,203	113.3	-10.8
525	Joliet Junior	1,869	3,824	4,100	4,056	5,039	169.6	24.2
520	Kankakee	1,976	2,276	3,028	2,540	2,547	28.9	0.3
501	Kaskaskia	766	781	770	1,256	996	30.0	-20.7
523	Kishwaukee	201	280	265	188	131	-34.8	-30.3
517	Lake Land	621	785	267	1,889	757	21.9	-59.9
536	Lewis and Clark	1,227	1,804	1,879	1,783	1,736	41.5	-2.6
526	Lincoln Land	1,523	2,934	3,183	2,665	2,432	59.7	-8.7
528	McHenry County	7,640	8,633	10,706	11,916	13,512	76.9	13.4
524	Moraine Valley	1,313	1,516	2,558	2,533	2,581	96.6	1.9
527	Morton	679	381	454	416	605	-10.9	45.4
535	Oakton	5,869	6,728	5,250	4,321	3,880	-33.9	-10.2
505	Parkland	1,333	3,242	3,668	3,950	3,912	193.5	-1.0
515	Prairie State	229	147	238	381	333	45.4	-12.6
521	Rend Lake	575	832	1,046	1,285	1,225	113.0	-4.7
537	Richland	366	810	503	639	1,335	264.8	108.9
511	Rock Valley	4,482	5,859	6,103	2,849	6,445	43.8	126.2
506	Sauk Valley	283	441	817	1,142	1,084	283.0	-5.1
531	Shawnee	309	662	1,118	932	994	221.7	6.7
510	South Suburban	201	47	103	113	69	-65.7	-38.9
533	Southeastern Illinois	1,366	155	149	196	523	-61.7	166.8
522	Southwestern Illinois	1,218	1,160	1,142	1,055	1,460	19.9	38.4
534	Spoon River	586	756	661	709	658	12.3	-7.2
504	Triton	525	1,169	1,714	1,935	1,833	249.1	-5.3
516	Waubonsee	309	289	376	403	450	45.6 %	11.7 %
	Totals	90,344	106,621	116,544	117,394	120,394	33.3 %	2.6 %

Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).
SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

{ICCB

District	College Name	FY 2021 Duplicated	FY 2022 Duplicated	FY 2023 Duplicated	FY 2024 Duplicated	FY 2025 Duplicated	% Change 2021-2025	% Change 2024-2025
503	Black Hawk	4,297	2,622	3,696	3,927	5,320	23.8 %	35.5 %
518	Carl Sandburg	1,824	1,833	2,143	2,045	2,187	19.9	6.9
508	City Colleges of Chicago	(20,985)	(8,735)	(11,917)	(9,935)	(10,687)	(-49.1)	(7.6)
02	Harold Washington	1,125	1,119	1,590	2,214	1,366	21.4	-38.3
04	Harry S Truman	1,472	957	1,042	842	1,022	-30.6	21.4
01	Kennedy-King	499	356	374	984	1,414	183.4	43.7
03	Malcolm X	2,073	2,373	4,103	1,519	1,807	-12.8	19.0
05	Olive-Harvey	12,392	1,889	2,034	2,101	1,730	-86.0	-17.7
06	Richard J. Daley	1,759	749	1,276	1,012	1,096	-37.7	8.3
07	Wilbur Wright	1,665	1,292	1,498	1,263	2,252	35.3	78.3
502	College of DuPage	9,474	16,393	17,555	19,059	20,705	118.5	8.6
532	College of Lake County	14,039	12,601	14,170	16,196	15,071	7.4	-6.9
507	Danville Area	490	1,055	1,270	1,294	1,199	144.7	-7.3
509	Elgin	1,850	2,501	3,046	2,508	4,330	134.1	72.6
512	Harper	3,482	10,689	8,526	8,332	9,097	161.3	9.2
540	Heartland	6,334	12,578	13,278	15,039	16,599	162.1	10.4
519	Highland	440	693	977	873	857	94.8	-1.8
514	Illinois Central	4,207	8,215	11,701	12,681	6,101	45.0	-51.9
529	Illinois Eastern	(1,799)	(2,677)	(3,432)	(4,359)	4,044	124.8	-7.2
04	Frontier	620	1,092	1,725	2,467	DNA	--	--
01	Lincoln Trail	355	832	974	545	DNA	--	--
02	Olney Central	487	452	387	867	DNA	--	--
03	Wabash Valley	337	301	346	480	DNA	--	--
513	Illinois Valley	2,247	2,653	3,840	3,884	3,955	76.0	1.8
530	John A. Logan	711	820	358	218	350	-50.8	60.6
539	John Wood	833	1,030	2,187	2,151	2,092	151.1	-2.7
525	Joliet Junior	1,916	4,170	4,350	4,297	5,434	183.6	26.5
520	Kankakee	3,047	3,494	4,816	3,864	4,004	31.4	3.6
501	Kaskaskia	925	955	883	1,553	1,282	38.6	-17.5
523	Kishwaukee	210	302	269	199	133	-36.7	-33.2
517	Lake Land	688	825	271	2,158	899	30.7	-58.3
536	Lewis and Clark	3,839	5,460	5,959	5,531	5,482	42.8	-0.9
526	Lincoln Land	4,005	5,982	6,793	8,638	9,958	148.6	15.3
528	McHenry County	9,411	10,415	13,366	15,199	17,038	81.0	12.1
524	Moraine Valley	1,854	2,465	7,440	8,018	6,277	238.6	-21.7
527	Morton	1,400	870	1,067	1,171	1,373	-1.9	17.3
535	Oakton	11,942	12,970	10,576	9,210	9,017	-24.5	-2.1
505	Parkland	2,271	5,045	5,702	6,229	6,804	199.6	9.2
515	Prairie State	255	166	325	505	408	60.0	-19.2
521	Rend Lake	580	970	1,345	1,594	1,404	142.1	-11.9
537	Richland	627	1,056	572	787	1,609	156.6	104.4
511	Rock Valley	7,374	10,767	12,971	10,867	14,489	96.5	33.3
506	Sauk Valley	475	671	1,082	1,401	1,232	159.4	-12.1
531	Shawnee	388	829	1,530	1,320	1,535	295.6	16.3
510	South Suburban	262	93	180	225	142	-45.8	-36.9
533	Southeastern Illinois	2,213	222	251	280	692	-68.7	147.1
522	Southwestern Illinois	1,247	1,274	1,246	1,118	1,832	46.9	63.9
534	Spoon River	838	988	820	1,018	972	16.0	-4.5
504	Triton	1,007	2,227	3,170	3,499	3,513	248.9	0.4
516	Waubonsee	370	346	431	437	506	36.8 %	15.8 %
	Totals	130,156	157,657	183,511	191,619	198,629	52.6 %	3.7 %

Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).
SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

ICCB

District	College Name	FY 2021 Sections	FY 2022 Sections	FY 2023 Sections	FY 2024 Sections	FY 2025 Sections	% Change 2021-2025	% Change 2024-2025
503	Black Hawk	276	404	398	418	521	88.8 %	24.6 %
518	Carl Sandburg	82	109	135	131	140	70.7	6.9
508	City Colleges of Chicago	(914)	(657)	(723)	(887)	(945)	(3.4)	(6.5)
02	Harold Washington	39	47	76	98	65	66.7	-33.7
04	Harry S Truman	86	104	112	91	93	8.1	2.2
01	Kennedy-King	60	50	24	70	111	85.0	58.6
03	Malcolm X	76	94	88	133	177	132.9	33.1
05	Olive-Harvey	478	178	196	262	229	-52.1	-12.6
06	Richard J. Daley	77	66	91	99	86	11.7	-13.1
07	Wilbur Wright	98	118	136	134	184	87.8	37.3
502	College of DuPage	702	949	1,115	1,250	1,338	90.6	7.0
532	College of Lake County	863	938	949	949	881	2.1	-7.2
507	Danville Area	84	134	150	143	111	32.1	-22.4
509	Elgin	244	254	291	280	518	112.3	85.0
512	Harper	790	1,440	1,235	1,162	1,230	55.7	5.9
540	Heartland	503	1,072	1,132	1,125	1,004	99.6	-10.8
519	Highland	52	76	94	66	66	26.9	0.0
514	Illinois Central	334	592	856	942	542	62.3	-42.5
529	Illinois Eastern	(152)	(236)	(232)	(309)	332	118.4	7.4
04	Frontier	42	80	97	178	DNA	--	--
01	Lincoln Trail	65	104	79	61	DNA	--	--
02	Olney Central	20	21	15	30	DNA	--	--
03	Wabash Valley	25	31	41	40	DNA	--	--
513	Illinois Valley	364	370	438	417	407	11.8	-2.4
530	John A. Logan	74	82	34	20	39	-47.3	95.0
539	John Wood	149	160	220	221	226	51.7	2.3
525	Joliet Junior	267	447	490	475	526	97.0	10.7
520	Kankakee	307	379	340	319	334	8.8	4.7
501	Kaskaskia	70	107	87	138	125	78.6	-9.4
523	Kishwaukee	62	88	71	63	25	-59.7	-60.3
517	Lake Land	47	50	52	93	67	42.6	-28.0
536	Lewis and Clark	399	515	584	522	513	28.6	-1.7
526	Lincoln Land	282	526	461	540	540	91.5	0.0
528	McHenry County	558	727	965	1,091	1,247	123.5	14.3
524	Moraine Valley	205	278	536	600	531	159.0	-11.5
527	Morton	66	77	85	81	109	65.2	34.6
535	Oakton	607	591	509	581	591	-2.6	1.7
505	Parkland	405	545	494	504	527	30.1	4.6
515	Prairie State	39	19	17	17	19	-51.3	11.8
521	Rend Lake	65	69	98	111	187	187.7	68.5
537	Richland	122	177	61	140	161	32.0	15.0
511	Rock Valley	326	602	671	477	618	89.6	29.6
506	Sauk Valley	110	125	162	183	155	40.9	-15.3
531	Shawnee	21	43	101	80	82	290.5	2.5
510	South Suburban	72	51	58	63	43	-40.3	-31.7
533	Southeastern Illinois	14	17	19	25	83	492.9	232.0
522	Southwestern Illinois	396	344	384	328	407	2.8	24.1
534	Spoon River	104	118	116	136	102	-1.9	-25.0
504	Triton	153	260	319	330	315	105.9	-4.5
516	Waubonsee	43	42	75	40	41	-4.7 %	2.5 %
	Totals	10,323	13,670	14,757	15,257	15,648	51.6 %	2.6 %

Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).
SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

Illinois Community College Board
Table B-4
FISCAL YEAR 2025 ANNUAL UNDUPLICATED NONCREDIT HEADCOUNT
ENROLLMENTS BY GENDER* AND CATEGORY OF ACTIVITY

Category of Activity	Male		Female		Unknown or Another Gender		Total	
Business and Industry Contract	6,169 *13.8%*	*43.2%*	4,971 *8.8%*	*34.8%*	3,149 *16.3%*	*22.0%*	14,289 *11.9%*	*100.0%*
Professional/Vocational Development	8,201 *18.4%*	*37.7%*	10,654 *18.9%*	*49.0%*	2,895 *15.0%*	*13.3%*	21,750 *18.1%*	*100.0%*
Personal and Social Development	23,058 *51.7%*	*33.8%*	33,574 *59.4%*	*49.2%*	11,634 *60.1%*	*17.0%*	68,266 *56.7%*	*100.0%*
Youth Programs	7,141 *16.0%*	*44.4%*	7,284 *12.9%*	*45.3%*	1,664 *8.6%*	*10.3%*	16,089 *13.4%*	*100.0%*
TOTALS	44,569 *100.0%*	*37.0%*	56,483 *100.0%*	*46.9%*	19,342 *100.0%*	*16.1%*	120,394 *100.0%*	*100.0%*

*Gender classifications align with U.S. Department of Education collection and reporting standards.
SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

Category of Activity	Asian		Native American		African American		Latino		White		U.S Nonresident		Pacific Islander		Middle Eastern or North African		Two or More Races		Total Known		Unknown	Grand Total
Business and Industry Contract	207	3.2%	43	0.7%	723	11.2%	1,177	18.3%	4,222	65.5%	16	0.2%	11	0.2%	9	0.1%	40	0.6%	6,448	100.0%	7,841	14,289
	6.5%		11.9%		8.3%		11.3%		8.6%		6.7%		15.3%		8.0%		3.5%		8.8%			
Professional/Vocational Development	728	4.5%	58	0.4%	3,871	24.1%	3,518	21.9%	7,347	45.8%	81	0.5%	20	0.1%	47	0.3%	362	2.3%	16,032	100.0%	5,718	21,750
	22.7%		16.1%		44.3%		33.7%		15.0%		33.9%		27.8%		41.6%		31.9%		21.8%			
Personal and Social Development	1,457	3.3%	253	0.6%	3,612	8.3%	4,943	11.3%	32,531	74.6%	129	0.3%	31	0.1%	41	0.1%	605	1.4%	43,602	100.0%	24,664	68,266
	45.4%		70.1%		41.3%		47.3%		66.3%		54.0%		43.1%		36.3%		53.4%		59.4%			
Youth Programs	816	11.2%	7	0.1%	532	7.3%	813	11.1%	4,978	68.1%	13	0.2%	10	0.1%	16	0.2%	127	1.7%	7,312	100.0%	8,777	16,089
	25.4%		1.9%		6.1%		7.8%		10.1%		5.4%		13.9%		14.2%		11.2%		10.0%			
TOTALS	3,208	4.4%	361	0.5%	8,738	11.9%	10,451	14.2%	49,078	66.9%	239	0.3%	72	0.1%	113	0.2%	1,134	1.5%	73,394	100.0%	47,000	120,394
	100.0%		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%			

*Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414.
SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

Category of Activity	16 & Under		17-20		21-24		25-30		31-39		40-55		Over 55		Total Known		Unknown	Grand Total
Business and Industry Contract	106	0.9%	2,264	20.2%	900	8.0%	1,153	10.3%	1,965	17.5%	3,554	31.7%	1,258	11.2%	11,200	100.0%	3,089	14,289
	2.4%		14.6%		12.2%		12.9%		15.7%		17.5%		5.2%		12.0%			
Professional/Vocational Development	472	2.3%	3,253	15.6%	2,457	11.8%	2,729	13.1%	3,721	17.8%	5,283	25.3%	2,964	14.2%	20,879	100.0%	871	21,750
	10.8%		21.0%		33.3%		30.6%		29.7%		26.1%		12.2%		22.4%			
Personal and Social Development	2,356	4.0%	9,639	16.4%	4,013	6.8%	4,681	8.0%	6,789	11.6%	11,331	19.3%	19,962	34.0%	58,771	100.0%	9,495	68,266
	53.9%		62.1%		54.3%		52.6%		54.2%		55.9%		82.3%		63.1%			
Youth Programs	1,437	60.9%	363	15.4%	17	0.7%	344	14.6%	43	1.8%	88	3.7%	66	2.8%	2,358	100.0%	13,731	16,089
	32.9%		2.3%		0.2%		3.9%		0.3%		0.4%		0.3%		2.5%			
TOTALS	4,371	4.7%	15,519	16.6%	7,387	7.9%	8,907	9.6%	12,518	13.4%	20,256	21.7%	24,250	26.0%	93,208	100.0%	27,186	120,394
	100.0%		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%			

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

Course Area (2 Digit CIP)	Enrollment
36 Leisure and Recreational Activities	43,454
52 Business, Management, Marketing, and Related Support Services	20,307
37 Personal Awareness and Self-Improvement	14,222
49 Transportation and Materials Moving	11,628
51 Health Professions and Related Programs	10,274
32 Basic Skills And Developmental/Remedial Education	9,182
13 Education	8,291
22 Legal Professions And Studies	7,589
43 Homeland Security, Law Enforcement, Firefighting, and Related Protective Services	5,899

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

Illinois Community College Board
Table B-8
FISCAL YEAR 2025 DUPLICATED
NONCREDIT HEADCOUNT ENROLLMENTS
BY INSTRUCTIONAL SITE

Instructional Site	Enrollment	Percent of Total
Main Campus	106,767	53.8 %
Off-campus College Owned	36,752	18.5 %
Off-campus College Leased	252	0.1 %
Community Based	14,170	7.1 %
Business Based	7,749	3.9 %
Distance Education	29,164	14.7 %
Other	3,775	1.9 %
Total	198,629	100.0 %

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

Illinois Community College Board
Table B-9
FISCAL YEAR 2025 DUPLICATED NONCREDIT HEADCOUNT ENROLLMENTS BY TERM

ICCB

Term	Total	Percent of Total
Summer	53,471	*26.9 %*
Fall	64,323	*32.4 %*
Winter	0	*0.0 %*
Spring	80,835	*40.7 %*
Total	198,629	*100.0 %*

SOURCE OF DATA: ICCB Centralized Data System--Noncredit
Course Enrollment (N1) Data

Illinois Community College Board
Table B-10
FISCAL YEAR 2025 ANNUAL UNDUPLICATED
NONCREDIT HEADCOUNT ENROLLMENTS
BY NUMBER OF HOURS

Hours	Enrollment	Percent of Known
1-4	67,741	56.3 %
5-9	17,365	14.4 %
10-14	8,986	7.5 %
15-19	7,250	6.0 %
20-24	3,575	3.0 %
25-29	1,278	1.1 %
30-59	8,087	6.7 %
60-89	1,950	1.6 %
90-119	1,109	0.9 %
120-159	771	0.6 %
160+	2,282	1.9 %
Total Known	120,394	100.0 %
None/Unknown	0	
Grand Total	120,394	

SOURCE OF DATA: ICCB Centralized Data System--Noncredit
Course Enrollment (N1) Data

Illinois Community College Board
Table B-11
FISCAL YEAR 2025 ANNUAL DUPLICATED NONCREDIT HEADCOUNT
ENROLLMENTS BY CATEGORY OF ACTIVITY

Category of Activity	Duplicated Enrollment	Percent
Business and Industry Contract	19,552	9.8 %
Professional/Vocational Development	31,733	16.0 %
Personal and Social Development	114,990	57.9 %
Youth Program	32,354	16.3 %
TOTAL	198,629	100.0 %

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

APPENDIX C: COMPLETIONS DATA TABLES

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District	District/College	FY 2021 Completions	FY 2022 Completions	FY 2023 Completions	FY 2024 Completions	FY 2025 Completions	% Change 2021-2025	% Change 2024-2025
503	Black Hawk	920	848	1,064	971	910	-1.1 %	-6.3 %
518	Carl Sandburg	772	526	491	567	581	-24.7	2.5
508	City Colleges of Chicago	(7,961)	(7,752)	(7,719)	(7,862)	(9,117)	(14.5)	(16.0)
02	Harold Washington	2,139	1,914	1,693	1,504	1,648	-23.0	9.6
04	Harry S Truman	766	713	616	657	799	4.3	21.6
01	Kennedy-King	576	570	553	630	738	28.1	17.1
03	Malcolm X	1,652	1,666	1,699	1,730	2,008	21.5	16.1
05	Olive-Harvey	444	453	515	708	890	100.5	25.7
06	Richard J. Daley	830	1,036	1,359	1,405	1,653	99.2	17.7
07	Wilbur Wright	1,554	1,400	1,284	1,228	1,381	-11.1	12.5
502	College of DuPage	3,289	2,944	3,324	3,433	3,716	13.0	8.2
532	College of Lake County	3,676	4,149	4,814	4,556	5,166	40.5	13.4
507	Danville Area	541	497	548	432	702	29.8	62.5
509	Elgin	2,154	2,201	2,107	3,113	3,049	41.6	-2.1
512	Harper	4,517	4,419	4,346	4,445	4,768	5.6	7.3
540	Heartland	1,191	1,306	1,600	1,635	1,685	41.5	3.1
519	Highland	582	602	649	636	640	10.0	0.6
514	Illinois Central	1,297	1,931	1,265	3,500	2,622	102.2	-25.1
529	Illinois Eastern	(1,059)	(1,188)	(1,369)	(1,291)	1,212	14.4	-6.1
04	Frontier	171	205	241	290	DNA	--	--
01	Lincoln Trail	189	232	262	253	DNA	--	--
02	Olney Central	464	469	584	454	DNA	--	--
03	Wabash Valley	235	282	282	294	DNA	--	--
513	Illinois Valley	1,036	1,057	1,052	1,237	1,261	21.7	1.9
530	John A. Logan	698	720	806	824	786	12.6	-4.6
539	John Wood	547	488	484	511	395	-27.8	-22.7
525	Joliet Junior	2,706	2,944	2,600	3,087	3,297	21.8	6.8
520	Kankakee	1,008	744	682	853	1,005	-0.3	17.8
501	Kaskaskia	937	842	1,146	1,293	1,555	66.0	20.3
523	Kishwaukee	771	791	713	715	731	-5.2	2.2
517	Lake Land	1,529	2,244	2,954	3,069	2,904	89.9	-5.4
536	Lewis and Clark	1,600	1,403	1,405	1,336	1,525	-4.7	14.1
526	Lincoln Land	1,520	1,623	1,729	1,615	1,777	16.9	10.0
528	McHenry County	1,699	1,786	1,785	1,897	2,464	45.0	29.9
524	Moraine Valley	3,339	5,228	3,554	3,419	3,559	6.6	4.1
527	Morton	620	622	598	585	478	-22.9	-18.3
535	Oakton	1,682	1,875	2,104	2,187	2,163	28.6	-1.1
505	Parkland	1,643	1,451	1,518	1,406	1,403	-14.6	-0.2
515	Prairie State	798	658	729	942	925	15.9	-1.8
521	Rend Lake	1,141	1,245	1,519	1,214	1,090	-4.5	-10.2
537	Richland	888	806	793	666	683	-23.1	2.6
511	Rock Valley	1,460	1,630	1,363	1,555	1,538	5.3	-1.1
506	Sauk Valley	626	641	666	670	841	34.3	25.5
531	Shawnee	579	550	503	622	560	-3.3	-10.0
510	South Suburban	587	707	489	446	381	-35.1	-14.6
533	Southeastern Illinois	407	400	378	436	508	24.8	16.5
522	Southwestern Illinois	2,363	2,480	2,663	3,055	3,160	33.7	3.4
534	Spoon River	582	536	607	560	557	-4.3	-0.5
504	Triton	1,456	1,399	1,565	1,728	2,215	52.1	28.2
516	Waubonsee	1,602	1,564	1,547	1,722	1,758	9.7 %	2.1 %
	Totals	61,783	64,797	65,248	70,091	73,687	19.3 %	5.1 %

*Collegiate level only–advancements in adult education and ESL programs are not included.
Effective in fiscal year 2025, Illinois Eastern Community Colleges was centralized for reporting as a single college district with four campuses (Frontier, Lincoln Trail, Olney Central, and Wabash Valley).
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records

ICCB

COLLEGIATE LEVEL	2021		2022		2023		2024		2025	
GENERAL ASSOCIATE	2,497	4.0%	2,709	4.2%	2,283	3.5%	2,116	3.0%	2,490	3.4%
Percent Change	-4.8%		8.5%		-15.7%		-7.3%		17.7%	
TRANSFER	26,969	43.7%	26,106	40.3%	25,482	39.1%	26,940	38.4%	26,287	35.7%
Percent Change	-4.3%		-3.2%		-2.4%		5.7%		-2.4%	
Assoc. in Arts	13,864		13,098		12,534		12,235		12,497	
Assoc. in Science	4,878		4,817		4,543		4,447		4,531	
Assoc. in Arts & Science	334		354		292		296		278	
Assoc. in Eng. Science	328		349		372		379		500	
Assoc. in Fine Arts	122		127		109		142		123	
Assoc. in Teaching	0		0		0		0		0	
Gen. Ed. Core Curric.Cred.	7,443		7,361		7,632		9,441		8,358	
CAREER & TECHNICAL ED.	32,313	52.3%	35,981	55.5%	37,478	57.4%	41,035	58.5%	44,906	60.9%
Percent Change	-7.4%		11.4%		4.2%		9.5%		9.4%	
Assoc. in Applied Science	9,668		9,375		8,620		9,053		9,524	
Cert. of 1 Yr. or More	4,861		5,215		5,168		6,031		6,722	
Cert. of 9 to < 30 Sem. Hrs.	10,211		11,856		13,281		15,066		16,738	
Cert. of < 9 Sem. Hrs.	7,573		9,535		10,409		10,885		11,922	
Vocational Skills Cert.	0		0		0		0		0	
GENERAL STUDIES CERT.	4	0.0%	1	0.0%	5	0.0%	0	0.0%	4	0.0%
Percent Change	-33.3%		-75.0%		400.0%		-100.0%		--	
TOTAL COMPLETIONS	61,783	100.0%	64,797	100.0%	65,248	100.0%	70,091	100.0%	73,687	100.0%
Percent Change	-6.0%		4.9%		0.7%		7.4%		5.1%	

*Collegiate level only–advancements in adult education and ESL programs are not included.
**Added in 2021.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records

COLLEGIATE LEVEL	Male		Female		Unknown or Another Gender		Total	
GENERAL ASSOCIATE	867	2.6%	1,615	4.1%	8	1.6%	2,490	3.4%
	34.8%		64.9%		0.3%		100.0%	
TRANSFER	10,847	32.3%	15,191	38.4%	249	49.0%	26,287	35.7%
	41.3%		57.8%		0.9%		100.0%	
Assoc. in Arts	4,837		7,540		120		12,497	
Assoc. in Science	2,094		2,403		34		4,531	
Assoc. in Arts & Science	138		140		0		278	
Assoc. in Eng. Science	405		93		2		500	
Assoc. in Fine Arts	51		67		5		123	
Assoc. in Teaching	0		0		0		0	
Gen. Ed. Core Curric.Cred.	3,322		4,948		88		8,358	
CAREER & TECHNICAL ED.	21,902	65.2%	22,753	57.5%	251	49.4%	44,906	60.9%
	48.8%		50.7%		0.6%		100.0%	
Assoc. in Applied Science	3,746		5,740		38		9,524	
Cert. of 1 Yr. or More	3,530		3,167		25		6,722	
Cert. of 9 to < 30 Sem. Hrs.	10,574		6,048		116		16,738	
Cert. of < 9 Sem. Hrs.	4,052		7,798		72		11,922	
Vocational Skills Cert.	0		0		0		0	
GENERAL STUDIES CERT.	1	0.0%	3	0.0%	0	0.0%	4	0.0%
	25.0%		75.0%		0.0%		100.0%	
TOTAL COMPLETIONS	33,617	100.0%	39,562	100.0%	508	100.0%	73,687	100.0%
	45.6%		53.7%		0.7%		100.0%	

*Collegiate level only–advancements in adult education and ESL programs are not included.
**Gender classifications align with U.S. Department of Education collection and reporting standards.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion
    (A1 & A2) Records

Illinois Community College Board
Table C-4
FISCAL YEAR 2025 DUPLICATED COMPLETERS*
BY DEGREE AND ETHNICITY**

COLLEGIATE LEVEL	Asian		Native American		African American		Latino		White		U.S. Nonresident		Pacific Islander		Middle Eastern or North African		Two or More Races		Unknown		Total	
GENERAL ASSOCIATE	102	3.2%	1	0.5%	461	5.4%	682	3.6%	1,004	2.7%	34	4.4%	6	5.4%	25	15.1%	103	4.1%	72	3.8%	2,490	3.4%
	4.1%		0.0%		18.5%		27.4%		40.3%		1.4%		0.2%		1.0%		4.1%		2.9%		100.0%	
TRANSFER	1,395	43.3%	43	23.4%	2,305	27.1%	6,874	36.5%	13,695	36.5%	374	48.4%	43	38.7%	63	38.0%	931	37.1%	564	30.1%	26,287	35.7%
	5.3%		0.2%		8.8%		26.1%		52.1%		1.4%		0.2%		0.2%		3.5%		2.1%		100.0%	
Assoc. in Arts	571		19		1,181		3,330		6,487		145		17		26		428		293		12,497	
Assoc. in Science	327		9		331		1,236		2,230		90		10		35		157		106		4,531	
Assoc. in Arts & Science	6		1		11		12		242		0		0		0		5		1		278	
Assoc. in Eng. Science	57		2		26		135		228		14		1		1		25		11		500	
Assoc. in Fine Arts	6		0		8		38		62		2		0		0		3		4		123	
Assoc. in Teaching	0		0		0		0		0		0		0		0		0		0		0	
Gen. Ed. Core Curric.Cred	428		12		748		2,123		4,446		123		15		1		313		149		8,358	
CAREER & TECHNICAL ED.	1,724	53.5%	140	76.1%	5,731	67.4%	11,268	59.9%	22,821	60.8%	364	47.2%	62	55.9%	78	47.0%	1,478	58.8%	1,240	66.1%	44,906	60.9%
	3.8%		0.3%		12.8%		25.1%		50.8%		0.8%		0.1%		0.2%		3.3%		2.8%		100.0%	
Assoc. in Applied Science	379		21		911		2,136		5,424		84		10		11		313		235		9,524	
Cert. of 1 Yr. or More	149		30		906		1,518		3,672		32		9		6		206		194		6,722	
Cert. of 9 to < 30 Sem. Hrs	571		53		2,174		4,790		8,007		160		21		28		466		468		16,738	
Cert. of < 9 Sem. Hrs.	625		36		1,740		2,824		5,718		88		22		33		493		343		11,922	
Vocational Skills Cert.	0		0		0		0		0		0		0		0		0		0		0	
GENERAL STUDIES CERT.	1	0.0%	0	0.0%	2	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.0%
	25.0%		0.0%		50.0%		25.0%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%		100.0%	
TOTAL COMPLETIONS	3,222	100.0%	184	100.0%	8,499	100.0%	18,825	100.0%	37,520	100.0%	772	100.0%	111	100.0%	166	100.0%	2,512	100.0%	1,876	100.0%	73,687	100.0%
	4.4%		0.2%		11.5%		25.5%		50.9%		1.0%		0.2%		0.2%		3.4%		2.5%		100.0%	

*Collegiate level only–advancements in adult education and ESL programs are not included.
**Race/ethnicity classifications align with State of Illinois collection and reporting standards per P.A. 103-0414.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records

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COLLEGIATE LEVEL	Under 21		21-24		25-30		31-39		40-55		Over 55		Unknown		Total	
GENERAL ASSOCIATE	385	1.7%	902	3.6%	463	4.2%	356	4.2%	309	5.3%	75	7.1%	0	0.0%	2,490	3.4%
	15.5%		36.2%		18.6%		14.3%		12.4%		3.0%		0.0%		100.0%	
TRANSFER	9,709	43.6%	11,019	44.2%	3,062	27.7%	1,572	18.6%	808	13.8%	104	9.9%	13	50.0%	26,287	35.7%
	36.9%		41.9%		11.6%		6.0%		3.1%		0.4%		0.0%		100.0%	
Assoc. in Arts	4,207		5,527		1,498		785		415		57		8		12,497	
Assoc. in Science	1,813		1,875		532		212		90		6		3		4,531	
Assoc. in Arts & Science	200		53		9		11		4		1		0		278	
Assoc. in Eng. Science	183		242		55		17		2		0		1		500	
Assoc. in Fine Arts	31		64		18		7		1		2		0		123	
Assoc. in Teaching	0		0		0		0		0		0		0		0	
Gen. Ed. Core Curric.Cred.	3,275		3,258		950		540		296		38		1		8,358	
CAREER & TECHNICAL ED.	12,171	54.7%	13,023	52.2%	7,531	68.1%	6,534	77.2%	4,758	81.0%	876	83.0%	13	50.0%	44,906	60.9%
	27.1%		29.0%		16.8%		14.6%		10.6%		2.0%		0.0%		100.0%	
Assoc. in Applied Science	1,154		3,710		2,036		1,501		1,018		103		2		9,524	
Cert. of 1 Yr. or More	1,038		2,168		1,323		1,232		813		147		1		6,722	
Cert. of 9 to < 30 Sem. Hrs.	4,031		4,787		2,725		2,615		2,115		456		9		16,738	
Cert. of < 9 Sem. Hrs.	5,948		2,358		1,447		1,186		812		170		1		11,922	
Vocational Skills Cert.	0		0		0		0		0		0		0		0	
GENERAL STUDIES CERT.	0	0.0%	0	0.0%	1	0.0%	3	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.0%
	0.0%		0.0%		25.0%		75.0%		0.0%		0.0%		0.0%		100.0%	
TOTAL COMPLETIONS	22,265	100.0%	24,944	100.0%	11,057	100.0%	8,465	100.0%	5,875	100.0%	1,055	100.0%	26	100.0%	73,687	100.0%
	30.2%		33.9%		15.0%		11.5%		8.0%		1.4%		0.0%		100.0%	

*Collegiate level only–advancements in adult education and ESL programs are not included.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records

ICCB

COLLEGIATE LEVEL	Prepare for Transfer to Four-Year Institution		Improve Present Job Skills		Prepare for Job After Community College		Improve Basic Skills or Prepare for High School Equivalency		Personal Interest/ Self Development		Other or No Indication		Total	
GENERAL ASSOCIATE	1,163	3.6%	110	2.1%	653	2.7%	10	1.0%	213	4.6%	341	4.9%	2,490	3.4%
	46.7%		4.4%		26.2%		0.4%		8.6%		13.7%		100.0%	
TRANSFER	18,582	58.1%	931	17.5%	3,338	14.0%	211	20.8%	1,318	28.3%	1,907	27.5%	26,287	35.7%
	70.7%		3.5%		12.7%		0.8%		5.0%		7.3%		100.0%	
Assoc. in Arts	8,846		465		1,607		93		530		956		12,497	
Assoc. in Science	3,231		95		482		47		290		386		4,531	
Assoc. in Arts & Science	173		7		77		1		20		0		278	
Assoc. in Eng. Science	415		3		22		2		15		43		500	
Assoc. in Fine Arts	90		0		19		0		9		5		123	
Assoc. in Teaching	0		0		0		0		0		0		0	
Gen. Ed. Core Curric.Cred.	5,827		361		1,131		68		454		517		8,358	
CAREER & TECHNICAL ED.	12,233	38.3%	4,274	80.4%	19,801	83.2%	795	78.2%	3,123	67.1%	4,680	67.6%	44,906	60.9%
	27.2%		9.5%		44.1%		1.8%		7.0%		10.4%		100.0%	
Assoc. in Applied Science	3,016		741		4,575		139		373		680		9,524	
Cert. of 1 Yr. or More	1,600		760		3,256		77		324		705		6,722	
Cert. of 9 to < 30 Sem. Hrs.	3,764		1,862		7,719		322		1,186		1,885		16,738	
Cert. of < 9 Sem. Hrs.	3,853		911		4,251		257		1,240		1,410		11,922	
Vocational Skills Cert.	0		0		0		0		0		0		0	
GENERAL STUDIES CERT.	3	0.0%	0	0.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.0%
	75.0%		0.0%		25.0%		0.0%		0.0%		0.0%		100.0%	
TOTAL COMPLETIONS	31,981	100.0%	5,315	100.0%	23,793	100.0%	1,016	100.0%	4,654	100.0%	6,928	100.0%	73,687	100.0%
	43.4%		7.2%		32.3%		1.4%		6.3%		9.4%		100.0%	

*Collegiate level only–advancements in adult education and ESL programs are not included.

**Current student intent is examined. When not available, student intent at time of college entrance is used.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records

ICCB

COLLEGIATE LEVEL	Complete One or Several Courses - Not Pursuing a Degree		To Complete a Certificate		To Complete an Associate Degree		No Indication		Total	
GENERAL ASSOCIATE	346	2.6%	108	0.7%	2,036	4.5%	0	--	2,490	3.4%
	13.9%		4.3%		81.8%		0.0%		100.0%	
TRANSFER	4,293	32.2%	589	3.9%	21,405	47.3%	0	--	26,287	35.7%
	16.3%		2.2%		81.4%		0.0%		100.0%	
Assoc. in Arts	1,962		271		10,264		0		12,497	
Assoc. in Science	746		97		3,688		0		4,531	
Assoc. in Arts & Science	5		3		270		0		278	
Assoc. in Eng. Science	61		8		431		0		500	
Assoc. in Fine Arts	18		4		101		0		123	
Assoc. in Teaching	0		0		0		0		0	
Gen. Ed. Core Curric.Cred.	1,501		206		6,651		0		8,358	
CAREER & TECHNICAL ED.	8,707	65.2%	14,435	95.4%	21,764	48.1%	0	--	44,906	60.9%
	19.4%		32.1%		48.5%		0.0%		100.0%	
Assoc. in Applied Science	1,022		667		7,835		0		9,524	
Cert. of 1 Yr. or More	690		2,731		3,301		0		6,722	
Cert. of 9 to < 30 Sem. Hrs.	2,857		7,290		6,591		0		16,738	
Cert. of < 9 Sem. Hrs.	4,138		3,747		4,037		0		11,922	
Vocational Skills Cert.	0		0		0		0		0	
GENERAL STUDIES CERT.	0	0.0%	0	0.0%	4	0.0%	0	--	4	0.0%
	0.0%		0.0%		100.0%		0.0%		100.0%	
TOTAL COMPLETIONS	13,346	100.0%	15,132	100.0%	45,209	100.0%	0	--	73,687	100.0%
	18.1%		20.5%		61.4%		0.0%		100.0%	

*Collegiate level only–advancements in adult education and ESL programs are not included.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records

Illinois Community College Board

BASIC CERTIFICATE PROGRAM APPROVAL APPROVED ON BEHALF
OF THE EXECUTIVE DIRECTOR

Following is a list of Basic Certificates (less than 29 credit hours) that have been approved on behalf of the Illinois Community College Board by the Executive Director since the last Board meeting:

PERMANENT PROGRAM APPROVAL
Danville Area Community College
- Electric Vehicle Technology Certificate (29 credit hours)

John Wood Community College
- Basic Industrial Welding (16 credit hours)
- Advanced Industrial Welding (28 credit hours)

McHenry County College
- Social Work Certificate (18 credit hours)

ILLINOIS COMMUNITY COLLEGE APPRENTICESHIP REPORT

An In-Depth Analysis
December 2025

60 SIXTY YEARS

ICCB

ILLINOIS COMMUNITY COLLEGE BOARD

ABOUT ICCB

In 1965, the Illinois General Assembly established the Illinois Community College Board to create a system of public community colleges that would be within easy reach of every resident. Today, the Illinois Community College System covers the entire state with 45 colleges and one multi-community college center in 39 community college districts. Community colleges serve nearly 600,000 Illinois residents each year in credit and noncredit courses and many more through their public service programs. Illinois' community colleges meet both local and statewide needs for education and workforce development through high-quality, affordable, accessible, and cost-effective programs and services.

Learn more at **ICCB.org**

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EXECUTIVE SUMMARY

The 2025 ICCB comprehensive survey on apprenticeships shed light on a multitude of findings related to apprenticeship implementation including the breadth of apprenticeship programming, where responsibilities reside within institutions, what and how data or customer management systems are used, the variation in funding models, and outstanding challenges and opportunities. Lastly, what became extremely clear was there are institutions with thriving apprenticeship programs, in contrast to institutions that are struggling or just starting out with their programs – providing opportunity for these community colleges to learn from their peers.

KEY FINDINGS

Community colleges utilize apprenticeships to address specific employer and student needs in their local communities. One example is the need to keep employees' skills up to date which helps employers remain competitive. Apprenticeships provide opportunities for students to work full-time, while learning the necessary knowledge and skills for their employment.

- Many of the programs **are funded** primarily through grants and employer contributions via a cost recovery model.
- Grants vary by source, including federal, state, and philanthropic entities.
- Institutional leadership and dedicated staffing were essential to successful community college apprenticeship programs.
    - Colleges identified the following as **challenges** to adopting or expanding apprenticeship programming: employer buy-in,
    - Resources, capacity,
    - Cross-campus collaboration,
    - Scheduling,
    - Overall awareness from community, employers, and college staff

- There are **234 unique apprenticeship programs** offered by or provided in partnership with community colleges, with **194 registered with the U.S. Department of Labor**.
  - **219 programs** are credit-bearing, while **15 are offered through noncredit**.
  - Although there is significant variety, the majority of programs are in **manufacturing**, **healthcare**, and **information technology**. This type of variation by sector is unmatched by other providers, whereas most programs typically fall in the construction trades. *See full list in Appendix B*.

- While the primary role of the community college has been to provide **related technical instruction**, a required component of an apprenticeship program, **32% of all colleges reported serving as an intermediary**, acting as a convener, providing outreach and technical assistance to employers and other stakeholders to grow apprenticeships, and **25% reported serving as a program sponsor for U.S. Department of Labor registered apprenticeship programs**, alleviating the administrative burden from employers.

- Apprenticeship program responsibilities are housed in a variety of divisions or units at each of the community colleges, including but not limited to:

  - Academic affairs
  - Workforce development
  - Grants
  - Career and technical education
  - Career services
  - Student services
  - Strategic initiatives

- In terms of impact, colleges reported that **apprentices speak highly of hands-on training, direct connection to employment, reduced costs of training, and increase in wages**. While the colleges identified increased enrollment and retention as well as strengthened community partnerships as the most impactful benefits.

- Lastly, employers note that **apprenticeships are meeting the workforce development needs**, creating a pipeline of skilled workers, and retaining employees.

INTRODUCTION

The Illinois Community College Board (ICCB), advised by a workgroup of community college administrators, conducted a survey in May 2025 to gain an understanding of the challenges, successes, growth opportunities, and technical assistance needs of community colleges who sponsor or partner to implement apprenticeship programs. All 39 community college districts are represented in the survey results. Our goal is to elevate the statewide awareness of the functions of community colleges in apprenticeships and expand and strengthen those apprenticeship roles. As a result of this analysis, the ICCB will identify areas for future focus, expansion, and funding - ultimately to increase the number of apprenticeship programs, and apprentices, through community colleges.

Currently, the ICCB has three goals. Specifically, apprenticeship programming plays a major role in attaining and advancing goals 2 and 3.

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 ILLINOIS COMMUNITY COLLEGE APPRENTICESHIP LANDSCAPE

NATIONAL AND STATE CONTEXT

According to the U.S. Department of Labor (USDOL), apprenticeships combine paid on-the-job training with classroom instruction to prepare workers for highly skilled careers. High-quality apprenticeships have seven key elements:

1) Industry led
2) A paid job
3) Structured on-the-job learning and mentorship
4) Related technical instruction
5) Equal employment opportunity
6) Quality and safety is provided
7) Credentials are earned by apprentices[1]

Illinois recognizes registered and unregistered apprenticeship programs. As a state without an official state apprenticeship office, leadership for apprenticeship lies with the business-led Illinois workforce innovation board, its work-based learning committee and state workforce and education agencies. Critical federal and state funding flows through the Department of Commerce and Economic Opportunity that funds the **apprenticeship Illinois** framework. The framework was designed to guide and align state and federal funding investments in apprenticeship and work-based learning, ensuring resources are directed toward strategies that strengthen both employer engagement and equitable access to programs.

Community colleges utilize apprenticeships to address specific employer and student needs in their local communities. One example is the need to keep employees' skills up to date which helps employers remain competitive. Apprenticeships provide opportunities for students to work full-time, while learning the necessary skills and information for their employment. Learn more about registered apprenticeships at **apprenticeship.gov**.

As of July 2025, AFA reported that while apprenticeship programs in the United States have experienced steady growth since 2020, the nation is still behind other leading countries in the proportion of apprentices within the labor force[2]. Nationally, Illinois

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[1] **Apprenticeship.gov**
[2] **Apprenticeships for America**

ILLINOIS COMMUNITY COLLEGE APPRENTICESHIP IMPLEMENTATION

ranks in the middle for the overall number of active apprenticeships and growth in new programs. However, Illinois is among the top states in engaging young people, placing in the top half for the proportion of new apprentices under the age of 25. These data reflect all apprenticeship programs in Illinois, which includes, but are not limited to those supported or sponsored by employers, labor unions, community colleges, four-year institutions, community-based organizations, and other training providers.

In a recent publication, Apprenticeships For America (AFA)[3] claimed that in order to scale apprenticeships to levels experienced by other countries, the United States would need to significantly rethink its apprenticeship strategy and make substantial investments. Further, AFA recommends that community colleges are the right choice for this strategic investment, and are "well-positioned as a rare bit of low-hanging fruit… geographically wide-spread and already operating at scale, the American community college offers considerable assets as a partner, incubator, and manager of apprenticeship programs" (p. 3).

Results from the comprehensive survey indicate that 80% of community colleges (36) in Illinois offer apprenticeship programming (_Appendix A_). This has grown significantly in the last five years. In 2019, just over half of community colleges reported apprenticeship program offerings. As of May 2025, a total of 234 community college apprenticeship programs were reported. Of those, 194 programs are registered with the U.S. Department of Labor.

The majority of programs are credit bearing, while 15 are offered as non-credit. In terms of sector or industry, Illinois community colleges offer a vast array of apprenticeship programs, mirroring the diversity of training programs offered. Manufacturing had the most programs (74) with Industrial Maintenance (17) being the most commonly offered apprenticeship program across the system. Healthcare and Information Technology were also popular across the system with 39 and 27 programs, respectively. This is in line with and in response to labor market need, as these three sectors face growth and critical shortages in the state. Other programs offered across the system include Certified Nursing Assistant (6), Tool and Die/Precision Machinist (10), Early Childhood Educator (5), Emergency Medical Technician (5), CNC Operator (11), Computer Programmer (3), and Automotive Technician (4). This type of variation by sector is unmatched by other providers, whereas most programs typically fall in the construction trades. _**See Appendix B for the full list**_.

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[3] **How Community Colleges Can Help Scale US Apprenticeships**

PROGRAMS OFFERED BY SECTOR
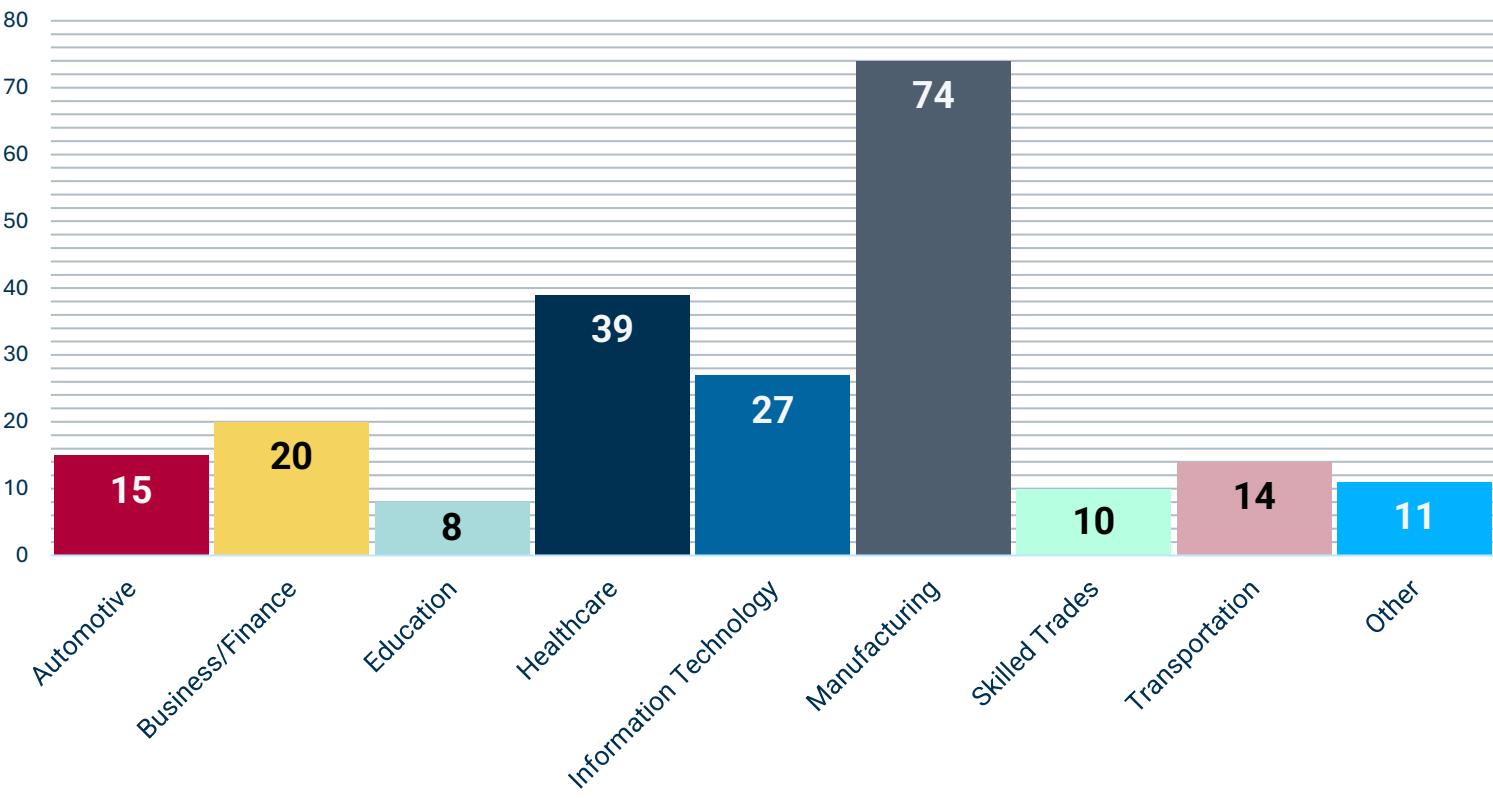
The comprehensive survey did not result in useable student outcome data, although completion rates reported did mirror national data on program completions at or above 80%. The table below, from the ICCB centralized data system, details the number of participating students in registered or unregistered programs across the most recent three years in which data are available, FY2022-2024.

APPRENTICES PARTICIPATING IN ILLINOIS COMMUNITY COLLEGE PROGRAMS[4]	FY22	FY23	FY24
Participated In USDOL Registered Apprenticeship In Reporting Year	1,486	1,185	1,608
Participated In Nonregistered Apprenticeship Training Model In Reporting Year	136	135	121
TOTAL	1,622	1,320	1,729

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[4] **Research and Analytics: Annual Enrollment and Completion (A1) Data**

STAGES AND STATISTICS OF APPRENTICESHIP DEVELOPMENT IN ILLINOIS

| Pre-Concept 1 | Planning 1 | Launch 5 | Mature 8 | Institutionalization 16 |
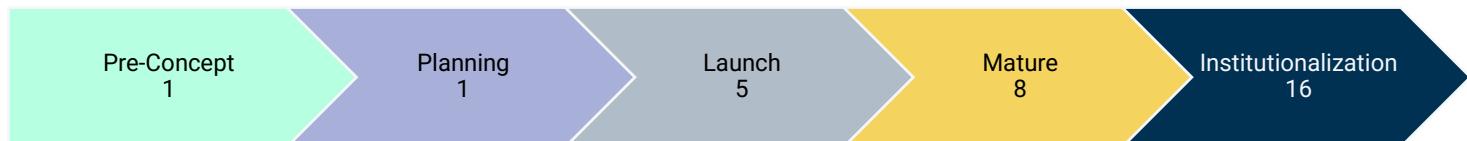
Over half of the community college districts report having offered apprenticeships for five or more years. All programs started small (1-2 programs) and matured from there. Many of these colleges have developed strong apprenticeship programs over time and maintained vital employer relationships.

Community colleges are at various stages of apprenticeship development with most in the institutionalization stage, which means these colleges are looking to identify other industry sectors to develop employer partners in order to add new apprenticeship opportunities.

Approximately one third of the colleges are in the mature phase, which means they are currently running and scaling apprenticeships and as such shared and collaborating with other institutions.

When asked about the various roles our community colleges play in the apprenticeship space, the survey illustrated that several have taken on multiple functions which overlap. Of the responses:

- **100% of the community college districts** offering apprenticeships provide the apprenticeship classroom instruction (related technical instruction).

  Note: 30 (of 39) districts reported offering apprenticeships.

- **19** are **intermediaries** that offer expertise to employers and labor organizations to successfully launch, promote, and expand registered apprenticeship programs in growing industries.

- **17** community colleges are **sponsors** designing and executing registered apprenticeship programs, providing jobs to apprentices, overseeing training development, and providing hands-on learning and technical instruction. These multiple functions allow for more in-depth support for students and employers.

PRE-APPRENTICESHIPS

Pre-apprenticeships are an integral part of the work-based learning ecosystem and a way to increase apprenticeship preparation and participation. According to the **Illinois Career Pathways Dictionary**, "Pre-Apprenticeship programs are designed to prepare individuals to enter and succeed in apprenticeship programs or in another career pathway approach. Pre-apprenticeship programs have 6 core elements."

The six core elements of pre-apprenticeship programs include:

- Inclusive recruitment of underrepresented individuals
- Industry-focused curriculum and training
- Hands-on learning/work-based learning
- Retention services for successful participation and completion
- Partnerships with employers and connections to apprenticeship programs
- Strive for credential acquisition

Pre-apprenticeship takes on a variety of forms and implements various strategies designed to serve the community and prepare students for apprenticeships. Of the 30 community college districts who offer apprenticeships, approximately half offer pre-apprenticeship programs. Over the last few years, the implementation of pre-apprenticeships has grown and has been found to be an important path toward apprenticeship programs. From the survey results, we can see that this is an area for further exploration and continued growth in Illinois.

NUMBER OF COLLEGES OFFERING PRE-APPRENTICESHIPS

Offers 53%

Does Not Offer 47%
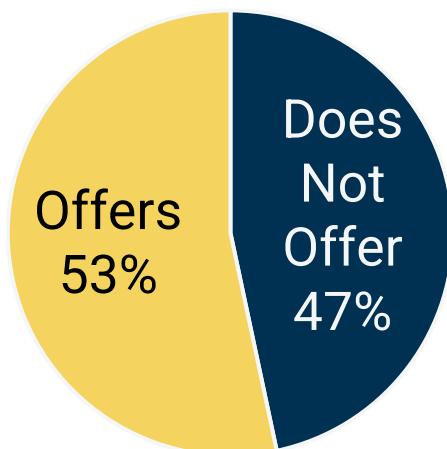
INFRASTRUCTURE

WHOSE RESPONSIBILITY IS IT?

How, or better yet who started apprenticeship programming, has driven where apprenticeship staffing and responsibilities live. As a result, there was an array of answers to the survey question: where does leadership and oversight of apprenticeships reside within your program's organizational structure, and why are they located there?

Over half of the colleges (19) reported that apprenticeships are situated in their workforce development area, while others live in Academic Affairs, CTE, Career Services, Continuing Education, and other departments several (5) explained that their programs are in the Workforce Development department because their Community Education Departments have close connections with employers, therefore they are included in the apprenticeship structure. A few stated apprenticeship work is housed in the Academic Affairs division due to the proximity of faculty and staff working within the space. Other areas identified were Student Services, CTE Deans, Business and Industry, and Career Services. From this, it can be determined that apprenticeships require input from many sectors at a community college and as a result the oversight is incorporated into the area that is the best fit for that institution and its structure.

Additionally, it was reported that 88 community college staff directly advance apprenticeships at community colleges across the state of Illinois. This is a mixture of both full-time and part-time positions. There are a variety of reasons for this response, including funding (either lack of or utilization of), size of institution, size of program, or stage of development. This means that on average, each college has only 2.5 FTE devoted to apprenticeship work, with many reporting less than 1 FTE.

PHOTO BY TERRY FARMER
LINCOLN LAND COMMUNITY COLLEGE

FUNDING

Outside of how apprentices are supported in the arrangement with the employer, we set out to understand what funding looks like at the institution-level to support the infrastructure of apprenticeship planning and implementation. For community colleges with apprenticeship programs funding sources vary; however, most are financially supported by the partner employer and/or grants.

The type of grants reported to fund apprenticeships are vast, including but not limited to the following:

- Workforce Innovation and Opportunity Act (WIOA)
- Job Training and Economic Development
- Department of Energy, Commercial Property, Assessed Clean Energy, Monetary Award Program (DOE PACE MAP Grant)
- ICCB - Taking Back The Trades! Grant
- Department of Commerce and Economic Opportunity – Apprenticeship Expansion
- Partnership To Advance Youth Apprenticeships (PAYA)
- Jobs For the Future (JFF) Grants
- Urban Institute-Dell Family
- IT Workforce Accelerator

PHOTO BY ALLISON SHELLEY
COMPLETE COLLEGE PHOTO LIBRARY

CUSTOMER RELATIONSHIP MANAGEMENT SYSTEMS (CRMS)

The community colleges have much to share, both in data and in the successes of the employers, students and their own institutions. However, without quality systems that can collect this information and share the apprenticeship impact – much of the story goes untold.

A CRM system is a software designed to collect, organize, and analyze data on people, customers, and/or organizations – such as apprentices, employers, mentors, and sponsors, all while managing interactions over time. In Illinois, community colleges can utilize, adapt, and customize CRMs to track key information and streamline program operations efficiently.

CRMs can support the following (but not limited to):

- Recruitment and enrollment tracking
- Competency and time management
- Provide automated communications to employers, apprentices, and others involved in the apprenticeship program
- Reporting and analytics
- Provide quality control

There are a variety of CRMs used by community colleges to track student and employer engagement and outcomes across apprenticeship program(s). Reported CRMs include:
- Salesforce
- Navigate360
- Power BI
- Zoho
- Illinois Worknet
- Apprentiscope
- Access Database
- Banner

EMPLOYER ENGAGEMENT

Apprenticeships do not happen without strong employer relationships. Developing healthy apprenticeship programs requires a commitment of time and effort on the part of both the employer and the community college. Many community colleges have longstanding employer partnerships, either already focused on apprenticeships or are prime candidates for apprenticeship programs.

FUNDING ARRANGEMENTS

There is significant literature on employer engagement, ranging from how to engage employers and reduce reticence to the varying roles employers play in registered apprenticeship programming. However, this analysis focused on examining the funding arrangements between employers and community colleges.

Survey results yielded that the majority of employers cover tuition and fees. Additionally, over one-third of the community colleges reported that they have at least one employer that pays directly to the community college instead of reimbursing the student.

When asked about employers providing release time for apprentices to attend class, it was reported that most employers do, in fact, provide some sort of release time for coursework during the work week, with 6 responding "always", 15 "most of the time", and 8 "some of the time".

EMPLOYERS COVERING TUITION AND FEES

Always (100%)	Most of the Time (50% - 90%)	Some of the Time (1% - 49%)	None (0%)
12	12	5	1

Employer Engagement
ICCB Agenda
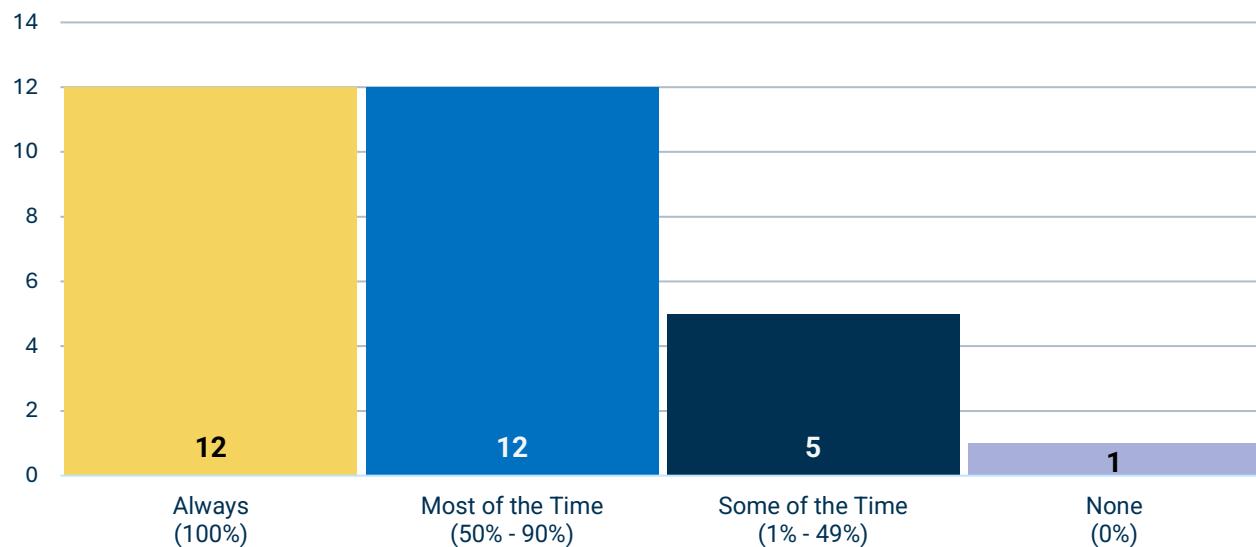
Employers understand the benefit of the student gaining both the knowledge and skills while keeping them employed.

Additionally, employers are not required to pay students for class time. However, we have found that most employers (2/3) choose to pay the apprentices wages for class time.

Charging employer an apprenticeship specific overhead/administrative fee above and beyond the cost of tuition, fees, books, and materials for participation was cited as a tool used to support the overall infrastructure. The majority of the community colleges do not charge overhead costs and fees. However, of the eight community colleges who did respond, we have found that they charge in a variety of ways:

- Billed directly for each semester
- Direct institutional costs
- Actual cost
- Third-party billing agreements

FREQUENCY WAGES ARE PAID FOR IN-CLASS TIME

Always (100%)	1
Most of the Time (50% - 90%)	11
Some of the Time (1% - 49%)	11
None (0%)	7
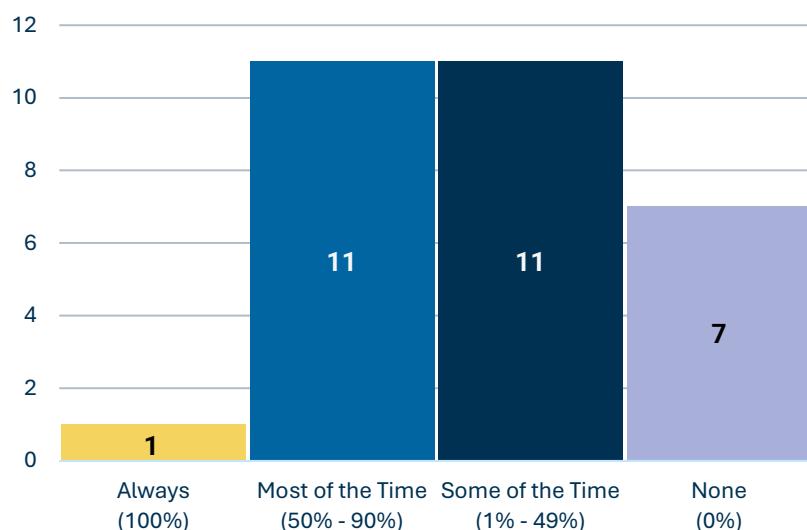
Apprenticeships cannot happen without employer buy-in. The data shared through this survey illustrates how employers across Illinois in various industry sectors understand the need for collaboration. Employers are looking for candidates that are willing to come to work, learn the job, and stay long-term, to reduce turnover. This means many of them are willing to help pay for tuition, textbooks, and/or fees. The minimum requirement for an apprenticeship is that students must be hired from the outset. Once employers see their return on investment, the data show they are often more willing to invest in the individual. They understand it helps their business as much as it helps the student stay engaged and learning.

There are many strategies used by community colleges to get or keep employers engaged in apprenticeship programs. Common strategies reported include, but are not limited to, the following:

- **Recurring meetings for professional development and partnerships –** when working with employers, one meeting is not enough. Employers have multiple priorities that may create a need for different meeting structures and timeframes, (e.g. many employers prefer early morning meetings before their day is in full swing). For successful partnerships with employers, it is critical to find a cadence that works for the employer for either check-ins or full discussions.

- **Fostering employer relationships for employer engagement –** stay in contact with the employer. Everyone gets busy but be sure to follow up as promised. Find a reason to reach out to an employer to stay on their radar.

- **Engaging faculty –** many times faculty have personal contacts with employers from their careers prior to the community college, and some have developed relationships while at the college. Those personal touches can make all the difference in getting in the door for a meeting. Involving faculty in planning also enables them to see how apprenticeships can build their program and provide job security.

- **Career fairs and events –** these occasions can open new doors to apprenticeship opportunities at the community college. For new events, utilize the local chamber of commerce for potential businesses to invite. For continuing events, ask past supporters to invite a friend.

- **Advisory boards –** employers want to be heard and have their pain points resolved. Employers on advisory boards can help update curriculum, possibly donate new equipment so students can learn the latest skills, provide mock interviews, or offer location tours for students to see a real look into a particular industry sector.

- **Cold calls and direct employer outreach –** community colleges develop a strategic plan to call new potential local and statewide businesses with which to partner.

- **Marketing campaigns –** review marketing campaigns – are colleges reaching the right audience, are they in the right media – social, print, verbal, is marketing reflecting what is really needed?

CHALLENGES

While the most common obstacle for employers signing on for apprenticeships seems to be financial burdens, below is a list of other obstacles reported by many community college districts:

- **Time constraints –** apprentices often struggle with full-time work and academic course work. Employers struggle with finding time to meet, on-board new employees, and do necessary paperwork. College staff struggle with time for paperwork, time to meet with employers and apprentices.

- **Lack of trained staff –** employers are often unsure as to what is involved in an apprenticeship and as such many of their staff are unaware as well. So, that requires training from the community college. As community colleges scale up their own apprenticeship teams, it takes time to on-board new staff and help them learn the necessary information around apprenticeships or the community colleges system.

- **Employee turnover –** when an apprenticeship business champion leaves or is promoted, often work must start over by either identifying a new champion or "selling" apprenticeships to the new person in this position so students can continue to benefit. With a new staff member, comes new priorities and a shift in focus may occur.

- **Employer buy-in –** often employers initially view apprentices in one of two ways: apprenticeship is for the trades and will lead to unionization; or apprenticeship means the government is going to be in the middle of their business. Community colleges reported they work diligently to dispel both myths when working with new employers.

- **Commitment** – employers are pulled may directions both internally and externally. Several colleges reported that employers are interested in apprenticeships and understand they are beneficial but are still hesitant to sign on the line. Many factors may play into this (e.g. national, state and local economic and workforce issues).

- **Awareness –** there is a great deal of information about apprenticeships in the world right now and it can be very confusing determining what is accurate or not. Additionally, the employer might not be aware of the information. Community colleges combat various myths around apprenticeships on a regular basis and inform the employers of apprenticeship truths.

- **Engagement –** getting all the right people to the table for the discussion and decision making can be a complicated process. Institutional engagement has been a struggle for some colleges. As stated previously, employer engagement has been an obstacle for other colleges.

- **Capacity and resources –** limited staff, funding, support, and knowledge are obstacles.

As a result of the obstacles listed above, scaling apprenticeships becomes its own problem - how to build without funding or staff, how to expand opportunities without local labor market support, how to recruit more students without the right marketing strategies.

OTHER CRITICAL PARTNERS

Beyond working with employers, community colleges partner with many entities such as community-based organizations, state agencies, local workforce partners, associations, and economic development partners to develop strong partnerships. Each community college has a system or process in place to foster these strong relationships.

The data further solidifies that partnerships with entities other than employers are also critical to the success of apprenticeships. Almost 75% of the community colleges with apprenticeship programs, work with their local workforce innovation area. These partners provide funding, administrative support, employer referrals, and support services to apprentices. Other partners include:

- **Other Government Agencies** – Illinois Department of Commerce and Economic Opportunity (DCEO), Illinois Department of Employment Security (IDES), Division of Rehabilitation Services (DRS), Department of Labor (DOL), Apprenticeship Training Representative (ATR), Department of Human Services (DHS), Youthbuild Department of Labor (DOL)

- **Community Based Organizations (CBOs)** – Workforce Associations (E.G. Rock River Valley Tooling And Machining Association), Hire 360, Chicago Apprenticeship Network, German American Chamber of Commerce

- **Other** – Union partnerships such as International Brotherhood of Electrical Workers (IBEW), local school districts, Industry Consortium for Advanced Technical Training (ICATT), SkillsUSA Illinois

STUDENTS AND TEACHERS IN LAB
HEARTLAND COMMUNITY COLLEGE

IMPACT & OUTCOMES

The overall value and impact of apprenticeship programs are well known within the workforce development community. In the United States, nearly 91% of apprentices retain employment after finishing, often starting with average wages above $60,000[5]. Earnings growth has been significant; participants in apprenticeships saw their quarterly earnings rise by 43% over 2.5 years—compared to a 16% increase for matched peers—and women's earnings growth exceeded men's by 26 percent during that period, as demonstrated through a multi-year evaluation by the U.S. Department of Labor [6]. Through the ICCB survey, the colleges were asked to report on perceived benefits and impact of apprenticeship programs from the perspective of the apprentice, institution, and the employer community.

REPORTED IMPACT & OUTCOMES		
Apprentices	**Community Colleges**	**Employers And Local Communities**
• Hands on experience • Industry connections • Structured pathway to develop in-demand skills and experiences	• Retention and enrollment tool • Strengthening community partnerships • Enhancing reputation • Supports workforce development in the region	• Satisfied employers • Connections to the community colleges • Support workforce development in the region • Meets employer needs

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[5] **The Benefits and Costs of Apprenticeships: A Business Perspective**
[6] **Did Apprentices Achieve Faster Earnings Growth Than Comparable Workers? Findings from the American Apprenticeship Initiative Evaluation (Issue Brief)**

STRATEGIES & SUPPORT FOR FUTURE GROWTH

INSTITUTIONAL SUPPORT AND POLICY REFINEMENT

Many community colleges are seeing strong growth in their apprenticeship programs, while others continue to face challenges in launching or expanding them. With apprenticeships receiving renewed national attention, the next five years present significant opportunities for scaling and innovation. Colleges consistently reported a need to strengthen partnerships with employers and communities to support this growth.

Most colleges indicated plans to expand programming, and those that have reached scale describe apprenticeships as becoming self-sustaining. This suggests that funding is especially critical in the early stages—to establish institutional infrastructure, develop programs, and build initial capacity. Additional investments are also needed to encourage employer participation. To ensure long-term scale and sustainability, colleges emphasized the importance of ongoing collaboration and called for a more intentional statewide apprenticeship ecosystem.

Outside of grant or dedicated funding for the colleges, the colleges recommended several policy enhancements that could play out at both the state and federal level. These suggestions included prioritization of pre-apprenticeships, expanding the Illinois apprenticeship education expense tax credit, expansion of federal tax credits, and streamlining the registration process.

The Illinois Community College Board (ICCB) can play a key role by fostering collaboration, supporting the exchange of best practices, and continuing to grow apprenticeship learning communities. Tailoring these communities to address specific institutional needs—and investing in strategic marketing—will be essential to accelerating program growth and advancing the state's apprenticeship goals.

While there is significant promise for growth in this area, apprentices face various challenges as they navigate their way through their apprenticeship program. Consistently, it was that there are many life constraints that hinder the success of the apprentices throughout the life of their program. The most common was work-life balance.

Examples include but are not limited to:

- Academic performance
- Commitment to the program
- Completing coursework
- Demands for employment
- Economic distress
- Lack of wrap-around supports
- Time

Colleges may benefit from adopting student service models, like those implemented in the workforce empowerment initiative and pipeline for the advancement of the healthcare workforce programs, and closer relationships with those programs and their mentors and coaches.

In sum, apprenticeships hold tremendous potential to strengthen Illinois' workforce, but realizing that potential requires both institutional and individual support. By investing in early program development, incentivizing employer engagement, and fostering a statewide ecosystem of collaboration, community colleges can continue to expand apprenticeship opportunities. Equally important, addressing the real-life barriers apprentices face—through wraparound services, mentorship, and student-centered support models—will be essential to ensuring that these programs not only grow but also deliver equitable, long-term success for both students and employers.

APPENDICES

APPENDIX A

COMMUNITY COLLEGE	Offer Apprenticeships	
	Yes	No
Black Hawk College		×
Carl Sandburg College	×	
City Colleges of Chicago	×	
College Of DuPage	×	
College Of Lake County	×	
Danville Area Community College	×	
Elgin Community College	×	
Harper College	×	
Heartland Community College	×	
Highland Community College	×	
Illinois Central College	×	
Illinois Eastern Community Colleges	×	
Illinois Valley Community College	×	
John A. Logan College		
John Wood Community College		×
Joliet Junior College	×	
Kankakee Community College		×
Kaskaskia College	×	
Kishwaukee College	×	

COMMUNITY COLLEGE	Offer Apprenticeships	
	Yes	No
Lake Land College	×	
Lewis & Clark Community College	×	
Lincoln Land Community College	×	
McHenry County College	×	
Moraine Valley Community College		×
Morton College		×
Oakton College	×	
Parkland College	×	
Prairie State College	×	
Rend Lake College	×	
Richland Community College	×	
Rock Valley College	×	
Sauk Valley Community College	×	
Shawnee Community College		×
South Suburban College		×
Southeastern Illinois College		×
Southwestern Illinois College	×	
Spoon River College		×
Triton College	×	
Waubonsee Community College	×	

APPENDIX B – THE NUMBER OF REPORTED APPRENTICESHIP PROGRAMS BY SECTOR

AUTOMOTIVE

AGCO Service Technician– 1
Auto Collision Repair– 1
Auto Technician – 4
Automotive Services– 1
Aviation Maintenance Technician– 1
Diesel Technician– 1
Electric Vehicle Supply –1
Electric Vehicle Technician – 1
GM ASEP– 1
Honda PACT– 1
Industrial Truck– 1
Multi Craft– 1

BUSINESS/FINANCE

Award Management– 1
Banking And Finance – 1
Business – 1
Customer Interaction – 1
Financial Analyst – 1
Human Resources – 2
Insurance – 3
Legal Administrative Assistant – 1
Marketing And Sales – 2
Paralegal – 1
Peer Specialist – 1
Property Management – 1
Public Relations – 1
Workers Compensation – 1

EDUCATION/CHILDCARE

Child Care Development – 2
Early Childhood Educator – 5
Paraprofessional – 1

HEALTHCARE

Certified Nursing Assistant – 6
Community Health Worker– 1
Diagnostic Imaging–1
Emergency Medical Technician – 5
Health Information Technician – 1
Home Health Aide– 1
Licensed Practical Nurse – 2
Medical Assisting – 6
Medical Laboratory Technician – 1
Pharmacist Assistant –2
Phlebotomist – 1
Practical Nurse –1
Radiography Technician –1
Registered Nurse – 4
Sterile Processing Technicians –2
Surgical Technician – 4

INFORMATION TECHNOLOGY

Application Developer – 1
Cloud Architect – 1
Computer Programmer – 3
Computer Support Specialist –2
Computer System Analyst – 1
Cyber Security Specialist – 3
Cyber Security Support Technician– 3
Desktop Support –1
Digital Marketer – 1
Fiberoptics Technician – 1
IT Generalist –5
Network And Computer System Analyst – 1
Networking – 3
Software Developer – 1

MANUFACTURING

Advanced Manufacturing – 1
Auto CAD Technician – 1
Building Maintenance – 1
CNC Operator – 13
Construction Management – 2
Electrician– 1
Electromechanical Technician –2
HVAC –4
ICATT – 1
Industrial Maintenance –17
Industrial Technology – 1
Machine Maintenance Technician –1
Manufacturing – 2
Mechanical Line Technician – 1
Mechatronics –5
MFT Production Certificate – 1
Mold Maker – 3
Tool And Die/Precision Machinist – 10
Welding –7

OTHER

Basic Operations Fire – 1
Baker – 1
Baking And Pastry Chef– 1
Cook – 2
Culinary – 2
Elevator Repair– 1

Embalmer – 1
Graphic Arts – 1
Horticulture – 1

SKILLED TRADES

Agriculture Service Worker – 1
Concrete Laborer – 1
Construction Driver – 1
Electrical Technician – 2
Fitter–Fabricator– 1
General Farmer – 1
Landscape Management – 1
Landscape Technician – 1
Plumber And Pipe Fitter– 1

TRANSPORTATION/DISTRIBUTION/ LOGISTICS

Ag Construction Equipment Technician – 1
Bus And Truck Maintenance – 1
Commercial Fleet Driver – 1
Dock Worker – 1
Forklift Driver – 1
Heavy Rail Car Repair – 1
Supply Chain – 2
Transit Bus Technician – 2
Truck Driver – 4

Appendix B - The Number of Reported Apprenticeship
ICCB Agenda

NOTES

ILLINOIS BOARD OF HIGHER EDUCATION
1 NORTH OLD STATE CAPITOL PLAZA, SUITE 333
SPRINGFIELD, ILLINOIS 62701-1377

December 31, 2025

TO: Governor JB Pritzker
                Members of the Illinois General Assembly
                P-20 Council Members

FROM: Ginger Ostro, Executive Director

RE: Annual Joint Report of the Illinois Articulation Initiative
                (Public Act 99-636)

The Illinois Articulation Initiative Act directs the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB) to report annually to the General Assembly, the Governor, and the Illinois P-20 Council on the status of the Illinois Articulation Initiative and the implementation of this Act.

This report was informed by data collected by the Illinois Articulation Initiative, Illinois State University, the Illinois Board of Higher Education, and the Illinois Community College Board.

I am pleased to submit to you this report, prepared in collaboration with the ICCB.

CC: Legislative Research Unit
           Illinois State Library

Annual Report on the Illinois Articulation Initiative

Fiscal Year 2025

Submitted by

Table of Contents

Executive Summary

As part of the annual review of transfer under the Illinois Articulation Initiative Act, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois Articulation Initiative (IAI) as an entity jointly prepared this report on the state of seamless transfer among and between Illinois' public community colleges, universities, and participating private institutions.

In Fiscal Year 2025 (Academic Year 2024-2025), institutions submitted and IAI panels reviewed 990 courses across six General Education and 16 Major panels. Of those submitted, 685 courses received IAI approval for transfer.

Among the 44,080 students (a 4.1 percent increase from FY24) who transferred in Fall 2024, more than 8,358 students completed an IAI-approved General Education Core Curriculum (GECC) credential, indicating that those students completed their lower-division general education coursework and would be automatically granted "junior" status at the IAI-participating four-year institution that receives them as a transfer student.

Faculty and institution participation remained high in Fiscal Year 2025: 160 faculty from public four-year institutions, 181 faculty from public two-year institutions, and 27 faculty from private institutions participated in the 6 General Education and 16 Major panels. In total, 45 public community colleges, 12 public universities, and 7 private institutions submit courses to IAI for approval as transfer courses and receive IAI-approved courses while 39 private institutions receive IAI-approved courses for transfer.

As a matter of evaluation, the Boards look at the number of courses submitted and reviewed by panels, faculty and institutional participation, and overall administration of the IAI. IBHE and ICCB staff serve as GECC and Major panel managers, provide policy guidance, and serve as external communication services. The Boards and IAI meet annually to discuss and evaluate the work of the previous year, collaborate on developing and implementing IAI policies and procedures, and recruit faculty.

This report serves as the required IAI annual report to the General Assembly under the Illinois Articulation Act.[1]

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[1] P.A. 103-469, eff. 1-1-24

GECC Package at Public Institutions

The IAI GECC package (IAI GECC Credential) consists of 37–41 semester credit hours in communications, humanities and fine arts, social and behavioral sciences, life and physical sciences, and mathematics. It is in place for all 12 public universities and 45 community colleges. All colleges and universities participating in IAI agree to accept a completed IAI GECC package in lieu of their own comparable lower-division general education requirements. The IAI GECC package is credentialed on students' community college transcripts when transferring the completed package to another Illinois institution.

Students who complete the IAI GECC package at a community college can transfer the package as a credential, which is guaranteed to be accepted by all IAI-participating institutions and, with some exceptions, fulfills the accepting institution's general education requirements (Section 20(b) of the 110 ILCS 152 Illinois Articulation Initiative Act). Students pursuing an Associate of Science degree do not complete the IAI GECC package until they transfer to a four-year university due to the additional math and/or science courses necessary to be on track for junior standing status in a STEM major. However, once the additional Humanities & Fine Arts and Social & Behavioral Sciences courses are completed at the receiving four-year institution, students can reverse-transfer their completed lower-division coursework to the sending community college if the student wishes to get the GECC Package credential transcript.

In Fiscal Year 2025, more than 8,358[2] students completed a GECC credential from a community college, which enables those students to enter a baccalaureate institution as a junior. Further, granting GECC-credentialed students junior status unlocks upper-division coursework to transfer students, saving them time and money to degree completion.

Updates on the Implementation of P.A. 103-469

Public Act 103-469, eff. 1-1-24 added the Elementary and Secondary Education major as one of the required panels to be convened. Work on this panel progressed quickly. The Panel, consisting of 22 members from community college, public university, and private university faculty and staff, developed and published the Panel Course Approval Criteria and developed and published two descriptors for course submission.

ESE 901 – Introduction to Education provides an introduction to educational professions and the system of education within the United States. This course will expose students to knowledge and skills necessary for educators to embody the dispositions of the profession, including but not limited to historical, philosophical, social, legal, and ethical issues in a diverse society.

ESE 902 – The Exceptional Learner provides an overview of evidence-based strategies to support children from birth through Grade 12 with exceptional cognitive, social, physical, and emotional needs. It covers how to identify these needs for the exceptional child and implement effective intervention strategies, methods, and programs in both early childhood and K-12 classroom settings. The course also surveys relevant federal and state laws, including the Individuals with Disabilities Education Act (IDEA), Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and inclusive programming. Students will be introduced to the roles of educators, families, and communities in creating supportive educational environments for individuals with special needs.

These courses are available for submission as of the Fall 2025 Panel Season. The panel will continue to evaluate the statewide needs of students as it develops additional descriptors permitted under the IAI Act.

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[2] Considered a preliminary number until the final ICCB Annual Report is published

Institutional Participation

The IAI Act mandates all public two-year and four-year institutions participate in IAI as Full Participants by submitting and reviewing courses for approval; maintain a complete IAI General Education Core Curriculum (GECC) package; and, if applicable to the institution, maintain up to four major courses approved for transfer. IAI staff conduct an annual audit to ensure public institution compliance with the Act.

IAI staff conducted an extensive audit on course submissions and databases, including both newly submitted courses and those due for review approximately every five years under the ongoing course review process. The 2025 audit results indicate that four institutions (two public universities and two community colleges) are not currently in compliance with the 110 ILCS 152/15 requirements for participation. Institutional representatives have been notified of the statutory requirements as well as the courses required for compliance. All institutions are actively working toward IAI approval of the missing courses required to offer the full package.

IAI Fiscal Year 2025 Quick Facts

Table 1. IAI Quick Facts

Total Number of Institutions	103
Full Participating Institutions[3]	**64**
Public	57
Private	7
Receiving-Only Institutions[4]	**39**
Private	39

Academic Year beginning in Fall 2024 Total Transfer Population: 44,080[5]

The charts below, generated from IBHE's Transfer Dashboard, show the total Transfer Population (44,081) as a portion of Total Undergraduate Enrollment (502,064) and total transfer by race/ethnicity. Not included in the chart is ICCB's preliminary number of transfer students earning a GECC package credential, equaling approximately 8,358.

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[3] Full Participation Institutions are required to be accredited by the Higher Learning Commission or other regional accreditor; seek approval for and maintain a full GECC package; agree to accept as meeting all

[4] Receiving -Only institutions agree to accept as meeting all lower-division general education requirements of the institution a completed GECC Package from any other participating institution. Institutional reference to IAI must include a receiving-only disclaimer. Receiving institutions will allow transfer-in students with a partially completed GECC package the option of completing the GECC after transfer under certain conditions. Source: Policies and Procedures Manual for the Illinois Articulation Initiative. Illinois Board of Higher Education, Illinois Community College Board: 2020.

[5] IBHE Information Management and Research: IHEIS Fall Enrollment Collection and Fall Enrollment Survey II; ICCB Centralized Data System – Fall Enrollment

Figure 1. Undergraduate Enrollment

44,081

Total Undergrad
Enrollment
520,064

■ Transfers
■ All Other Enrollments

Figure 2. Race/Ethnicity

1,876
1,290   8,759
133
2,608
Total Transfers
44,080
18,600
9,415
63

■ Afr-Amer   ■ Latinx   ■ Multi
■ AIAN   ■ NHOPI   ■ Int
■ Asian   ■ White   ■ No rpt
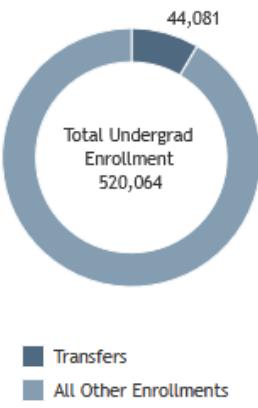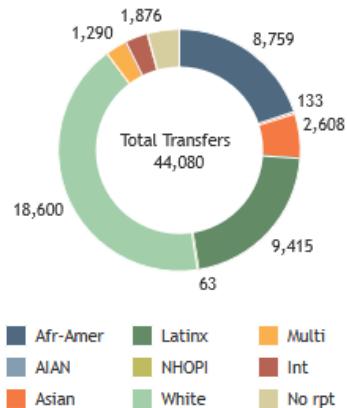
The Transfer Student Distribution chart[6] below, generated from IBHE's Transfer Dashboard, shows the flow of transfer students from the sending institutions to the receiving institutions demonstrating that the majority of the transfer students flow from public community colleges to public universities.

Figure 1. Distribution of Sending Sector by Receiving Sector
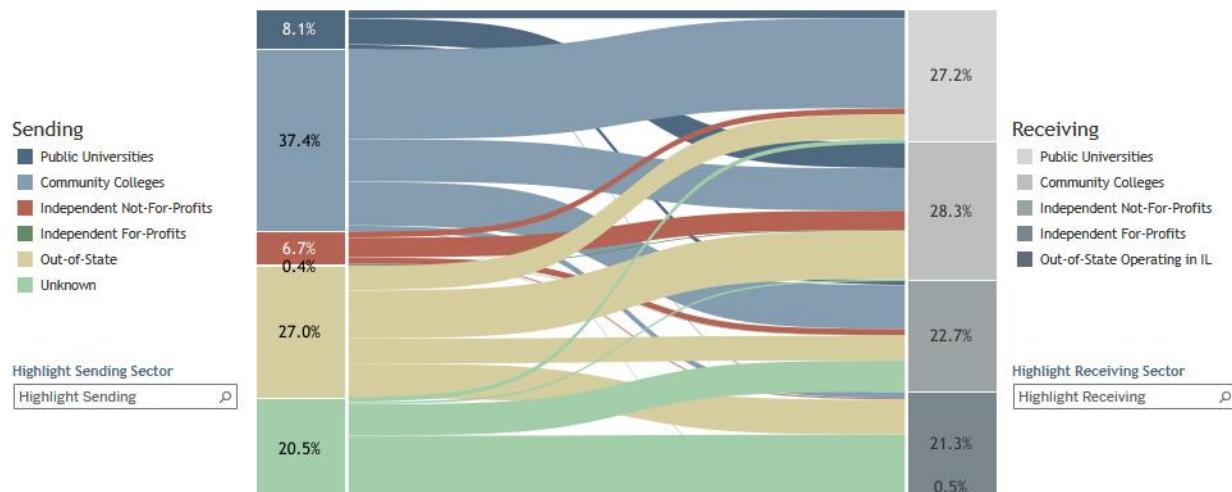
Panel Information

The IAI GECC and Major faculty panels serve as the foundation for IAI course review. Each fully participating institution must provide appropriate and qualified full-time faculty to serve three-year terms on relevant panels. In addition, seats on each panel are reserved for one executive or staff-level institutional representative to provide institutional perspective. There are currently 6 general education (GECC) panels and 16 active major panels in which faculty meet to review new and ongoing courses every spring and fall; only fully participating institutions or institutions working toward becoming full participants submit courses for review.

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[6] IBHE Information Management and Research: IHEIS Fall Enrollment Collection and Fall Enrollment Survey II; ICCB Centralized Data System – Fall Enrollment

Faculty Participation in the IAI GECC and Major Panels

Table 2. Faculty Participation

Total Faculty	368
Public Four-Year Faculty	160
Public Two-Year Faculty	181
Private Institution Faculty	27

Panel Process

For a course to receive IAI approval, a participating institution must submit a representative course syllabus and other applicable course materials (e.g., sample labs) to the appropriate GECC or Major panel for review. All panels meet in the spring and fall semesters to determine each course's alignment to a panel's course descriptors and approval criteria. The iManage system and the iTransfer database are the IAI's formal database and information repository, respectively, for all course submissions, panel decisions, and faculty and institutional participant access to course submission materials. If a course is approved by a panel, it receives an IAI Code assignment communicating to students and institutions' registrars that the course has been approved for transfer by the IAI. Students and institutions may access the iTransfer website to determine whether a course at a particular institution has received IAI approval and an associated course code, indicating approval for transfer.

IAI Panel Activity Quick Facts:

GECC Panels	
Number of GECC Panels	6
GECC Course Descriptors	200
Active GECC Courses	5,961

Major Panels	
Number of Major Panels	16
Major Course Descriptors	84
Active Major Courses	2,355

Course Submission	
Total Number of Courses Submitted for FY25 Review	990
Number Approved	685
Number Sent Back for More Information	196
Number Returned to Institution Unapproved	109

Along with the IAI, the IBHE and ICCB assist in ensuring institutional participation and adequate course submissions in IAI General Education and Major panels, faculty and institutional representation in the process, and compliance with the Act.

IAI History and Transfer in Illinois

The Illinois Articulation Initiative, created in 1993 as a joint effort between the Illinois Board of Higher Education, the Illinois Community College Board, and transfer coordinators from Illinois colleges and universities, is a mature, coordinated, well-functioning statewide system that has served an average of 40,700[7] transfer students annually over the past five years and includes nearly 103 participating public and private institutions. The IAI was designed to support students who have not necessarily determined the specific major(s) they want to pursue or the particular institution(s) to which they would like to transfer. The need for and importance of "seamless transfer" among and between Illinois' degree-granting institutions was codified in 2017 by the Illinois General Assembly in the Illinois Articulation Initiative Act (the Act) (110 ILCS 152/1). The Act mandates the IBHE and ICCB to:

> (a) . . . co-manage the implementation, oversight, and evaluation of the Illinois Articulation Initiative. . . and (b) The Board of Higher Education and the Illinois Community College Board shall provide a joint report on an annual basis to the General Assembly, the Governor, and the Illinois P-20 Council on the status of the Illinois Articulation Initiative and the implementation of this Act" (Source: P.A. 103-469, eff. 1-1-24)

… and requires all Illinois public community colleges and universities:

> to participate in the Illinois Articulation Initiative; maintain a complete GECC package; accept all courses approved for IAI GECC codes for transfer as fulfilling parts of the GECC package; and to prohibit additional lower-division general education course requirements for students with a complete GECC package (Source: P.A. 103-469, eff. 1-1-24; 103-1022, eff.8-9-24).

The IAI has been administratively housed and supported via State funds at Illinois State University (ISU) since 1997, a pivotal move by the Boards that, because ISU initiated the iTransfer website that year, created a comprehensive transfer system in Illinois and enabled the launch of a fully functioning IAI and GECC Package in 1998. The IAI staff consists of a full-time director, coordinator, and system programmer as well as a part-time technology/programming consultant. IBHE and ICCB staff serve as GECC and Major panel managers and provide policy and other guidance and external communications services.

Faculty from public community colleges and universities and participating private institutions from across the state take responsibility for ensuring that GECC and lower-division major courses meet expected standards of quality and rigor, ensuring that receiving IAI-approved courses meet accepted standards for general education and prepare transfer students for upper-division and major coursework; faculty participation in IAI panels is key to seamless transfer in Illinois and student success. In Fiscal Year 2025, 22 IAI panels comprised of 368 faculty[8] reviewed 990 courses. IAI maintains more than 8,300 active general education and major courses across all course categories. Once approved, courses are reviewed by faculty panels regularly, ensuring that IAI-approved courses remain relevant, adhere to IAI policies, and provide students and institutions with confidence in the integrity of transferred coursework.

Today, Illinois is recognized nationally as a model for transfer student success and now leads the nation in bachelor's degree completion rates among community college students who transfer to four-year colleges, significantly exceeding the national average. This success comes from a 25-year history of coordinating the transfer needs of an average 40,700 students annually over the past five years through the Illinois Articulation Initiative, which serves students and their families by guaranteeing transferability of approved courses. The IAI serves Illinois' institutions by ensuring approved courses retain integrity, remain relevant and applicable, and provide the appropriate rigor and preparation expected of college-level courses. These dual features of IAI are intentional and vital to seamless transfer and to ensuring student success.

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[7] Annually 2020-2024 for undergraduate degree-seeking students only; non-degree-seeking students are not included in transfer data since 2016.
[8] Number of faculty varies year to year. ICCB, IBHE, and IAI regularly audit participation to ensure adequate panel staffing.

EARLY CHILDHOOD ACCESS CONSORTIUM FOR EQUITY

GOVERNOR JB PRITZKER
ILLINOIS BOARD OF HIGHER EDUCATION *Chair Pranav G. Kothari • Executive Director Ginger Ostro*
ILLINOIS COMMUNITY COLLEGE BOARD *Chair Lazaro Lopez • Executive Director Brian Durham*

December 19, 2025

TO: Governor JB Pritzker
Senate President Don Harmon
Senate Minority Leader John Curran
Speaker of the House Emanuel "Chris" Welch
House Minority Leader Tony McCombie
Secretary of the Senate Tim Anderson
Clerk of the House John W. Hollman
Senate Higher Education Committee Chairperson Mary Edly-Allen
Senate Higher Education Committee Spokesperson Dale Fowler
House Higher Education Committee Chairperson Katie Stuart
House Higher Education Committee Spokesperson Dan Swanson
ECACE Advisory Committee

FROM: Ginger Ostro, Executive Director, Illinois Board of Higher Education
Brian Durham, Executive Director, Illinois Community College Board

RE: ECACE Third Annual Report (Public Act 102-0174)

On behalf of the Early Childhood Access Consortium for Equity (ECACE), we are pleased to submit the 3rd annual ECACE report. The ECACE Act (Public Act 102-0714) created the Consortium, comprising 62 colleges and universities and charged with collaborating to advance equity, support the upskill of the incumbent early childhood workforce, and to create seamless and streamlined pathways to higher education in Illinois.

The Act requires the Consortium to report annually on a variety of data and activities related to supporting working adults to access, persist, and complete credentials and degrees. We have also included an update on the ECACE Scholarship, which provides up to the full cost of attendance for eligible members of the Early Childhood incumbent workforce. We hope this report provides insight into the work, accomplishments, and challenges experienced by the Consortium for AY 2023-24. Due to technical issues, data on enrollment, persistence, and completion will be reported in a supplement.

Please feel free to contact Linda Ruhe Marsh, Senior Associate Director of Early Childhood Programs, IBHE (marsh@ibhe.org) or Marcus Brown, Deputy Director for Academic Affairs and Student Success, ICCB (marcus.brown@illinois.gov) with questions, comments, or for additional information.

Sincerely,

Ginger Ostro, Executive Director   Brian Durham, Executive Director

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ECACE
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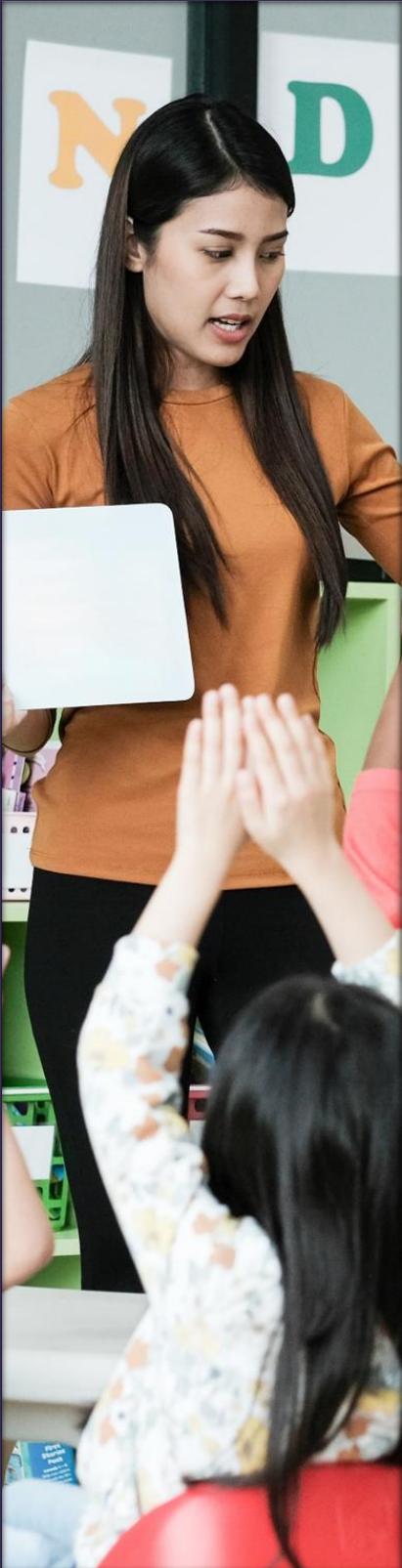
THIRD ANNUAL REPORT

of the Early Childhood Access Consortium for Equity

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State Agency Partners

ECACE is administered by the Illinois Community College Board (ICCB) and Illinois Board of Higher Education (IBHE) and supported by a steering committee that additionally includes the Illinois Department of Human Services (IDHS), Illinois Department of Early Childhood (IDEC), Illinois State Board of Education (ISBE), and Illinois Student Assistance Commission (ISAC).

The Early Childhood Access Consortium for Equity (ECACE) was established under 110 ILCS 28 (Illinois Public Act 102-0174, the ECACE Act) in July 2021 with the purpose of upskilling the early childhood incumbent workforce to meet the demand for well-qualified early educators in the state.[1] This report covers successes, challenges, and outcomes for Academic Year (AY) 2023-24 to meet Section 30 [2] requirements of the ECACE Act.

This report includes legislatively required reporting, including the Consortium administration; tuition by enrolled members of the incumbent early childhood workforce; institutions' work to redesign the programs to support working adults; outreach to incumbent workforce members and employers; and evidence of engagement and responsiveness to the needs of employers. Data on enrollment, persistence, and completion will be included in a supplementary report. For the full legislative reporting requirements, see Appendix A. This Executive Summary provides limited data; more information can be found in the full report and in the appendices.

Findings in Brief

During AY 2023-24, ECACE achieved many notable things in service of upskilling early childhood incumbent workforce in Illinois. Key work included the following:

- **Financial Supports**: Removed financial barriers to higher education by distributing **$76.4 million in scholarships to 4,694 recipients** and removing **outstanding debt for 1,509** total students.
- **Program Design and Modality:** Redesigned early childhood postsecondary programs and courses to be more accessible to the early childhood incumbent workforce. Over **86%** of Consortium institutions offered Online Asynchronous coursework.
- **Transfer Pathways:** Transferred **over 1,009 students** into four-year early childhood education programs, 29.6% percent of whom held an AAS degree; and provided credit for Child Development Associate to **278 students**, most of whom enrolled at community colleges.
- **Student Supports:** Offered holistic student supports, including mentors, coaches, and tutors to meet with each student **two to three times per term** on average and provide guidance and assistance to enrolled early childhood students; navigators to recruit and direct students to institutions, and other academic and wraparound supports to ensure persistence and completion.
- **Outreach and Engagement with the Workforce and Employers:** Conducted outreach through over **1,000** events with **over 20,000 members** of the incumbent workforce participating. Engagement with employers (reported over 850 unduplicated connections) to be more responsive to their hiring, retention, and professional development needs. The digital marketing campaign, 'The ECACE Effect,' used video testimonials from ECACE scholarship recipients to inform the workforce about the benefits of continuing their education, show how ECACE supports their goals, and highlight to stakeholders the program's positive impact and the need for their continued support.

In addition, this report provides a retrospective on ECACE outcomes **over the three years** since the Consortium's launch, using comparable data where available. From AY 2021–22 to AY 2023–24, increased funding drove growth in scholarship awards, the number of scholarship recipients, and students receiving debt relief — enabling more early childhood educators to pursue higher education. See the "Student Financial Support" section on page 14 for details.

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[1] "'Incumbent workforce' means an individual or a group of individuals working or having worked in the early childhood industry, including family child care and center-based care settings, Preschool for All school-based settings, and HeadStart, that serves children from birth to age 5 and includes teachers, assistant teachers, directors, family child care providers, and assistants" (Illinois General Assembly, 2021).
[2] 110 ILCS 28/30.

At the same time, not all outcomes followed the same trend. AAS transfer enrollment, reported employer outreach by the Consortium member institutions, and workforce outreach by navigators decreased in AY 2023–24 despite higher funding levels. AY 2023–24 also marked the second full academic year of scholarship access and redesigned programs, as well as the final year of federal funding. Funding uncertainty beyond June 30, 2024, likely limited institutions' and navigators' capacity to expand efforts and may have discouraged some students from enrolling or persisting in programs.

As the federal funding that supported the Consortium's work throughout its first three years come to an end, ICCB, IBHE, and institutional partners have led the consortium in reflecting on lessons learned and identifying sustainable practices that can inform future work of supporting early childhood educators in higher education. Building on these reflections, ICCB and IBHE have led the development of strategic plans at the institutional level and will oversee their implementation.

The Consortium will support the incumbent early childhood workforce through the following strategic priorities:
- **Seamless Pathways:** Higher education institutions will continue to redesign courses and implement transfer policies, creating seamless pathways for working adults in ECE.
- **Scholarships:** Scholarships will remain an essential component of ECACE to help students persist and complete their studies.
- **Mentors:** Institutions are encouraged to sustain the position or function of the mentor to maintain student support when possible.
- **Internal Collaborations:** Consortium members are encouraged to sustain their institutional teams, monitor students' progress, and ensure sufficient student support.
- **Cross-Consortium Partnerships:** Continued cross-consortium collaboration will strengthen professional networks and promote the sharing of best practices.
- **Data-Driven Progress Monitoring:** The Consortium will continue to collect and analyze data on a regular basis to measure the progress and impact of ECACE.

The Early Childhood Access Consortium for Equity (ECACE or Consortium) is a key strategy in the state's higher education strategic plan, "A Thriving Illinois," and codified in legislation as the ECACE Act (Illinois Public Act 102-0174, 110 ILCS 28). The rationale for the ECACE is based on evidence about the importance of well-prepared early childhood education professionals in providing high-quality programs for young children and their families; higher education pathways to upskill and retain the incumbent Early Childhood Education (ECE) workforce; and a focus on providing working adults and others historically marginalized supported access to higher education degree and credential programs.

ECACE was "soft launched" in Academic Years (AY) 2021-22 with federal funding provided by the Illinois Department of Human Services (IDHS). Throughout this report, we will refer to "Phase 1" of the Consortium as the time period between AYs 2021-22 and 2023-24. During Phase 1, IDHS allocated over $200 million in federal childcare funding to support ECACE activities, including funding for state agencies, institutional grants to build and develop their programs; and to provide for the immediate upskill of the early childhood workforce through scholarships and academic and holistic supports.

Figure 1. Timeline of the Consortium Launch and Implementation – Phase 1

As of June 2024, the Consortium comprises 62[3] higher education institutions – 41 community colleges, 11 public universities, and 10 private non-profit institutions – working together to remove barriers for early childhood workers to enroll, persist, and complete credentials and degrees. See Appendix B for a full list of Consortium institutions in AY 2023-24 (visit ECACE website for the most up-to-date information). ECACE is administered by the Illinois Board of Higher Education (IBHE) and Illinois Community College Board (ICCB) in partnership with other state agencies and is also supported by an Advisory Committee of early childhood employers, advocates, state agency partners, and others. IBHE and ICCB are jointly responsible for convening and providing administrative support to the Consortium. In AY 2023-24, the Consortium met five times--twice in-person and three times virtually. Meeting materials can be found on the ECACE Website.

Data for this report was compiled from various sources, including quarterly grant reports IBHE and ICCB collected from institutions, navigator monthly reports, surveys of institutions, the Illinois Student Assistance Commission's (ISAC) ECACE Scholarship data, meetings, the Integrated Postsecondary Education Data System (IPEDS), and other sources. The federal funding ended in June 2024, moving ECACE into Phase 2 with significantly less financial support. While the Illinois General Assembly appropriated $5 million in scholarships for students for AY 2024-25, there was no funding provided for institutional support. As ECACE enters Phase 2, this report looks back on AY 2023-24 and provides a look into some of the changes and growth that has have happened in the last three years since the Consortium launch.

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[3] As of AY 2024–25, this number has changed to 60 because Rockford University is no longer part of the Consortium, and St. Augustine College has merged into Lewis University.

In addition to the 62 member institutions, an appointed Advisory Committee of diverse stakeholders provides guidance to the Consortium. Consortium members collaborate in ad hoc working groups to address issues that arise in ECACE program implementation and to put into action initiatives that are designated in the ECACE legislation. Members also participate in Communities of Practice to share best practices, problem solve and learn from each other. In AY 2023-24 there were two working groups and four communities of practice and their activities are described below. The Consortium also plays a key role in facilitating collaborations within and across its member institutions.

ECACE Vision, Guiding Principles, and Goals

The vision of the ECACE Initiative is to provide equitable access to higher education for the ECE workforce, enabling them to persist and complete their degrees. Importantly, the number one guiding principle is Centering Student Success. The other guiding principles of the Consortium are:
- Sharing leadership
- Fostering equality and respect among members
- Simplifying student navigation

More detailed information on the principles can be found on the ECACE Website.

In Phase 1 of ECACE, the collective goal of the Consortium was to have an additional 4,933 incumbent early childhood students enroll and persist or complete a credential or degree by September 2024. Additionally, each Consortium member institution, in consultation with Consortium staff, set its own goals for Phase 1. We will report on the progress of meeting Phase 1 goals in the upcoming supplement to this report.

The ECACE Act requires the Consortium to set new goals for Phase 2 of this work. This work is currently ongoing with the member institutions being asked to provide feedback on proposed goals at the September 2025 in-person Consortium meeting. We will report on any new goals set in the annual report covering AY 2025-26.

ECACE Advisory Committee

The ECACE Act charges five state agencies – IBHE, ICCB, ISBE, IDHS, and IDEC – with jointly convening and co-chairing the Advisory Committee of the ECACE Consortium. The Advisory Committee exists to provide guidance on the operation of the Consortium.

The Advisory Committee's member composition, as defined in the legislation, includes representation from child care providers, school districts, early childhood advocates, legislators, other state agencies, labor unions, public and private colleges and universities, and other experts. The Advisory Committee's unique membership brings together cross-sector stakeholders that provide different and representative perspectives on issues facing the field of early childhood. Members are appointed by legislatively designated co-chairs of the Committee, state agency members, or the chairperson of the Illinois Senate and House Higher Education Committees. For the AY 2023-24 list, please see Appendix C. Visit the ECACE website for the most up-to-date information.

The Advisory Committee fosters dialogue between statewide partners and ensures Consortium members recognize a myriad of perspectives – including employers, institutions of higher education, incumbent worker students, advocates, and state agencies – as institutions of higher education develop policies and processes to implement ECACE legislation that supports the incumbent workforce as they upskill and earn degrees, endorsements, credentials, and certificates.

The Advisory Committee has formally adopted the following responsibilities:
- Act as champions for the Consortium and purposes of the ECACE Act.
- Review and provide input on reports submitted by the Consortium.
- Provide advice and recommendations to the lead agencies and higher education institutions as they meet their responsibilities as detailed in the Act.
- Provide a forum to bring together employers in the early childhood care and education industry, higher education, and other stakeholders to share perspectives to best support the work of the Consortium.

As of July 1, 2024, the Advisory Committee, in response to legislative amendments to the ECACE Act, made changes to its processes. The Advisory Committee established term appointments for its members, determined by lottery, with overlapping 1-, 2-, and 3-year terms (see Advisory Committee Members). The Advisory Committee also moved from meeting quarterly to meeting twice a year. In addition, the Advisory Committee provided a clearer description to its members of how they are to advise agencies on Consortium matters. In AY 2023-24, the Advisory Committee met twice formally and two other times on an ad hoc basis to discuss ECACE Scholarship updates and to provide feedback for the new Department of Early Childhood. Beginning in AY 2024-25, the Advisory Committee will consult and provide feedback to the state agencies charged with setting new metrics and goals for the Consortium.

Consortium Working Groups and Communities of Practice

Working Groups were created to develop strategies, metrics, and implementation plans for discrete projects of the Consortium. In AY 2023-24, the Reporting Working Group and the Creative Course Delivery Working Groups were established. Additionally, ECACE established Communities of Practice (CoP) as a place for Consortium members to share challenges, uplift best practices, and engage in collective problem solving. CoP explored Curriculum Redesign, Debt Relief, Early Childhood Faculty Preparation, and Mentoring.

Reporting Working Group

The ECACE Act requires the Consortium to report on a variety of information. As such, IBHE and ICCB collect information from Consortium institutions. While institutions are receiving federal grant funding, their quarterly reports have included information beyond that which was required for statute (i.e., ECACE Act), and reporting has been required quarterly to allow for regular monitoring, technical assistance, and sharing of best practices. With the end of federal funding on June 30, 2024 (i.e., Phase 2), comes the opportunity to rethink Consortium reporting, including what and how information is collected, clarification of data definitions, and approaches for simplifying report submissions.

IBHE and ICCB convened a working group of the Consortium comprising both two- and four-year institutions to rethink future Consortium reporting. The charge of the committee was to advise on a plan to address required reporting requirements in a way that both elevates the great work of institutions and seeks to minimize time and effort. The working group met four times from April to June 2024. Together, the working group made recommendations on reporting questions that can be eliminated (e.g., debt relief), sections that can be simplified (e.g., program design), and data terminologies that need to be more clearly defined. It also included recommendations on the frequency, format, flexibility, and differentiation of the reports.

Based on the recommendations, the ICCB and IBHE teams finalized the program report, switched to an online submission system, shifted reporting dates to align with institutional term ends, and started collecting streamlined reports in the fall of 2024.

Creative Course Delivery Working Group

The Creative Course Delivery Working Group was convened in March 2024, with the charge to explore programmatic and student support needs where inter-institutional collaborations could provide streamlined and student-centered experiences and strengthen and enhance programs. The working group discussed how to address those needs most effectively, considering the impact on students and participating institutions. They then made recommendations for collaborative arrangements that would address student and programmatic needs. This group was charged with thinking about the transition in Phase 2 when ECACE funding would end and how the Consortium could come together collectively, with creative course delivery options a focus/frame for collaboration. The working group charge follows the intent of the ECACE Act, which stipulates that course sharing and inter-institutional collaboration should be available to collectively support students by ensuring that students have access to programs and courses and can progress in their programs in a timely manner.

The working group consisted of representatives from community colleges and public and private four-year institutions. They met biweekly via Zoom from March 15, 2024, to June 7, 2024. The working group identified and discussed student and programmatic needs that could be addressed by collaboration among Consortium members. They brainstormed potential projects focused on collaborations in program content and delivery and student support needs. Speakers from Illinois Community Colleges Online (ILCCO) and Great Plains-IDEA addressed the group, explaining structures that were available for course and program sharing. The working group also considered asset mapping as a tool for creating strength-based collaborations among Consortium institutions.

The working group identified criteria that would inform decisions on collaboration and developed recommendations for potential projects that met recognized student and programmatic needs. The recommendations were presented to the Consortium and approved on June 26, 2024. The full recommendations are in Appendix D.

Communities of Practice (CoP)

As noted above, the CoPs were utilized by the Consortium to provide members with an opportunity to share best practices and challenges. All CoP discussed below took place throughout AY 2023-24.

The Curriculum Redesign CoP was established in May 2023, to provide a space for interested four-year programs to explore options to redesign their programs and offer more streamlined pathways to the BA degree for AAS and other transfer students. This community of practice had four focus areas: competency-based programming, course modularization, variable credit courses, and credit for prior learning. A retreat in June was followed by biweekly Zoom sessions, July through August, on each of the focus areas, facilitated by Consortium faculty with expertise in those areas. In fall of 2023, the community of practice came together to hear guest speakers from the Competency Based Education Network discuss changing faculty roles in redesigned programs and institutional impacts of alternative programming (financial aid in particular).

In December 2023, Consortium four-year program members were surveyed about their program redesign efforts. All 21 programs indicated that they had done or were engaged in program redesign. All had modified their instructional delivery modalities; 75% were redesigning curriculum, either modularizing courses, offering variable credit or utilizing competencies as a curricular basis. 85% had incorporated credit for prior learning into their programs.

Debt Relief CoP meetings were held in early March 2024 to discuss how to use the funds available for student debt relief. Both two and four-year programs participated. Institutions discussed strategies for identifying students who would be eligible for this assistance and the procedures followed in disbursing the funds.

The Early Childhood Faculty Preparation (ECFP) CoP met through the winter of 2024. Four Consortium institutions – Illinois State University, National Louis University, Lewis University and the University of Illinois Chicago – were funded to prepare cohorts of graduate students to become Early Childhood education faculty at community colleges and universities. The CoP brought the faculty and administrators from the four programs together to describe the vision and structure of their programs, discuss their practices in recruiting and selecting students, and compare strategies in implementing the program. The community of practice also considered barriers and challenges, both students' and institutional. Success strategies were also shared, and the community of practice looked ahead to the conclusion of their programs when the funding period ended.

The Mentoring CoP for the Consortium four-year programs met through the summer and into the fall of 2023. Members discussed the challenges with enrollment growth and being able to support students. They also described the varieties of roles they held as mentors: academic and success coaches, advisors, guides and interfaces for students with institutional offices such as financial aid and the registrar. Many mentors helped students prepare for the Early Childhood content test required for teacher licensure.

ECACE Facilitating Collaboration Within and Across Institutions

Institutions have indicated throughout the first three years of the Consortium that important benefits of the Consortium include that it has strengthened relationships, collaboration, and the sharing of ideas across institutions. In a 2023 survey, 94 percent of institutional respondents believed the Consortium had increased collaboration across Illinois' higher education landscape. In a 2024 survey, institutions indicated an interest in continued regular Consortium meetings and an interest in continuing to have state agencies convening communities of practice and working groups to support ongoing collaboration.

Institutions also reported that ECACE increased collaboration and work within institutions. Institutional representatives were deemed to be liaisons between the Consortium and their individual institutions; institutional representatives for the Consortium were charged with convening an institutional team at their campus, with whom they would work to complete ECACE and Consortium work. Institutional teams often included a mentor, department head, early childhood faculty, financial aid officer, and more. Through these regular meetings and communications, institutions shared that relationships were established or made stronger, and they learned more about other work in the institution. Some institutions said that the collaboration led to better systems to track data on student enrollment and completion. Others mentioned that the collaboration led to a more student-centered focus, with more meetings and engagement around supporting student success.

This section reviews the Consortium funding and budget, institutional grants, and member contributions as required by the ECACE Act.

Agency Funding and Budget

When the ECACE Act was signed, Governor JB Pritzker announced funding to establish the Consortium, aimed at supporting higher education in creating continuous pathways for working adults and upskilling the early childhood incumbent workforce over three years (AY 2021-22 to AY 2023-24). IDHS allocated over $200 million in federal childcare funding to support this initiative. The majority of this funding, over $177 million, was distributed to IBHE, ICCB, and ISAC to administer ECACE. See Table 1 below for details on the expenses for each agency.

Table 1: Phase 1 Consortium Budget by Agency, AY21-22 to AY23-24

Agency	AY21-22 Expenses	AY22-23 Expenses	AY23-24 Expenses	Three-Year Total Expenses
IBHE	$319,372	$7,681,089	$18,891,662	$26,892,123
ICCB	$576,365	$10,484,124	$19,938,407	$30,998,896
ISAC	$6,162,053	$33,001,012	$74,671,105	$113,834,170
IDHS	$583,000	$2,564,327	$2,572,940	$5,720,267
Total	$7,640,790	$53,730,552	$116,074,114	$177,445,457

The purpose of funds going to IBHE and ICCB was to provide grants and support to higher education institutions and navigators, convene and support the Consortium and Advisory Committee, and "backbone" the Initiative. ICCB and IBHE provided grant funding, which includes both a base amount and per-student funding, to all Consortium institutions to fulfill the intentions and requirements of the ECACE Act. ICCB additionally provided grants to all community colleges for Illinois Community Colleges Online (ILCCO).

The purpose of the funds allocated to ISAC was to administer and distribute the ECACE scholarship, and the purpose of funds spent by IDHS was to employ regional higher education navigators.

Grants to Institutions

IBHE and ICCB provided grants to community colleges and universities to further this work by funding institutional goals. Additionally, IBHE offered Early Childhood Faculty Preparation (ECFP) grants to four universities to prepare diverse graduate students to become faculty for early childhood higher education programs. See more details about ECFP grant in the section "Transforming Higher Education" on page 20.
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Grants to Community Colleges and Universities

Community colleges and universities were awarded grants that included both base funding and supplementary per-student funding based on institutional goals. The purpose of the institutional grants was to provide three years of funding (AY 2021-22, AY 2022-23, AY 2023-24) for institutions to:
- Support the development of a long-term, sustainable infrastructure tailored to meet the needs of working adults;
- Provide mentors and other academic and holistic supports to ensure persistence and completion;
- Develop pathways and programs to increase access, persistence, and completion of credentials and degrees and improve transfer; and
- Participate in the Consortium as active and collaborative members.

The most common use of funding by institutions was for personnel – creating new positions and subsidizing time for current positions to work on ECACE-related activities, including program development, mentoring, advising, and community outreach. Institutions also used grant funds towards debt relief, upgrades to classrooms (i.e., technology, lab spaces, furniture), tutoring, content test preparation, supporting students' professional development through conferences, and instructional supplies.

Appendix E and Appendix F include grant spending for the Consortium member institutions sub-awarded from IDHS through ICCB and IBHE.

Consortium Member Contributions

Institutions are required by the ECACE Act to report on "member contributions, including financial, physical, or in-kind contributions, provided to the Consortium." [4] Large contributions were not anticipated given the substantial grants received by institutions, the reduced timeframe institutions had to spend the grant money (e.g. two years versus three years), and initial challenges with the reporting structure.

In AY 2023–24, thirty-seven institutions reported providing contributions. Of these, 28 community colleges reported a collective contribution totaling $2,118,960, while nine four-year institutions (comprising five private and four public institutions) reported a combined total of $277,637. Nearly 58% of these contributions supported personnel and fringe benefits. An additional 12% was allocated to direct student aid, 13% to indirect costs and miscellaneous expenses, and 10% to supplies and equipment.

At the institutional level, contributions ranged from $247 to $594,501. Ten institutions reported contributions exceeding $50,000; another ten contributed between $10,000 and $50,000; six institutions contributed between $5,000 and $10,000; and eleven institutions reported contributions below $5,000. See Table 2 below for full details.

Table 2: Member Contributions Provided to the Consortium by Category, AY23-24

Category	Community College	Private Colleges & Universities	Public University	Grand Total	4-year Total	Category %
Personnel	$1,031,498	$62,372	$44,814	$153,068	$107,187	48%
Fringe Benefits	$239,577	$2,552	$5,700	$17,804	$8,252	10%
Travel	$24,371	$270	$2,500	$5,610	$2,770	1%
Equipment	$104,327	$0	$200	$200	$200	4%
Supplies	$127,980	$20,274	$7,200	$30,980	$27,474	6%
Contractual Services	$44,347	$0.00	$0.00	$324	$0	2%
Occupancy	$35,733	$24,700	$0.00	$24,700	$24,700	3%
Training and Education	$500	$0	$0	$0	$0	0%
Direct Aid to Students	$248,258	$0	$47,000	$47,000	$47,000	12%
Other/Miscellaneous	$142,533	$167	$0.00	$167	$167	6%
Indirect Costs	$119,838	$59,885	$0.00	$59,885	$59,885	7%
Total	$2,118,960	$170,222	$107,414	$338,893	$277,637	100%
# Made Contribution	10	5	4	37	9	
Count by Sector	41	10	11	62	21	

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[4] 110 ILCS 28/30(8).

This section highlights the development, impact, and reach of the ECACE scholarship program from AY 2021-22 through AY 2023-24. The program has supported over 7,200 scholarship awards to a total of 5,390 unduplicated [5] incumbent early childhood workforce students, helping cover cost of attendance (COA). The data show consistent growth in participation, institutional reach, and funding, while the distribution of scholarships across racial and ethnic groups remained relatively consistent from AY 2021-22 to AY 2023-24.

This section also explores the out-of-pocket costs—including tuition and fees—and potential debt incurred by incumbent early childhood workforce members. In AY 2023-24, students from community colleges and public universities got scholarships that covered up to their full COA, resulting in a net price of $0. Most ECE students enrolled in nonprofit private universities likely had at least their tuition and fees covered.

Consortium institutions were encouraged to use ECACE grant funds to eliminate outstanding balances and financial holds that might prevent students from continuing, returning, or completing a degree or certificate. Across AYs 2022–23 and 2023–24, institutions provided debt relief to 2,166 students.

From AY 2021–22 to AY 2023–24, the ECACE Scholarship was funded through federal COVID-19 relief funds to support incumbent early childhood workforce members pursuing undergraduate or graduate degrees or certificates at Consortium institutions in Illinois. The scholarship covered up to the total cost of attendance after other grants and scholarships were applied, including not only tuition and fees, but also expenses such as books and supplies, housing, and transportation.

ECACE Scholarship

As noted on above, ISAC received federal funding for the ECACE Scholarship. Since AY 2021-22, ISAC has provided over $111 million in scholarships to over 5,000 recipients. Unless otherwise specified, all the charts in this section were created based on reports and data from ISAC, as detailed in the References section on page 35.

ECACE Scholarship Recipients

In its first three years, the ECACE Scholarship saw substantial interest and participation, providing about 7,240 awards[6] (5,390 unduplicated recipients count) totaling over $111 million. The program expanded significantly each year: total scholarship awards increased from $5.8 million for 412 students to $29.6 million for 2,137 students, and then to $76.4 million for 4,694 students in AY 2023–24.

Figure 2. Expenditures and Recipients of ECACE Scholarship, AY21-22 to AY23-24

AY21-22 412 recipients $5,729,139

AY22-23 2,137 recipients $29,550,655

AY23-24 4,694 recipients $76,412,438

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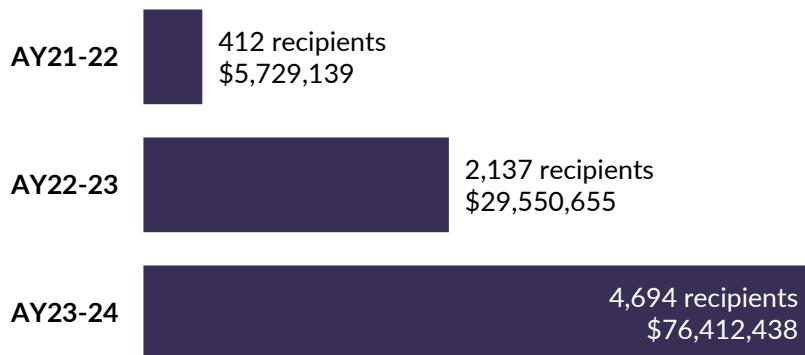
[5] The same students may have received scholarship awards for more than one year.
[6] The same students may have received scholarship awards for more than one year.

A closer look at scholarship recipients over the years reveals that a total of 5,390 **unduplicated** students received ECACE Scholarships during the grant period from AY 2021–22 to AY 2023–24.

- Recipients Started in AY 2021-22
  Among the 412 recipients in AY 2021–22, 70.4% (290) received the award again in AY 2022–23, and 48.1% (198) received it for a third year in AY 2023–24. This group corresponds to the left segments (in purple) in Figure 3.
- Recipients Started in AY 2022-23
  An additional 1,847 students began receiving the scholarship in AY 2022–23, with 73.9% (1,365) continuing in AY 2023–24, indicated by the middle segments (in pink) in Figure 3.
- Recipients Started in AY 2023-24
  In AY 2023–24, 3,131 students received the scholarship for the first time, these students make up the right segment (in yellow) in Figure 3.

The high renewal rates suggest that the ECACE Scholarship, along with its holistic support model, may have contributed to student persistence in their programs. Students who did not receive the scholarship in subsequent years may have completed their degree or certificate programs.

Figure 3. The Unduplicated Counts of ECACE Scholarship Recipients by Cohort, AY21-22 to AY23-24
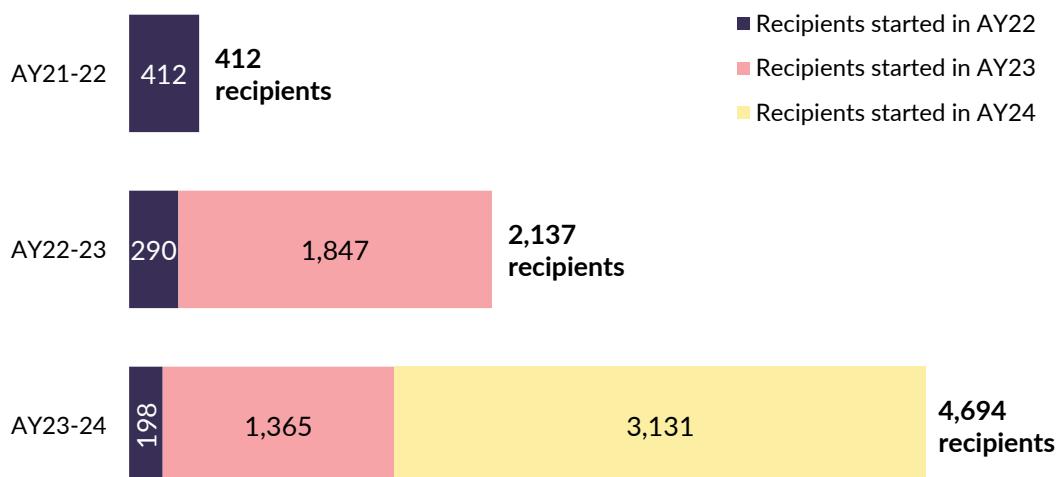
The smaller number of recipients and expenditures in the first year was expected, as AY 2021–22 served as a soft launch and scholarships were not disbursed until March 2022. During that year, only 51 of the 61 Consortium member institutions had scholarship recipients. This number increased to 60 in AY 2022–23, and by AY 2023–24, all 62 member institutions were represented—highlighting the program's expanding reach. The following sections present scholarship awarding data using *duplicated counts*, as the analysis focuses on trends by academic year. The available snapshots reveal clear trends of substantial growth in the number of awards and institutional reach, as well as shifts in recipients' academic level and enrollment status—while the demographic profile remained relatively consistent.

Significant Growth in Scholarship Awards and Broad Reach by Sector

From AY 2021–22 to AY 2022–23, all sectors experienced substantial growth in recipient counts: a 7.5-fold increase at community colleges (from 127 to 949), a 4.5-fold increase at public universities (from 119 to 544), and a 4-fold increase at private institutions (from 166 to 644). The recipient count more than doubled across the sectors in AY 2023–24. See Table 3 for more details.

Table 3. Number of ECACE Scholarship Recipients by Sector, AY21-22 to AY23-24

Sector	AY21-22	AY22-23	AY23-24
Community Colleges	127	949	1,930
Public Universities	119	544	1,142
Private, Nonprofit Institutions	166	644	1,622
All Consortium Institutions	**412**	**2,137**	**4,694**

Note: The counts of scholarship recipients included duplicated counts that received scholarships in multiple years from AY 22 to AY 24.

Despite overall growth in scholarship recipients, the distribution of funds remained relatively steady for public universities, holding between 31% and 34% of total awards. Community colleges saw a significant increase in their share of funding—from 15% in AY 2021–22 to 28% in AY 2022–23, and 25% in AY 2023–24—while private institutions experienced a decline, from 54% to 39%, then slightly rising to 41%. Community colleges not only demonstrated the largest percentage increase in award counts but also gained a greater share of total funding. See Table 4.

Table 4. Expenditure of ECACE Scholarship by Sector, AY21-22 to AY23-24

Sector	AY21-22	AY22-23	AY23-24
Community Colleges	$874,28 (15%)	$8,150,169 (28%)	$18,991,428 (25%)
Public Universities	$1,770,688 (31%)	$9,988,00 (34%)	$26,021,054 (34%)
Private, Nonprofit Institutions	$3,084,271 (54%)	$11,412,482 (39%)	$31,399,956 (41%)
All Consortium Institutions	**$5,729,139**	**$29,550,655**	**$76,412,438**

Demographic Consistency Among Scholarship Recipients

A closer look at recipients' race/ethnicity profiles shows that the distribution of scholarships across racial and ethnic groups remained relatively consistent. Approximately 45% of recipients were White, 20% Black or African American, 18% Latino, 2% Asian, and about 15% from other ethnic backgrounds. This racial makeup closely mirrors that of Illinois' early childhood workforce in licensed childcare centers, as reported in 2020.[7]

Table 5. The Distribution of ECACE Scholarship Recipients by Race/Ethnicity, AY21-22 to AY23-24

Race/Ethnicity	AY21-22	AY22-23	AY23-24
White	43%	46%	43%
Black or African American	21%	19%	21%
Hispanic/Latino	17%	18%	17%
Asian	2%	1%	2%
More than one race/ethnicity	5%	4%	5%
American Indian or Alaska Native	<1%	<1%	<1%
Prefer not to answer	2%	2%	2%
Unknown race/ethnicity	10%	10%	10%
Native Hawaiian/Pacific Islander	<1%	<1%	<1%

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[7] Whitehead, J. (2021). *Illinois' Early Childhood Workforce 2020 Report.* Bloomington, IL: INCCRRA.

The age and gender distribution of ECACE scholarship recipients remained relatively consistent from AY 2021–22 through AY 2023–24. Recipients tended to be older than traditional college students, with the percentage of students over age 30 increasing from 44% to 46%, and then to 50% — a trend that aligns well with the program's target population. Most recipients were women, with approximately 90% identifying as female. From AY 2021–22 to AY 2023–24, the geographic distribution of recipients shifted toward more incumbent ECE students living in downstate areas, increasing from 39% to 50%, then slightly declining to 43%. In the same period, the collar counties accounted for 41%, 33%, and then 36% of recipients, respectively. The percentage of recipients living in Chicago fluctuated between 17% and 21%.

Academic Level and Enrollment Status Shifts

In AY 2023–24, ISAC expanded ECACE Scholarship eligibility to include freshmen and sophomores at four-year institutions, as well as graduate students pursuing a professional educator license or endorsements in early childhood, special education, bilingual, or ESL education. As a result, there was a notable shift in recipients' academic standing: juniors decreased from 37% of total awards in AY 2022–23 to just 13% in AY 2023–24, while graduate students appeared for the first time, accounting for 18% of recipients. Additionally, the share of part-time students increased significantly—from 46% to 64%, which is likely to reflect a growing number of community college recipients, as well as the inclusion of graduate students.

Taken together, these trends highlight the program's substantial growth, broader institutional reach, and expanded eligibility, while maintaining demographic consistency among recipients throughout the grant period. Please refer to the previous reports and briefs for more details.

Tuition and Net Price Data to Demonstrate Cost of Attendance

Section 30 of the Act requires reporting on "tuition rates charged, and net prices paid, reported as including and excluding student loans, by enrolled members of the incumbent workforce" (Illinois General Assembly, 2021). This reporting requirement helps to understand out-of-pocket costs, including tuition and fees, and potential college debt incurred by incumbent Early Childhood workforce members.

For AY 2023-24, the Consortium used data from the Integrated Postsecondary Education Data System (IPEDS) to estimate out-of-pocket costs for students in early childhood education programs at Consortium institutions. During AY 2023–24, the scholarship was generously funded, enabling nearly 4,700 eligible students who applied to receive awards. At community colleges and public four-year institutions, students were eligible for up to the full cost of attendance (COA)[8,9], resulting in a net price of $0. Consequently, it was unlikely that many students would take out additional loans.

At private institutions, the scholarship was capped at $33,558 (up to COA), the COA for full-time students at the most expensive public four-year institution in AY 2023–24. The average ECACE Scholarship awarded at private institutions was $19,359. With 64% of private institution recipients attending part-time (46% half-time and 18% enrolled in at least three credit hours), and some institutions supplementing scholarships with institutional grants, tuition discounts, and alternative scholarships, out-of-pocket costs were significantly reduced. Most students likely had at least their tuition and fees covered.

Some private students, especially those enrolled full-time, may have experienced a gap between the scholarship amount and their full COA. Six of the ten private, nonprofit institutions had tuition rates lower than the scholarship cap, and two had a COA lower than the cap (National Center for Education Statistics, 2025).

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[8] Total cost of attendance (COA) is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average for room and board and other expenses (National Center for Education Statistics, 2022.
[9] The ECACE Scholarship Award Caps for two-year institutions was $18,262 in AY 2023-24.

IPEDS data show the estimated costs students might have incurred without the ECACE scholarship. Table 6 shows, by sector, tuition, COA, net price, and student loans incurred by full-time students at Consortium institutions. Without the ECACE Scholarship, full-time students would have faced an average net price ranging from approximately $6,200 to $22,000.

Table 6. Estimated Average Cost for Full-Time Students without Scholarship, by Sector

Sector	Average Tuition & Fees for Full-Time Students, AY23-24	Average Cost of Attendance for Full-Time Students, AY23-24 *	Average Net Price** for Students Awarded Grant or Scholarship Aid, AY22-23	Average Loan** for Full-time First-time Students, AY22-23
Community Colleges	$4,473	$19,990	$6,194	$4,864
Public Universities	$13,640	$30,511	$13,969	$6,522
Private, Nonprofit Institutions	$29,176	$45,445	$21,676	$7,040
All Consortium Institutions	**$10,084**	**$25,887**	**$10,071**	**$5,531**

Source: National Center for Education Statistics, 2023, 2024 IPEDS Data Center.
*Data in the table represents cost of attendance (COA) for full-time students living off campus, without family, in-district/in-state.
** Since net price and average loan data for AY 2023-24 are not available as of December 2025,
we are using the AY 2022-23 net price as a proxy.

Debt Relief

Consortium institutions were encouraged to use ECACE grant funds to eliminate outstanding balances and financial holds that might prevent students from continuing, returning, or completing a degree or certificate. Over AYs 2022–23 and 2023–24, institutions provided debt relief to 2,166 students: approximately 76% (1,650) from community colleges, 15% (333) from private nonprofit universities, and 8% (183) from public universities.

Implementing debt relief required coordination across departments and, at times, between institutions; and new administrative processes were established to facilitate this effort. Institutions encountered several challenges, including but not limited to privacy concerns, debts already sent to collections, and potential impacts of debt relief on students' scholarship payments, according to the periodic program reports (PPRs) from member institutions.

Institutions reported that initially, many students were unaware of the availability of debt relief. Some students hesitated to engage due to embarrassment regarding unpaid balances or concerns about potential future tax liabilities. Additional obstacles included confusion over required documentation and perceptions that the process was overly complex. Through more intentional communication efforts, including engagement with navigators, institutions began to identify more students in need of support.

In addition, four-year institutions were encouraged to broaden their debt relief efforts during the final six months of the grant period (i.e., January-June 2024). They were advised to consider using funds to reengage former students with financial holds and to support repayment of balances that could pose a financial burden or impede continued education. To support these efforts and address reported challenges, IBHE facilitated a Community of Practice, enabling institutions to share strategies for identifying debt, engaging students, and managing the debt relief process effectively.

In response, several institutions established dedicated cross-functional teams—often comprising financial aid offices, registrar offices, and ECACE program staff—to oversee implementation and provide direct support to students. These teams employed multiple outreach methods, including surveys, targeted emails, telephone calls, and interest forms. However, response rates were sometimes limited due to outdated contact

information and students' concerns about scams. Institutions kept working to update contact records and build trust to improve student engagement.

For example, at the University of Illinois at Chicago's College of Education, the ECACE team implemented a comprehensive strategy involving feedback loops with university partners, the assignment of specialized staff to provide individualized assistance, and diverse communication channels to clarify requirements and foster trust.

These collaborative efforts contributed to a significant increase in the number of students served from AY 2022–23 to AY 2023–24. The total number of students receiving debt relief rose by 130%, from 657 to 1,509. The number of students who received debt relief in AY 2023-24 (compared with AY 2022-23) was as follows:
- Community colleges: 1,111 students (a 106% increase from 539);
- Public universities: 165 students (an 817% increase from 18);
- Private four-year institutions: 233 students (a 133% increase from 100).

Table 7. The number of Students Who Received Debt Relief, by Sector, AY22-23 and AY23-24

Sector	AY22-23	AY23-24	Total
Community Colleges	539	1111	1,650
Public Universities	18	165	183
Private, Nonprofit Institutions	100	233	333
All Consortium Institutions	**657**	**1509**	**2,166**

The Consortium has made great strides in removing barriers for the incumbent early childhood workforce members to access, persist, and complete their higher education journeys. Institutions have focused on adjusting their programming to increase access; developing pathways for student advancement; providing academic and wrap-around supports to students; collaborating within and across institutions.

Program Change to Increase Access

The number one guiding principle of the Consortium is to center on student success. To do this, Consortium institutions refined their early childhood programs and curriculum in response to what they had learned about their students' learning styles, preferences, and prior knowledge. The sections below describe some of these changes to make them more accessible and to address the needs of the incumbent workforce and the rationales for making them.

Course Modalities

By the third year of the grant, most of the institutions had adjusted the way they offer courses to better fit the schedules and preferences of working adults. This included the creation of new online courses, full online degree programs in both synchronous and asynchronous formats, hybrid programs and more evening and weekend course options (see Table 8). Illinois State University hired instructional designers to develop online interactive modules that ensure consistent learner experience and high student engagement. Other institutions, including St. Augustine, Harper College and others, adopted Hy-flex technology, which allows students to choose whether to attend a class in person or virtually at a scheduled time. Harper College reported high student satisfaction with the Hy-flex option[10]. In some institutions, this shift in the modality of course instruction was expanded beyond early childhood programming. 63% of the four-year public programs and all the private four-year programs reported that general education courses were available in online synchronous and asynchronous and hybrid instructional delivery systems.

Although asynchronous online delivery of courses was available for most programs, there was a recognition that students desired the social and interactive aspects of taking classes. Twenty-two of the two-year programs, nine of the public four-year programs and five of the private four-year programs offered synchronous online classes at least once a week. More than half of the public and 60% of the private four-year programs offered courses in-person in the evenings and weekends, as did 61% of the community college programs. Some made traditional daytime, in-person classes available at ECACE students' requests or to create a better fit with students' learning needs. The College of Lake County held classes onsite at a provider location for a cohort of the center staff, during lunch and naptimes. These creative strategies allowed students to network, build a supportive community, and often provide peer mentoring to one another.

In addition to class meetings, many programs featured in-person office hours (online, at the institution, or even in the community) and synchronous online discussion sessions. National Louis University pioneered this programming with synchronous online meetings called the Coffee House where students received support from faculty, advisors and peers for completion of competency-based coursework and retention in the program.

Some institutions offered accelerated courses (eight-week, instead of 16-week) and summer courses to help students graduate sooner; others, such as Rockford University, found students struggling with all eight-week courses and are shifting back to 16-week courses to better fit students' needs.

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[10] In spring 2024, ICCB and IBHE co-hosted information sharing and best practices in online and HyFlex course development and delivery.

Table 8. Percentage of Institutions Offering Various Course Modalities to the Incumbent Workforce,
by Sector, AY23-24

Sector	In Person	In Person Evening or Weekend	Online Asynchronous	Online Synchronous	Hybrid
Community Colleges	83%	61%	85%	54%	N/A[11]
Public Universities	92%	54%	92%	85%	46%
Private, Nonprofit Institutions	80%	60%	80%	50%	70%
All Consortium Institutions	84%	59%	86%	59%	N/A

Note: The available course modalities didn't change much from term to term in AY23-24,
and the data from Fall23 term were used to represent the whole academic year.

Illinois Community Colleges Online (ILCCO)

Central to the Consortium is cooperation among the members in ensuring that students at all member institutions have access to programs and are able to persist and complete a degree or credential in a timely manner. The ECACE Act says that:

> *The members of the Consortium shall operate jointly and in cooperation to provide streamlined paths for students to attain associate degrees, bachelor's degrees, master's degrees, certificates, and Gateways Credentials and other licensure endorsements in early childhood education. The priority shall be to focus on the incumbent workforce, which includes working adults who require programs of study that offer flexibility in the times courses are offered, location, and format.[12]*

To aid in making community college courses more accessible to incumbent workers, the ICCB in conjunction with campus-based online and distance learning staff, supported the development of ECE online course offerings through Illinois Community Colleges Online course exchange. ILCCO spearheads the online and technology-enhanced education leadership for the Illinois Community College System. Thirty-nine Illinois community college districts can use the course exchange system to promote access to quality online learning and equitable learning opportunities for community college students.

ECACE online course offerings through ILCCO have been added to a section of the ILCCO website ECACE. The site provides a link to the Online Course Exchange (OCE), where community college partners may log on with an email address and password. The OCE is designed to provide community college consortium members who are Gateways entitled to provide early childhood programs coursework online. Twenty-six of the Consortium community colleges offer one or more courses in their Early Childhood programs through ILCCO.

Supervised Field Experiences

All Consortium institutions include supervised field experience as part of their degree programs, allowing students to gain hands-on experience to supplement their academic coursework. Guided by the goals of ECACE, institutions made improvements to their field experience, student teaching and practicum requirements to better meet the needs of the incumbent workforce.

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[11] At least three community college institutions qualitatively reported offering hybrid courses. This choice was not an option in two-year institutional reporting forms.
[12] 110 ILCS 28/20(b).

ISBE has created new flexibility for students pursuing teacher licensure, including allowing student teaching to be completed at the students' workplace, (provided their employers met ISBE standards[13]), and allowing student teachers to be compensated. As of June 30, 2024, all 21 four-year institutions allowed students to complete at least some of their clinical experiences at their workplace. Some institutions have assisted students in finding paid student teaching options. Olivet Nazarene University reported that some local school districts were hiring their students who had earned 90+ credits as long-term substitute teachers while they continued their coursework. Those students would be offered a paid student teaching position on-site. Similarly, Rockford University reported partnering with school districts to create positions for student teaching on a substitute license. Rockford students, however, would graduate without a teaching license and then student teach as post-baccalaureate students.

Additionally, ISBE has interpreted the requirement that Early Childhood students have experiences with all age ranges so that student teaching can be completed in a single placement, if field placements have included experiences with infants and toddlers, preschool-aged children and grades K-2. These flexibilities have been a boon for incumbent workforce students to balance education and employment.   Institutions have also been responsive to student needs and preferences. For example, Illinois State University modified their student teaching protocols to provide greater flexibility to students. Students currently employed in a preschool setting had the option of doing eight weeks of on-the-job student teaching and eight weeks of student teaching in a kindergarten through second grade setting or doing three days a week of student teaching at their workplace and two days a week in a K-2 setting. Western Illinois University reported a video and discussion option for those who cannot leave their job to complete field placement hours at another age/grade level. Western Illinois University also used grant funds to hire a mentor teacher who met ISBE requirements to supervise student teachers as an option in-home daycare settings.

Northeastern Illinois University and Chicago State University offer credit for prior learning for work experience that can be applied to field experience credits and/or student teaching.   Northeastern has modularized their field experience courses so students can apply their prior experience to meet the course requirements. Chicago State University added a portfolio course for students who are currently in the early childhood workforce. These students receive 3 credits for prior teaching experience and earn the other 3 credits by creating a professional portfolio.

Overall, institutions recognize the value of these changes to field experiences and student teaching in helping students persist and complete but also acknowledge that there are challenges. Governors State University described the difficulty faculty had in traveling to different workplaces to observe student teaching. To offset this challenge, the institution hired onsite staff who were trained to complete student teacher observations. They, and Blackburn College, have also evaluated videos of student teaching in lieu of some supervisory visits using programs like GoReact.

Pathways for Student Advancement

Early childhood education programs at Consortium institutions also expanded student advancement in ECE through providing pathways for AAS transfer, granting credit for the Child Development Associate (CDA) Consortium-wide, and awarding credit for prior learning at individual institutions.

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[13] Section 25.620 of the Illinois Administrative Code says that student teaching must be done under the active supervision of a cooperating teacher who is licensed and qualified to teach in the area, has three years of teaching experience, has received a proficient or above performance rating in the most recent evaluation, and is directly engaged in teaching subject matter and conducting learning activities in the area of student teaching. For early childhood students completing student teaching in a community-based early childhood setting, charter school, or non-public school, the cooperating teacher may hold a Gateways Level 5 credential while meeting other requirements (Illinois Administrative Code, 2022).

AAS Transfer

ECACE provides a pathway for individuals with an applied associate degree (AAS) degree to seamlessly advance to a baccalaureate degree program. Historically, the AAS was designed to be a terminal degree leading directly to employment. More recently, research has highlighted the benefit that teachers with higher degrees have on young children's development and education, sparking a national push for early childhood teachers to pursue their bachelor's degrees[14]. Section 130-10 of the ECACE Act requires Consortium four-year institutions to transfer the AAS degree in its entirety, ensuring that all general education and professional coursework in the AAS Early Childhood major are applied to the bachelor's degree. The ECACE Act states students transferring the AAS degree are admitted as juniors and cannot be required to take more credits for graduation than a student who began their studies at the institution as a freshman.[15] This legislation is an innovative approach to guaranteeing credit mobility for AAS transfer students. The AAS Transfer is supported by the efforts of community college and four-year faculty and academic advisors, and mentors. Transfer pathways are supported by other statewide partners who collaborate with ECACE Consortium schools, including Grow Your Own – Illinois (GYO-IL).

From July 1, 2023, to June 30, 2024, four-year Consortium institutions reported transferring in 299 students with an AAS degree, representing 30 percent of early childhood transfer students. National Louis University, a private, urban institution, enrolled 54 percent of the AAS transfers, and Illinois State University accounted for 15 percent. Incumbent worker students enrolling in Consortium four-year institutions also transferred Associate of Arts (AA) and Associate of Science (AS) degrees (27 percent and 3 percent, respectively). A significant percentage, 27 percent of the transfer students, had at least 60 credits but no degree.

Table 9. Number of Transfer Students Reported by Four-year Consortium Institutions,
AY22-23 and AY23-24

Degree	AY22-23		AY23-24	
	Number of Transfer Students	Percentage of Transfer Students	Number of Transfer Students	Percentage of Transfer Students
AAS	419	33%	299	30%
AA	372	29%	275	27%
AS	53	4%	27	3%
60+ credits	280	22%	276	27%
Other	144	11%	132	13%
Total	1,268	100%	1,009	100%

Comparing the numbers of transfer students enrolled from AY 2022-23 to AY 2023-24, there is an overall decline of 20%. For AAS transfers, that includes a 29% drop and for AA transfers, a 26% drop. AS transfers, a small proportion of the overall transfer population, dropped by 49%. The "Other" category, which could include transfers with less than 60 credits and no degree, dropped by 8%. Only those transfers with 60 or more credits and no degree remained about the same (a decline of about 1%).

This data is puzzling, since the numbers of those students in four-year programs receiving scholarships soared from 285 in AY 2022-23 to 2,735 in AY 2023-24. We can only speculate as to why numbers of transfer students fell, based on anecdotal evidence gleaned from institutional reports and check-ins with institutional teams. We had heard from some institutions that new transfer students were more reluctant to enroll, knowing that the grant was ending in June 2024 and scholarship funds and other supports were much less likely to be available to them. With just a year of funding guaranteed, students who anticipated needing two or more years

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[14] Institute of Medicine and National Research Council. (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. Washington, DC: The National Academies Press. https://doi.org/10.17226/19401.
[15] 110 ILCS 180/130-10.

to complete their programs were understandably hesitant to make the financial commitment. Some institutions, recognizing the transfer students' dilemma, shifted focus in recruiting students and as scholarship eligibility expanded to other student populations, more new students were enrolled in graduate degree and certificate programs. Finally, the nature of the AAS degree may have been a factor in the decline of those numbers. Considered a terminal, professional degree, students choosing the AAS are preparing for the workforce and may not be considering transferring or even completing a BA degree. It's not unusual for AAS students to work for a few years and then return to school to improve their skills and their job mobility. The numbers seen in AY 2022-23 may have been as high as they were because they reflected a population deciding to return to school because of the scholarship, an atypical opportunity that incentivized them to continue their education.

All Consortium four-year institutions complied with the stipulations of the ECACE Act and created at least one pathway to the BA and often the Professional Educator License (PEL) for students transferring with an AAS degree. These pathways typically incorporated two main features: they applied the AAS early childhood coursework to the bachelor's program, either as meeting specific course requirements or as electives; and, in line with ISBE's more flexible teacher licensure requirements, restructured general education to be able to stay within the credit hour cap. Some four-year institutions modified their early childhood programs to create a better alignment with the AAS: dropping courses to stay within the credit hour cap (Chicago State University), separating preschool and primary content in courses to align more closely with the community college courses (Roosevelt University)[8]; modularizing courses according to learning objectives, competencies or course content and offering variable credit so that students do not need to repeat content covered or competencies attained at the two-year level.(Governors State University modularized their entire Early Childhood curriculum and rolled it out in Spring 2024.)

A few of the four-year programs used the Gateways competencies as the basis for curriculum and program organization (University of Illinois Urbana Champaign and National Louis University). In these cases, the pathway for the AAS degree transfer student was designed as building on the Gateways to Opportunity Level 4 competencies that are aligned with the AAS degree. The program at the four-year level was focused on the level 5 competencies plus any additional content and skills required for the PEL for students pursuing state licensure.

Even as the ECACE Act guaranteed smooth transfer of the AAS, the varieties of educational background and experience students brought to Consortium programs required greater flexibility in designing learning pathways for students than anticipated. Students transferring an AA degree generally were able to move seamlessly into the four-year ECE program, transferring all their general education coursework and the Illinois Articulation Initiative (IAI) approved Early Childhood courses. Students with an AAS or coursework but no degree required more personalized advising and program plans. In year three, several four-year programs began a closer examination of their early childhood courses, modularizing content and providing variable credit that would allow recognition of prior learning through transferred coursework and work experience.

Child Development Associate (CDA)

In AY 2023-24, Consortium institutions provided credit for the Child Development Associate (CDA) to 52% more students (278) than in AY 2022-23 (183). The increase is not surprising, as the Consortium agreement to offer credit went into effect in January of 2023, mid-year of AY 2022-23, and indicates an increase in student awareness about the CDA policy. The CDA is a national industry credential that recognizes foundational competencies acquired through work experience and training, as demonstrated through an assessment, observation, and a portfolio.

In AY 2023-24, most students with a CDA (266, 96%) were provided credit through the community colleges; this is to be expected, as these institutions are often where many incumbent workforce members (re)start their educational journeys.

Table 10. Number of Students Awarded Credit for the CDA by Sector, AY22-23 and AY23-24

	AY22-23		AY23-24		Total # of Students Provided Credit
Sector	# of Students Provided Credit	# of Institutions that Awarded Credit	# of Students Provided Credit	# of Institutions that Awarded Credit	
Community Colleges	162	30	266	27	428
Public Universities	5	3	4	1	9
Private, Nonprofit Institutions	16	4	8	3	24
All Consortium Institutions	**183**	**37**	**278**	**32**	**461**

The Consortium adopted a policy to accept the Preschool CDA for credit as of January 31, 2023 and the Infant Toddler CDA as of January 31, 2024. The adopted policy requires institutions to award at least six semester hours (or the equivalent number of quarter hours) of meaningful early childhood credit to active CDA holders without contingencies. In other words, students are not required to be reassessed to receive the credit.

Credit for Prior Learning (CPL)

The awarding of credit for prior learning (CPL) is a key strategy for programs working with adult, working students. The Council for Adult and Experiential Learning (CAEL) defines credit for prior learning as the term used to describe various methods of recognizing and evaluating student learning from nonacademic sources (i.e., work experience, professional development, professional credentials earned on the job or in non-academic training programs) for the purpose of granting college or university credit and/or advanced academic standing. Research conducted by CAEL and the Western Interstate Commission on Higher Education (WICHE) has shown that adult students who participate in CPL save time (on average, 9-14 months in earning a degree) and money (depending on sector, adult students saved between $1,500 and $10,200) and are 17% more likely to complete their programs, compared to those without that experience.

All consortium institutions provide CPL through the alignment of credit-bearing coursework with the CDA. The ECACE Act requires all Consortium member institutions to offer 6 college credits equivalent to identified courses in the Early Childhood program to holders of a current CDA credential.

However, many of the two- and four-year ECACE programs also offer credit for work experience, professional development, and other credentials. A survey of the four-year programs that was completed in October 2023 showed that 85% of the programs provided Early Childhood course credit for prior learning. After the CDA, work experience was the most common source of prior learning credits, awarded by 60% of the respondents. Professional development was another source of credit, awarded by 25% of the respondents. 80% of the respondents said they used portfolios or other assessment tools in the credit-awarding process. The INCCRRA simulation protocol (the Mursion simulation) was used by 30% of the respondents; many of the ECACE institutions at both the two- and four-year levels were involved in the design and piloting of the instrument. The survey indicated that most frequently CPL credits were applied to introductory early childhood courses (65% of the respondents) and field experience courses (70% of the respondents). Less frequently the credits were applied to teaching methods courses (55% of the respondents) and student teaching (25% of the respondents).

Interest in CPL is high among all the Consortium institutions. An Afton Partners survey of Consortium members in April 2024 found that consistency in credit for prior learning policies and practices among Consortium programs was in the top three recommendations for the Consortium to pursue. This led to a Credit for Prior Learning working group being formed in AY 2024-25. The CPL working group will explore where consistencies exist in Consortium institutions' policies and procedures and where that consistency might be developed, while still respecting the autonomy of individual institutions.

Working group members will come from the two and four-year Consortium institutions, both public and private. For the first time, the working group will be led by co-chairs from a community college and a university. The working group outcome will be a set of recommendations for providing consistency in CPL/PLA policies and procedures; that will be reviewed for approval by the Consortium as a whole.

Academic and Holistic Student Support

In its third year, ECACE Consortium institutions continued to provide academic and holistic support to ECE workforce members returning to school to assist them in their successful transition to higher education and progress to a degree. Incumbent worker students may have been out of school for long periods and need to refresh skills such as academic writing, math, and time management. Some members of the ECE workforce face challenges returning to school, particularly as the workforce comprises primarily women who are often balancing fulltime employment, family needs, and other responsibilities.

Therefore, during AY 2023-24, many schools in the ECACE Consortium invested in hiring additional academic support to help students achieve their academic goals of degree, certificate, and credential completion. Institutions supported incumbent worker students to persist and complete in different ways, including providing targeted academic advising and full access to campus-based resources, including wellness, academic tutoring, and computing support. Ultimately, the primary way institutions provided additional support for early childhood students was through their grant-funded mentors. In addition to mentors, institutions reported coaches and tutors met regularly with ECE students and ECACE scholarship recipients and provided wrap-around support.

ECACE Mentors

The primary role of the mentor was to coordinate academic success across campus departments and with outside partners to advocate for their ECACE students. The coordination often included being in contact with the financial aid office and/or ISAC to ensure students received their scholarship or other funding necessary to continue; being in touch with faculty to identify students who are struggling in class; and being in regular contact with navigators to support recruitment and help students transition onto campus.

Mentors worked closely with faculty to monitor student progress and intervene if there were concerns. Mentors were encouraged to take a proactive role in serving students, including meeting with them regularly throughout the year. Mentors met with Consortium students to provide technical assistance, support, and coaching. While the majority of the mentors met with each student two to three times per term, the average across all institutions was about five meetings per student per term. The caseload also varied based on program size, and the average was 100 students per full time staff with a range from one to 316 in Fall of 2024. varied based on program size, and the average was 100 students per full time staff with a range from one to 316 in Fall of 2024.

Several institutions' mentors regularly tracked data on student progress and provided extra support when they were close to graduation, experienced academic setbacks, or required additional academic support at key points during their educational journeys. Supplemental academic support services included engaging students in myriad ways, from contacts that included text messaging, phone calls, and emails; in-person and virtual meetings; office hours; and group workshops – to engage students in ways that met their preferences and schedules and offered opportunities for students to meet with their mentors/coaches onsite at their places of work to support ease of access.

Many institutions also noted the critical role mentors played in providing emotional support and encouragement for their students. For many of these students, competing commitments of work, home, and their education can result in a level of stress, impeding successful progress towards earning their degree. To

address this, Chicago State University, for example, hired a mentor with a background in social work specifically to provide holistic support.

The role of the mentor at some institutions was more fluid. Some mentors also served as recruiters, frequently visiting childcare centers and high schools. Others served as financial advisors by assisting students with FAFSA and ECACE scholarship applications. In addition, mentors assisted students through the process of enrolling in the Illinois Gateways to Opportunity Registry. Still other mentors offered event coordination planning and support, and administrative support.

During one-on-one meetings, mentors provided a wide range of support including assisting students with scholarship applications, providing academic guidance, offering time management and organization support, making connections to needed resources, and offering study strategies. In some programs, mentors were also the academic advisors, identifying course requirements, the degree that should be pursued (i.e., AAS, AA, BA with PEL or a non-licensure option), selecting courses, providing transfer advice, job search and career options, and more.

Optional or mandatory group sessions that provided students with opportunities for peer networking, mentoring, and support were also offered at four-year institutions. These sessions often had an academic focus. In addition, mentors at 4-year institutions have the added responsibility of helping prepare teacher candidates for the early childhood content test, a requirement for teacher licensure.

Unfortunately, when federal ECACE funding expired on July 1, 2024, many Consortium institutions could no longer maintain the mentor/coach role. Their departure was extremely difficult for institutions due to the invaluable role the mentors played in providing student support. We will discuss the effects of the loss of mentors and coaches in our next annual report.

Early Childhood Faculty Preparation (ECFP) Grants

Four Illinois higher education institutions were awarded competitive grant funding to establish programs to specifically address the need for post baccalaureate-level early childhood prepared instructors/adjunct professors in Illinois. The goal of the Early Childhood Faculty Preparation Grant (ECFP) Grant was to increase the racial, ethnic, and linguistic diversity of the ECE faculty pipeline. The programs were rich in diversity and used coordinators or mentors to provide a single point of contact and resources to candidates. Please see Table F-2 in Appendix F for grant spending by institution.

Through specialized programming, mentoring and holistic support, all four Early Childhood Faculty Preparation Programs were all able to retain 100% of their enrolled students in their intensive graduate programs. These 88 students, 66% of whom were reported as diverse candidates[9], completed their programs and earned either a master's degree and/or an early childhood teaching endorsement that prepares them to teach in a community college, four-year institution, or high school and, in turn, prepare future early childhood educators.

The master's degree programs offered at three of the four institutions – University of Illinois Chicago, Illinois State University, and National Louis University – were designed to prepare early childhood professionals to teach young children in a variety of diverse communities and schools. Unique to these programs was a focus on pedagogy, including preparing teachers for collegiate instruction. Institutions offered opportunities to practice teaching college coursework– either in person or in synchronous or asynchronous online real or simulated environments.

Lewis University provided a program to support high school teachers from high-need and/or diverse schools to teach community college/high school dual credit coursework in early childhood. Students earned a master's degree with licensure and early childhood, ESL, and early childhood special education endorsements or an early childhood endorsement to supplement their current teaching license. Programs included a focus on

pedagogy and mentoring on-site at high schools. Since graduating, the teachers are able to teach dual credit courses, and their high school students are able to earn community college credit.

Both higher education navigators and institutions conducted extensive outreach to incumbent workforce members and with early childhood employers and implemented strategies to ensure that their programs and work responded to the needs of employers.

Outreach by Workforce Development Navigators and Workforce Participation

Navigators are employed within regionally based Child Care Resource and Referral Agencies (CCR&Rs) across the state and guided by a cross-agency working group. During AY 2021-22 and AY 2022-23, Navigators and institutions did significant canvassing across the state, and many providers and workforce members were already aware of ECACE and the scholarship opportunity. At the same time, navigators, workforce members, providers, and institutions recognized that federal scholarship funding would expire at the end of the academic year. It was unknown whether the General Assembly would allocate state funding to continue the scholarship, and if so, at what level. However, everyone was aware that the scholarship would likely not continue at current funding levels; in AY 2023-24, over $68 million had been awarded to scholarship students. Additionally, since the Navigator position was funded through temporary federal funds, it was unclear whether State funding would be able to maintain the Navigator program and how many Navigators would be needed. Concerned about job security, some Navigators found other positions within their agency, while others found other jobs. Many remained in their positions but shifted their responsibilities to meet the other needs of the CCR&Rs during the late spring and summer months.

In AY 2023-24, community-based Navigators continued to provide extensive outreach and technical assistance to workforce members throughout the state to encourage them to advance their professional development and pursue higher education degrees and certificates.

It's not surprising that despite the best efforts, fewer outreach activities were conducted than in AY 2022-23. Fewer potential students submitted interest forms to request contact with navigators, and navigators reported decreased interest in outreach efforts throughout the year. And though email outreach increased 44%, from 29,028 emails to 41,807 emails, this outreach resulted in fewer information sessions, 600 with 11,158 participants attending, compared to 1,181 sessions in AY23. Navigators hosted approximately 863 meetings to engage external partners to discuss opportunities for the early childhood workforce, compared to 975 in AY 2022-23. Navigators additionally conducted significant outreach via mail and social media; this information was not collected in AY 2022-23.

Table 11. Navigator Outreach Activities, AY22-23 and AY23-24

Category	Activity	AY22-23	AY23-24
Outreach Activities	General Information Sessions	1,181	600
	Participants in Sessions	Not available*	11,158
	Outreach Meetings	975	863
	Mailing Informational Materials	Not available*	659
	Emails	29,028	41,807
	Social Media Posting	Not available*	118
	Interest Form Requests	3,460	2,150

Data not collected in AY22-23.

Navigators continued to play an essential role in providing technical assistance to students, which included supporting scholarships and financial aid applications, answering a myriad of questions, supporting applications to institutions, and handing off students to a mentor at the best-fit institution. Table 12 demonstrates how much technical assistance was provided, including via email (3,923), in person (1,621),

virtual meetings (977), texts (306), and phone calls (1,727). Though the Navigators reported fewer meetings than in AY23, they provided technical assistance to more than double the potential students, 4,882, compared to 2,079 in AY 2022-23. Anecdotally, this was attributed to more outreach via text and phone.

Table 12. Technical Assistance Provided by Navigators, AY22-23 and AY23-24

Category	Activity	AY22-23	AY23-24
Technical Assistance Provided	Technical Assistance Emails	Not available*	3,293
	In-Person Meetings	1,709	1,621
	Virtual Meetings	1,257	977
	Texts	Not available*	306
	Phone Calls	Not available*	1,727
Workforce Members Served	# Workforce Members Receiving TA	2,079	4,882
	# Students Connected to Institutions by Navigators	not available*	1,520
Meetings	Higher Education Meetings	707	1,061

*Data not collected in AY22-23.

Virtually or on campus, navigators reported meetings 1,061 times with higher education institutions. This resulted in many partnerships and "direct handoffs" of students to colleges and universities. In AY 2023-24, 1,520 were directly connected by a navigator to a higher education institution. Connections with navigators and institutions also lead to partnerships such as Navigators recruiting a specialized cohort at Harper College and recruiting enough students for John A. Logan College to offer additional summer courses.

Outreach by Higher Education Institutions

In AY 2023–24, institutions continued their outreach to both employers and the incumbent early childhood education (ECE) workforce. A total of 1,011 outreach events were conducted, engaging 20,128 participants.[16]

Compared to AY 2022–23, institutions appeared to have improved their strategies for reaching the incumbent workforce.[17] Although the overall number of outreach events declined, participation among incumbent workforce members increased. Specifically, community colleges reported 592 outreach events targeting the incumbent workforce in AY 2023–24, down from 825 events in the previous year. Similarly, both public and private universities reported approximately 40% to 50% fewer outreach events than in AY 2022–23.

Despite the reduction in the number of events, participation among the incumbent workforce did not uniformly decline. Public and private universities reported increases in the number of incumbent workforce participants. In contrast, community colleges saw a decrease in participant numbers, contributing to an overall 25% decline in incumbent workforce participation compared to the prior year.

An analysis of outreach data by academic term (i.e., fall, spring, summer, and, for some institutions, winter) reveals that most outreach activity occurred during the fall 2023 and spring 2024 terms—the first two terms of AY 2023–24. This pattern suggests that uncertainty regarding future funding may have constrained institutions' capacity to sustain or expand outreach and recruitment efforts throughout the academic year.

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[16] The number of individuals is **not** an unduplicated count.
[17] The inference is limited by the data available because these numbers are not unduplicated counts of outreach efforts.

Table 13. Institutions' Outreach Events, Participants, and Connections with Employers, by Sector, AY22-23 and AY23-24

Outreach	Sector	AY22-23	AY23-24
Outreach to Incumbent Workforce Members	Community Colleges	825	592
	Public Universities	305	184
	Private, Non-Profit Institutions	432	225
	Sub Total	1,562	1,001
Participation of Incumbent Workforce Members	Community Colleges	20,213	12,512
	Public Universities	4,690	5,072
	Private, Non-Profit Institutions	1816	2,544
	Sub Total	26,719	20,128
Connections with Employers	Community Colleges	5,644	7,766
	Public Universities	475	235
	Private, Non-Profit Institutions	419	376
	Sub Total	6,538	8,377

Evidence of Engagement and Responsiveness to Employers

Throughout the 2023–24 academic year, Consortium institutions demonstrated clear evidence of strong, reciprocal engagement with employers as part of a shared commitment to strengthening the early childhood education workforce. Institutions listened closely to employer feedback and responded with targeted actions, resulting in programming and partnerships that supported workforce development, organizational stability, and student success.

Institutions reported connections with 8,377 employers and/or schools over AY 2023-24.[18] Across the Consortium, institutions reported over 850 unduplicated employer connections, reflecting the breadth and consistency of employer engagement throughout the year. Reported from 70% of the member institutions, these connections were established and maintained through site visits, phone calls, virtual meetings, and network events that fostered collaboration and trust.

To support employer recruitment efforts, institutions hosted virtual information sessions, in-person career fairs, and other student-employer networking opportunities. A standout event was the Early Childhood Workforce Career Expo, hosted by the University of Illinois Chicago in partnership with the City of Chicago and community and industry partners. Feedback collected from these employer-facing engagements suggested effectiveness of expanding hiring pipelines and increasing visibility around early childhood careers. Institutions also worked to ensure that employer voices directly shaped the design and delivery of educational programs. 63% of institutions reported active employer participation on advisory boards, where employers offered valuable input into curriculum development and program structure. This ongoing feedback loop helped ensure that training remained relevant, practical, and aligned with real-world workforce needs.

In response to feedback about workforce disruptions caused by student teaching and practicum requirements, especially when placements involved multiple age groups—institutions made notable adjustments to allow incumbent workers to complete required field experiences at their current workplaces. See more details in the "Supervised Field Experiences" section on page 21.

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[18] The number of employers and schools is **not** an unduplicated count.

Similarly, 73% of institutions reported adapting programming to meet student-employees' and employers' needs. These adaptations included asynchronous learning options, evening and after-work courses, instruction held near childcare centers, and virtual evaluations. Triton College explored the feasibility of offering programming onsite at employer locations—an example of proactive responsiveness to employer preferences. See more details in the "Course Modalities" section on page 20.

Language accessibility was another recurring theme—identified by employers serving linguistically diverse communities. Several institutions launched bilingual Spanish-English programming to support Spanish-speaking employees in pursuing credentials. Harper College, for example, implemented a bilingual ECE Level 2 Gateways Credential course, enabling staff to begin earning credentials while continuing to build English fluency.

Institutions also provided professional development (PD) opportunities tailored to the needs of current early childhood providers and their staff. 45% of member institutions reported offering professional development, demonstrating a broader commitment to strengthening the existing workforce. For instance, Western Illinois University delivered free PD through grant funding, while Blackburn College offered continuing education credits in collaboration with employer partners.

Taking together, these actions of engagement with employers and partnerships developed across the state reflect a model of shared responsibility for workforce development—one that prioritizes flexibility, inclusivity, and alignment with field-based needs. Centering employer feedback and implementing data-informed changes, consortium institutions have helped stabilize the early childhood workforce while enhancing the accessibility, relevance, and impact of their programs.

ECACE Marketing Campaign – The ECACE Effect

In collaboration with IBHE, ICCB, and ISAC, and with the expertise of a marketing agency, ECACE ran a paid digital marketing campaign titled "The ECACE Effect." Through "The ECACE Effect," agencies sought to highlight the work of the Consortium to serve the needs of the current early childhood workforce, the employers of early childhood educators, and to advance racial/ethnic equity.

The primary goal of the campaign was to inform members of the early childhood workforce of the benefits of continuing their education and how ECACE can help them reach their educational goals. The secondary goal of the campaign was to educate stakeholders of the positive impact ECACE has had on current ECACE students and how their support will continue to benefit the early childhood education landscape in the state. Overall, the campaign was to ensure members of the targeted audiences have an understanding that the Consortium streamlines pathways to degree completion and increases access to higher education for early childhood. All of these efforts benefit the workforce, employers, and the early childhood education sector.

To best convey the true impact of ECACE, testimonials from ECACE students were recorded and turned into 15 and 30 second video advertisements. Current ECACE students – who were also full-time employees of a school or daycare center at the time – were recruited to participate in the campaign. The selected students provided real-life examples of how ECACE has made a positive impact in their career. Selecting current students allowed the campaign to feel genuine for the audiences, which would ultimately allow for the key messages to be more effectively communicated.

Throughout the testimonials, students expressed that ECACE lifted a financial burden by providing financial assistance through the ECACE Scholarship – making it possible to afford their continuing education given many have families and other financial responsibilities. Students also appreciated the opportunity to enroll in evening classes. This allowed students to continue to work their full-time jobs, tend to their families, and continue to work toward reaching their educational goals as adults.

The campaign, "The ECACE Effect," ran from April 2024 through June 2024. While stock images were used for some advertisements, the most successful advertisements – those that garnered the most clicks and interactions – were those that highlighted the story of an ECACE student. LinkedIn, search engine marketing, targeted display, cross-device video, and email marketing were the highest performing tactics. Some of these are featured throughout the report. Overall, the campaign's goals were met, and student testimonials were an important component in meeting those goals.

As the work of the ECACE continues into Phase 2, sustainability becomes a central focus. IBHE and ICCB devoted considerable time determining how to continue reducing equity gaps and increasing access points in the Consortium's work as the federal funding came to an end.

During the Consortium meeting in February 2024, the members participated in a Padlet exercise to reflect on two key questions:
1) What could your institution do to maintain what has been built through the Consortium?
2) What could the Consortium do to collectively sustain and support students and programs?

Members expressed strong interest in identifying funding options for both higher education institutions and the Consortium. They emphasized the importance of sustaining the scholarship, strengthening agency messaging to encourage institutional investment, and seeking external resources to ensure effective funding allocation. Members also expressed a desire to maintain the role and functions of the mentors and holistic student supports, advance pathways such as CPL and flexible course delivery, and continue building networks and learning communities.

Following these discussions, ICCB and IBHE guided the development of institutional sustainability plans and will oversee their implementation. The sustainability plans aim to: 1) identify changes needed due to decreased funding; 2) identify opportunities to enhance or expand work that was started with the Consortium; and 3) pinpoint areas where state support will be critical to ensure continued success.

As part of this transition into "Phase 2", ICCB and IBHE worked with Afton Partners, a consulting firm, to assess the perspectives of institutions and state agency leaders and to provide recommendations for the Consortium's long-term sustainability. Between April and June 2024, Afton conducted surveys of institutional representatives, a focus group with Consortium working group members, and interviews with seven state agency leaders. This work identified several key areas to guide the Consortium's Phase 2 efforts:

Vision. The members did not view the vision of the Consortium changing. It would continue to be, "*Collectively and individually address opportunities and barriers for the early childhood workforce to access, persist, and complete credentials and degrees.*"

Governance. ICCB and IBHE should continue leading and governing the Consortium. 76% of survey respondents expressed a desire for more shared leadership, but not necessarily governance between state agencies and institutions.

Advisory. The Advisory Committee's charge and operation needs to be made clearer and focus more on actual "advising", particularly from those in the field.

Institutional Engagement. Communities of Practice (CoPs) should continue to operate, fostering more institutional participation, knowledge sharing, and collaboration, while the Working Groups should make the charge and documentation more transparent and accessible for all Consortium members.

Working groups were established to assist with guiding some of the work and make recommendations for revision. For example, the Reporting Working Group reviewed reporting requirements for the Consortium to "elevate the great work of institutions and seek to minimize time and effort". The Creative Course Delivery Working Group was created to "identify and recommend ways Consortium institutions can jointly and cooperatively provide streamlined paths for students." See more details in the "Reporting Working Group" section on page 9 and the "Creative Course Delivery Working Group" section also on page 9.

In addition, new working groups are set to be launched. One will focus on updating the eligibility criteria for the ECACE Scholarship, which will be supported exclusively with state funds and aligned with other education scholarships awarded by the state, as noted by ISAC. Another working group, aligned with legislative priorities, will develop recommendations to standardize the recognition of CPL.

Meeting Cadence. One final change that would impact Phase 2 was a decrease in the number of meetings that the Advisory Committee and Consortium would have. It was recommended that the Advisory Committee meet twice a year (see more details in section "ECACE Advisory Committee" on page 8), while the Consortium meets three times a year, with one meeting held in person.

While AY 2024-25 will prove challenging with the end of federally supported institutional grants, the Consortium remains committed to realizing its vision in a collaborative and sustainable manner. It will continue to maintain student support and program changes when possible and develop additional strategies to make higher education more accessible for the early childhood workforce.

The Consortium will support the incumbent early childhood workforce through the following strategic priorities:

- **Seamless Pathways:** Recognizing that this work requires significant time and staff resources and may involve lengthy approval processes spanning multiple terms, higher education institutions will continue to redesign courses and implement transfer policies, creating seamless pathways for working adults in ECE.
- **Scholarships:** Although scholarship funds have been reduced, scholarships will remain an essential and vital component of ECACE to help students persist and complete their studies.
- **Mentors:** Mentors have played a critical role in supporting students. Institutions are encouraged to sustain the position or function of the mentor to maintain student support and program improvements when possible that enable students to succeed, persist, and complete their studies.
- **Internal Collaborations:** Collaboration across internal institutional teams has contributed significantly to ECACE's success. Consortium members are encouraged to sustain their institutional teams, monitor students' progress, and ensure robust institutional support systems remain in place.
- **Cross-Consortium Partnerships:** Continued cross-consortium collaboration will strengthen professional networks, promote the sharing of best practices, and further enhance alignment and pathways for the early childhood workforce.
- **Data-Driven Progress Monitoring**: The Consortium will continue to collect and analyze data on a regular basis to measure the progress and impact of ECACE, while fostering opportunities to network, learn, and share lessons learned across the Consortium.

Through these collective efforts, the Consortium reaffirms its commitment to addressing opportunities and barriers for incumbent early childhood workforce in upskilling, thereby meeting Illinois' demand for well qualified early childhood educators.

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The Consortium shall report to the General Assembly, to the Senate and House Committees with oversight over higher education, to the Governor, and to the advisory committee on the progress made by the Consortium. A report must include, but is not limited to, all of the following information:

1) Student enrollment numbers by academic year, retention rates, persistence, and completion in relevant associate, baccalaureate, and credential programs, including demographic data that is disaggregated by race, ethnicity, geography, higher education sector, and federal Pell Grant status, reported annually.
2) For students enrolled in early childhood programs, average assessed tuition, average net price, number of students receiving student loans, and average loan amount, reported annually.
3) Outreach plans to recruit and enroll incumbent workforce members, reported annually.
4) Participation of the incumbent workforce in outreach programs, which may include participation in an informational session, social media engagement, or other activities, reported annually.
5) Student academic and holistic support plans to help the enrolled incumbent workforce persist in their education, reported annually.
6) Evidence of engagement and responsiveness to the needs of employer partners, reported annually.
7) The Consortium budget including the use of federal funds, reported annually.
8) Member contributions, including financial, physical, or in-kind contributions, provided to the Consortium, reported annually.
9) Information on Early Childhood Access Consortium for Equity Scholarships awarded under the Higher Education Student Assistance Act, including demographic data that is disaggregated by race and ethnicity, federal Pell Grant eligibility status, geography, age, gender, and higher education sector, reported annually. Employer type and years worked, as provided by students via the scholarship application, reported annually. To the extent possible given available data and resources, information on scholarship recipients' subsequent employment in the early childhood care and education field in this State.

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Richland Community College

Melissa Johnson
Highland Community College

Kalith Smith
Lincoln Land Community College

Amanda Smith
Rock Valley College

Michelle Weghorst
Illinois Central College

Ryen Nagle
Cynthia Anderson
Moraine Valley Community College

Kimberlee Wagner
Rockford University

Jin-ah Kim
Roosevelt University

Carolyn Beal
Southwestern Illinois College

Kathryn Bouchard Chval
University of Illinois Chicago

Jon Mandrell
Sauk Valley Community College

Robert Kensinger
*Spoon River College
(joined fall 2023)*

Anne Pradzinski
*University of Illinois
Urbana-Champaign*

Anna Helwig
South Suburban College

Shekeita Webb
St. Augustine College

Sharon Garcia
Waubonsee Community College

Stacy Thompson
*Southern Illinois University
Carbondale*

Suan Campos
Triton College

**Eric Sheffield
Lindsay Meeker**
Western Illinois University

Natasha Flowers
*Southern Illinois University
Edwardsville*

Kate Connor
Truman College

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*Illinois Community
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Northern Illinois University

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Ken Trzaska
*Community College Presidents
Council and Lewis & Clark
Community College*

Emnet Geberhiiwet Ward
*Eyes on the Future Child
Development Center*

Evelyn Osorio
*Service Employees
International Union*

VACANT
Statewide Advocate

The working group identified criteria that would inform decisions on collaboration and developed recommendations for potential projects that met recognized student and programmatic needs. The recommendations are as follows:

Recommendation 1: Selection Criteria

Use criteria to guide decisions to explore future collaborative projects around creative course delivery.

Projects should:
- Fulfill an expressed need, either reflected in data or through discussion and recognition that there is a need to be addressed;
- Represent the interests of a subset of the Consortium; all institutions do not have to be interested in or participate in the exploration process;
- Be of interest among institutions, who agree to collaborate to address the need;
- Add value to the academic experiences of students, individually and as a student population, and to our programs.

Recommendation 2: Programmatic

*Explore institutional collaboration in **programmatic areas** where students' access to and persistence in programs will be enhanced and programs will be strengthened.*

Examples of potential collaborations:
- Multilingual programming for non-native speaking students
- Sharing faculty for clinical field experience and student teaching, where travel to visit students is difficult.

Recommendation 3: Students Supports

*Explore potential areas of collaboration in **student support areas** that will address the provision of services needed to support student persistence and completion.*

Examples of potential collaborations:
- Financial toolkit, jointly developed and shared, with links to scholarship and other resources
- Online repository of student support materials (e.g., videos, links to website, content test preparation, resume writing and interviewing skills.)

Recommendation 4: Asset Map

*Develop **an asset map** of Consortium institutions programmatic features and resources that would offer a strength-based context for future collaborative work.*

Examples of institutional assets:
- Program/curriculum design (e.g., competency based; modularized; credit for prior learning)
- Instructional delivery approaches (e.g., online; Hyflex; bilingual)
- Theoretical approaches (e.g., constructivist; nature-based curriculum)
- Faculty areas of expertise
- Assessment practices
- Evaluation and support of student academic and social-emotional (e.g., mentors, advisors)
- Partnerships and external relationships (e.g., Advisory Councils, regional associations)
- Staffing models

Table E-1. ECACE Subawards to Community Colleges: Summary of Awarded and Budgets, FY22 to FY24

Grantee	Three Year Expenditure Amount	FY22 Actual Expenditures	FY23 Actual Expenditures	FY24 Actual Expenditures
Black Hawk College	$552,139	$56,935	$216,165	$279,039
Carl Sandburg College	$12,000	$0	$6,000	$6,000
CCC – Harold Washington College	$675,844	$0	$279,098	$396,746
CCC – Harry S Truman	$876,045	$0	$314,573	$561,471
CCC – Kennedy-King College	$604,066	$0	$187,433	$416,633
CCC – Malcolm X	$610,310	$0	$116,259	$494,051
CCC – Olive-Harvey	$614,378	$0	$116,569	$497,809
CCC – Richard J Daley	$660,721	$0	$123,445	$537,276
CCC – Wilbur Wright	$60,417	$0	$0	$60,417
College of DuPage	$809,164	$0	$328,627	$480,537
College of Lake County	$897,921	$0	$277,497	$620,423
Danville Area Community College	$636,672	$0	$182,510	$454,162
Elgin Community College	$1,257,393	$0	$538,723	$718,669
Harper College	$1,392,182	$0	$497,936	$894,246
Heartland Community College	$701,175	$0	$366,622	$334,553
Highland Community College	$622,225	$5,395	$204,268	$412,563
Illinois Eastern Community Colleges	$630,285	$0	$81,053	$549,231
Illinois Central College	$354,303	$13,763	$82,812	$257,729
Illinois Valley Community College	$656,849	$467	$279,212	$377,170
John A. Logan College	$606,730	$0	$202,316	$404,414
John Wood Community College	$677,355	$0	$322,750	$354,605
Joliet Junior College	$983,519	$0	$362,899	$620,620
Kankakee Community College	$592,358	$3,079	$227,908	$361,371
Kaskaskia College	$734,057	$3,631	$327,805	$402,621
Kishwaukee College	$582,446	$0	$225,610	$356,835
Lake Land College	$737,077	$0	$313,431	$423,646
Lewis and Clark Community College	$628,122	$0	$117,552	$510,570
Lincoln Land Community College	$509,543	$3,793	$194,934	$310,815
McHenry County College	$707,079	$6,516	$449,178	$251,385
Moraine Valley Community College	$790,325	$0	$261,449	$528,876
Morton College	$175,179	$0	$64,704	$110,475
Oakton College	$1,779,298	$0	$260,168	$1,519,130
Parkland College	$555,408	$47,522	$245,267	$262,619
Prairie State College	$743,216	$0	$323,143	$420,072

Grantee, *continued*	Three Year Expenditure Amount	FY22 Actual Expenditures	FY23 Actual Expenditures	FY24 Actual Expenditures
Rend Lake College	$593,862	$19,502	$243,583	$330,777
Richland Community College	$577,440	$29,229	$150,216	$397,995
Rock Valley College	$674,188	$0	$261,270	$412,918
Sauk Valley Community College	$563,396	$14,740	$131,016	$417,639
Shawnee Community College	$21,122	$0	$20,965	$157
South Suburban College	$603,905	$0	$156,026	$447,879
Southeastern Illinois College	$48,417	$0	$500	$47,917
Southwestern Illinois College	$1,264,640	$0	$432,917	$831,723
Spoon River College	$242,503	$0	$0	$242,503
Triton College	$799,349	$0	$269,793	$529,556
Waubonsee Community College	$859,906	$0	$427,045	$432,861
Total	$29,674,523	$ 204,573	$10,191,247	$19,278,704

Table F-1. ECACE Subawards to Four-Year Colleges and Universities:
Summary of Awarded and Budgets, FY22 to FY24

Grantee	Three Year Expenditure Amount	FY22 Actual Expenditures	FY23 Actual Expenditures	FY24 Actual Expenditures
Blackburn College	$419,500	$0	$91,138	$328,362
Chicago State University	$1,070,985	$12,514	$293,805	$764,666
DePaul University	$377,397	$0	$84,518	$292,880
Eastern Illinois University	$523,354	$0	$170,134	$353,221
Governors State University	$2,100,427	$27,131	$514,173	$1,559,123
Greenville University	$307,220	$47,283	$90,739	$169,199
Illinois State University	$2,268,793	$6,237	$798,007	$1,464,549
Lewis University	$911,539	$49,316	$339,099	$523,124
National Louis University	$1,931,389	$0	$679,264	$1,252,125
Northeastern Illinois University	$921,107	$0	$264,538	$656,570
Northern Illinois University	$1,513,123	$13,603	$347,015	$1,152,506
Olivet Nazarene University	$692,060	$0	$292,402	$399,658
Rockford University	$311,604	$0	$111,899	$199,704
Roosevelt University	$1,032,089	$0	$251,056	$781,033
Southern Illinois University Carbondale	$888,934	$0	$238,078	$650,386
Southern Illinois University Edwardsville	$445,077	$31,591	$72,967	$340,519
St. Augustine College	$1,015,725	$0	$387,325	$628,400
St. Xavier University	$3,605	$2,415	$1,190	N/A[19]
University of Illinois Chicago	$1,381,229	$14,705	$488,002	$878,523
University of Illinois Urbana Champaign	$809,993	$97,131	$304,291	$408,571
Western Illinois University	$949,626	$0	$312,821	$636,805
Total	**$19,874,777**	**$301,925**	**$6,132,460**	**$13,439,922**

Note: Institutions with a $0 expenditure in FY22 were either not part of the Consortium that year or did not incur expenditures until FY23.

Table F-2. ECACE Subawards to Four-Year Colleges and Universities:
Summary of Budgets for Early Childhood Faculty Preparation (ECFP) Grant, FY23 and FY24

Grantee	Two Year Expenditure Amount	FY23 Actual Expenditures	FY24 Actual Expenditures
Illinois State University	$906,643	$258,228	$648,415
Lewis University	$354,759	$128,534	$226,225
National Louis University	$1,186,497	$97,987	$1,088,510
University of Illinois Chicago	$1,120,086	$186,248	$933,838
Total	**$3,567,985**	**$670,998**	**$2,896,987**

Note: The ECFP Grants lasted for two years, beginning in FY 23.

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[19] St. Xavier University was not part of the Consortium in AY 2023-24.

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES**
(*Future Consideration*)

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

Public Act 104-12, approved June 30, 2025, makes statutory changes to the Dual Credit Quality Act (110 ILCS 27). The legislation necessitates that the Board updates it's administrative rules on dual credit to reflect the impact of these recent legislative changes. More specifically, the Public Act requires the school district and community college district to designate a liaison and begin negotiations to reach a dual credit partnership agreement no later than 60 calendar days after the initial request. The Act requires that prior to offering dual credit coursework with any postsecondary institution other than a community college, a school district must first negotiate with the designated liaison of the school district's local community district to seek a partnership agreement with the community college district (i.e. community college right of first refusal). The Act further prohibits the school district from entering a contract with an out-of-state postsecondary institution until the school district has demonstrated to the ICCB that the school district has taken appropriate steps to consider the listing of in-state postsecondary institutions and provides a rationale as to why the course can be provided only by an out-of-state postsecondary institution. Lastly, the Act stipulates that the academic credentials required to be a fully qualified dual credit instructor are either a master's degree in the discipline to be taught or a master's degree in any other discipline and a minimum of, but not more than, 18 graduate hours in the discipline to be taught. The Act establishes notice requirements for disapproval of course requests, instructors, or course documentation or withdrawal of course or instructor approval and an appeal process through the ICCB. Each of these items are reflected in updated dual credit rules.

These proposed rules are being submitted to the Board for discussion prior to publication in the Illinois Register for the formal public comment period. They will be brought back to the Board for approval before submission to JCAR for final review.

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

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

SUBPART B: LOCAL DISTRICT ADMINISTRATION

SUBPART C: PROGRAMS

SUBPART G: STATE COMMUNITY COLLEGE

SUBPART H: PERSONNEL

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

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087,

effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019; amended at 44 Ill. Reg. 18680, effective November 13, 2020; amended at 45 Ill. Reg. 1616, effective January 21, 2021; amended at 45 Ill. Reg. 12514, effective September 21, 2021; emergency amendment at 46 Ill. Reg. 15357, effective August 24, 2022, for a maximum of 150 days; emergency expired January 20, 2023; amended at 47 Ill. Reg. 2227, effective February 1, 2023; amended at 47 Ill. Reg. 11426, effective July 11, 2023; amended at 47 Ill. Reg. 14801, effective October 6, 2023; amended at 48 Ill. Reg. 10170, effective June 25, 2024; amended at 50 Ill. Reg. _____, effective _____.

SUBPART C: PROGRAMS

Section 1501.313 Dual Credit

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

State laws, ICCB regulations, accreditation standards specified by the Higher Learning Commission (HLC) and local college policies that apply to courses, instructional procedures, and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures, and academic standards apply to students, faculty and staff associated with these courses. The Board hereby incorporates by reference the following: Higher Learning Commission Institutional Policies and Procedures for Determining Faculty Qualifications,, available from the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411.

b)   Instructors. The instructors shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. *The school district shall identify, recommend, and the community college district shall review and approve high school instructors of dual credit courses taught on the campus of a high school*. The school district is responsible for hiring and compensating approved instructors. [110 ILCS 27/16 (b) (6)]

   1)   For instructors teaching transfer courses (1.1 PCS (in the ICCB Program Classification System)), these qualifications shall include a minimum of a master's degree within the discipline or any master's degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which the instructors will be teaching. Instructors *shall not be required to exceed those minimum credentials*.

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

recognizable credentials and demonstrated teaching competencies appropriate to the field of instruction.

3) High school instructors teaching dual credit courses who do not meet the faculty credential standards of this subsection (b) *may teach dual credit courses if the instructor has a professional development plan, approved by the* community college *and shared with the State Board of Education, to raise his or her credentials to be in line with these* standards. The following requirements are in effect:

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

   B) *The* community college *shall have 30 days to review the plan and approve an instructor professional development plan that is in line with the credentials set forth in* this subsection (b).

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

   D) *A high school instructor whose professional development plan is not approved by the* community college may appeal the decision by submitting a written request to the ICCB via regular mail to 401 East Capital Avenue, Springfield, IL 62701 or by electronic means as provided by the Board. The written appeal must be submitted within 30 days of the community college's decision to deny approval of the plan and shall include a copy of the instructor's proposed professional development plan and denial decision received from the community college. Upon receipt of the official appeal and supporting documentation, the Executive Director shall make a determination on the appeal within 30 calendar days. The high school and community college will be notified of the Executive Director's decision. [110 ILCS 27/20]

4) High school instructors are expected to participate in any orientation developed by the community college for dual credit instructors. High school instructors shall be given the opportunity to participate in all activities available to adjunct faculty provided such opportunities do not conflict with the instructor's regular teaching duties.

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

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

e)   Course Offerings. Courses shall be selected from transfer courses that are direct equivalents of those of baccalaureate institutions in Illinois (i.e., have been articulated) (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs. Every dual credit course shall be reviewed annually by community college faculty from the appropriate department to ensure consistency with on-campus courses.

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

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

h)   Student Academic Standing. The community college *may adopt policies to protect the academic standing of students who are not successful in dual credit courses, including but not limited to, options of (i) late withdrawal from a course, or (ii) taking the course on a pass-fail basis, or both.* The community college district shall provide each student enrolled in a dual credit course with its policies on academic standing and the transfer of credit for dual credit courses and publish these policies on the college's official website. [110 ILCS 27/15]

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

   1)   *The school district and community college district must designate a liaison and begin negotiations to reach a partnership agreement no later than 60 calendar days after the initial request.*

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

of a high school of the school district and may use a high school instructor who has met the academic credential requirements under subsection (b) *to teach the dual credit course.* [110 ILCS 27/16]

3)   The partnership agreement shall include all of the following:

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

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

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

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

   E)   requirements for academic credentials for dual credit instructors, consistent with subsection (b);

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

   G)   identification of the academic supports that will be provided to students by the high school and college.

   H)   the collaborative process and criteria by which the community college district and the school district will work to ensure students with disabilities have access to dual credit courses, provided that those students are able to meet the criteria for entry into the course;

   I)   criteria as to how the college will take appropriate steps to ensure that dual credit courses are equivalent to those offered at the community college in quality and rigor; and

   J)   identification of costs associated with the dual credit course.

4)   The community college's chief academic officer, or designee, in consultation with the school district's superintendent, or designee, shall evaluate the course and the ability of the instructor to deliver quality, rigorous coursework in a manner that is consistent with the college's policies and procedures for evaluation of on-campus adjunct faculty. The evaluation shall be completed within the same school year that the course is taught and will not impact the instructor's performance evaluation under Article 24A of the School Code.

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

6)   The high school and community college shall annually assess disaggregated data on dual credit course enrollment, completion, and subsequent postsecondary enrollment and performance, as possible.

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

   A)   *High schools shall establish procedures, prior to the first day of class, to notify all individual high school students enrolled in a mixed enrollment dual credit course that includes students who have and have not met the criteria for dual credit coursework of whether or not they are eligible to earn college credit for the course.* [110 ILCS 27/16.5]

   B)   *The expectations for maintaining the rigor of dual credit courses that are taught at the high school and including students not deemed ready for college-level coursework are set according to the standards of the community college. [110 ILCS 27/16 (b) (10)]*

   C)   The assessment required pursuant to subsection (i)(6) shall include an analysis of dual credit courses with mixed enrollment.

8)   The school district and the community college district may jointly implement the provisions of the Model Partnership Agreement, published on the ICCB website.

)   .

9)   Course Requests Under An Established Partnership Agreement. *A community college district with an established partnership agreement with a school district has 30 calendar days from the initial course request to notify the school district of the community college district's disapproval of the course request, instructor, or course documentation or the community college district's withdraw of course or instructor approval.* The school district may appeal the disapproval or withdrawal in accordance with subsection (j). [110 ILCS 27/22]

j)   Appeal Process. A school district wishing to appeal the decision of a community college to disapprove a course request, instructor, or course documentation or the withdraw of course or instructor approval may do so by sending a written appeal to the ICCB within 14 calendar days of receiving notice of the community college's decision.

   1)   The appeal may be submitted via regular mail to 401 East Capital Avenue, Springfield, IL 62701 or by electronic means as provided by the Board.

   2)   A written appeal must include a letter stating the school district's reason for appealing, along with a copy of the community college's written decision and any additional supporting documentation.

3) Upon receiving the official appeal and supporting documentation, the Executive Director will make a determination on the appeal within 45 calendar days. The ICCB will provide the community college and the school district with a written summary of the decision, including reasons for accepting or denying the appeal.

4) The school district or the community college district may appeal the decision of the Executive Director by sending a written request for reconsideration to the ICCB chair within 30 calendar days after receipt of the Executive Director's decision. If no appeal is submitted the Executive Director's decision shall be final and binding.

5) A request to appeal the decision of the Executive Director may be submitted via regular mail to 401 East Capital Avenue, Springfield, IL 62701 or by electronic means as provided by the Board.

5) The ICCB Chair shall review the request and place it on the agenda of the next regularly scheduled meeting of the Board.

6) The school district and community college district may present oral or written testimony to the Board at the time the appeal is considered. The Board's decision shall be final and binding.

7) If the Executive Director or the Board find in favor of the school district's appeal and the community college district chooses not to offer the dual credit course or approve the instructor or course documentation, the school district may seek the dual credit course through an alternative postsecondary institution. The school district shall have up to 14 calendar days after the appeal determination to notify the community college district and provide a rationale for seeking the course through an alternative postsecondary institution.

8) If the Executive Director or the Board finds in favor of the community college district's decision to disapprove the school districts' dual credit course request, instructor, or course documentation, the school district may offer the dual credit course through an alternative postsecondary institution, including another community college district. If the dual credit course request, instructor, or course documentation changes, the school district may establish a new partnership agreement with the community college.

k) Dual Credit Coursework With Any Other Postsecondary Institution. *Prior to offering dual credit coursework with any postsecondary institution,* as defined in the Higher Education Student Assistance Act, *other than a community college, a school district shall first negotiate with the designated liaison of the school district's local community college to seek a partnership agreement with the community college.* If the school district and community college cannot agree to a partnership agreement, the school district may enter into a partnership agreement with an alternative postsecondary institution. [110 ILCS 27/16.10]

l) Out-of-State Dual Credit Contracts. On or after January 1, 2019, a school district may not enter into a new contract to provide a dual credit course with an out-of-state postsecondary institution until after all of the following conditions have been met:

1)   The school district must first offer the opportunity to provide the course to the community college district within the jurisdiction of the school district.

2)   The school district must notify the ICCB in writing of its intent to enter into an agreement with an out-of-state institution. The notification shall detail the dual credit course the high school seeks to provide and notice that the community college with the jurisdiction of the school district has elected not to offer the course. Within 30 calendar days, the ICCB shall provide the school district with a list of in-state institutions that can provide an equivalent dual credit course.

3)   Prior to entering into a new contract with an out-of-state postsecondary institution on or after June 30, 2025, the school district must demonstrate to the ICCB through submission of written documentation that the school district has taken appropriate steps to consider the listing of in-state postsecondary institutions along with a detailed rationale as to why the course can only be provided by an out-of-state institution.

m)   Faculty Notification. Within 15 calendar days after entering into or renewing a partnership agreement, the community college shall notify its faculty of the agreement, including access to copies of the agreement if requested.

n)   Submission of Dual Credit Agreements. Each community college district shall submit, by electronic means as provided by the Board, a copy of any dual credit agreement entered into, amended, or renewed on or after June 30, 2025, within 30 calendar days of execution. These agreements shall be approved by the ICCB pursuant to Section 1501.307.

o)   Publication of Dual Credit Agreements on ICCB Website. The ICCB, in cooperation with the Board of Higher Education, shall publish dual credit agreements in effect between school districts and out-of-state or private postsecondary institutions on its official website.

(Source: Amended at 50 Ill. Reg. _____, effective _____)