Agenda
473rd Meeting of the
Illinois Community College Board

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

November 6, 2026

9:00 a.m. – Board Meeting			***Page***
1.	Roll Call and Declaration of Quorum		—
2.	Announcements and Remarks by Dr. Sylvia Jenkins, Chair		—
3.	Board Member Comments		—
4.	Executive Director Report ***Dr. Brian Durham***		—
	4.1	Acknowledgments	—
	4.1a	Jeff Newell, Deputy Director for Strategic Initiatives, IL Community College Board	—
5.	IL Board of Higher Education Ad Hoc Committee Update ***Ms. Ginger Ostro***		1
6.	Advisory Organizations		—
7.	Committee Reports		
	7.1	Academic, Workforce, and Student Support ***Mr. Marlon McClinton***	2
8.	Fiscal Year 2028 ICCB Budget Recommendations ***(ACTION) Ms. Jennifer Franklin***		3-18
9	Fall 2026 IL Community College Opening Enrollment Report ***Mr. Nathan Wilson***		19-34
10.	New Units ***(ACTION) Dr. Marcus Brown***		
	10.1	Richard J. Daley College, Waubonsee Community College, Wilbur Wright College	35-43
11.	Adoption of Minutes ***(ACTION)***		
	11.1	Minutes of the September 24, 2026 Work Session	44-46
	11.2	Minutes of the September 25, 2026 Board Meeting	47-53
12.	Consent Agenda ***(ACTION)***		
	12.1	Illinois Community College Board January 2027 Regulatory Agenda	54-57
	12.2	Dual Credit Partnership Agreement	58
	12.3	Revision of the Calendar Year 2027 Board Meeting Dates and Locations	59
13.	Information Items		
	13.1	Fiscal Year 2027 Financial Statements	60-64
	13.2	Notice of Newly Executed Contracts	65
	13.3	FY2026 Career and Technical Education Annual Report	66-90
	13.4	FY2026 Adult Education and Literacy Council Recommendations	91-118
	13.5	Basic Certificate Program Approval Approved on Behalf of the Executive Director	119
14.	Other Business		—
15.	Public Comment		—
16.	Adjournment		—

Item #5
November 6, 2026

Illinois Community College Board

IL BOARD OF HIGHER EDUCATION AD HOC COMMITTEE UPDATE

The Board will receive an update on the work of the Illinois Board of Higher Education's Ad Hoc Strategy Committee, which was established to assess progress on A Thriving Illinois and identify priorities for the next phase of implementation. IBHE Chair Pranav Kothari and representatives from Afton Partners will provide an overview of the Committee's activities, stakeholder engagement, and emerging recommendations. Following the presentation, the Board will engage in a discussion focused on community college priorities, potential gaps in the Committee's work, and issues of particular importance to the community college system. The discussion will help inform the Committee's recommendations, with an emphasis on building upon existing initiatives and identifying actionable priorities to guide statewide higher education policy and investments.

Item #7.1
November 6, 2026

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT (AWS) 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

- Board Goals Discussion

- Adult Education and Workforce Education
  - Workforce Pell Update
  - Title II: Adult Education Update
  - Career and Technical Education Report

- Institutional Sustainability
  - AI Digitization
  - Open Education Resources Spring 2027 Summit

- Academic Affairs and Student Service
  - Dual Credit Quality Act Rules
  - New Units of Instruction

Illinois Community College Board

FISCAL YEAR 2028 IL COMMUNITY COLLEGE BOARD BUDGET RECOMMENDATIONS

The Illinois Community College Board's fiscal year 2028 operations, grants, and capital budget request reflects the agency's commitment to supporting the Illinois' community college system, advancing its core priorities in alignment with Board goals, and addressing critical operational and infrastructure needs. The request emphasizes:

- Expanding access to affordable, high-quality postsecondary education and improving student success, particularly for low-income, minority, and underserved populations;
- Strengthening workforce education and training opportunities to meet critical labor market needs, address workforce shortages, and promote economic mobility; and
- Increasing the State's investment in the community college system to support student success, institutional stability, and long-term financial sustainability.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby:

1. Approves the fiscal year 2028 Operations and Grants Budget Request for the Illinois Community College System as presented in the attached Table 1;

2. Approves the fiscal year 2028 Capital Budget Request for the Wyvetter H. Younge Higher Education Campus in East St. Louis, as presented in the attached Table 2;

3. Authorizes the submission of the fiscal year 2028 budget requests to the Illinois Board of Higher Education; and

4. Authorizes the Executive Director, with the concurrence of the Board Chair, to make technical adjustments to the budget requests as additional or more refined information becomes available, provided such adjustments do not materially alter the Board-approved funding priorities or overall requests.

BACKGROUND

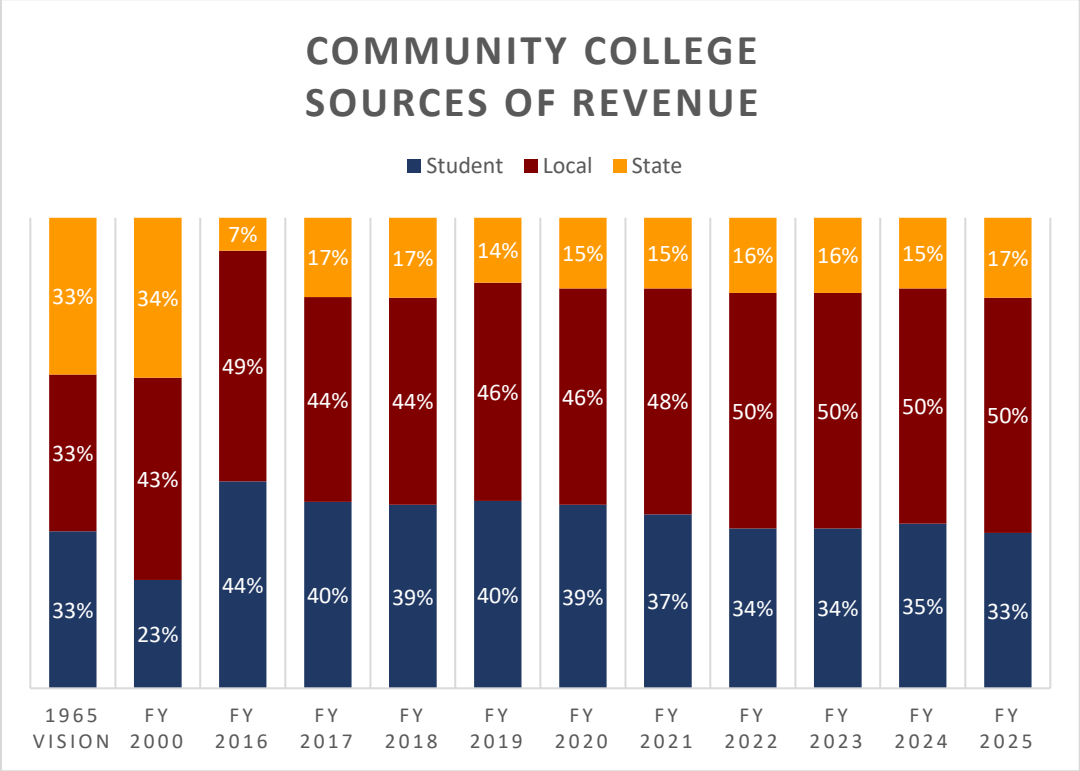
OVERVIEW

Illinois community colleges play a vital role in expanding educational opportunities, meeting workforce needs, and supporting economic development throughout the state. A 2026 economic impact study found that Illinois community colleges contribute $27.2 billion to the state's economy and support more than 324,000 jobs statewide.

Illinois community colleges enrolled nearly 275,000 students in Fall, 2025, with 13 percent of whom were African American and 30 percent Latinx. Community colleges serve a diverse student population, including low-income, minority, rural, and other underserved students. Continued investment is essential to expanding educational access, closing equity gaps, and providing the academic and student support services necessary to improve retention and completion.

Historically, State funding for higher education has not kept pace with inflation and the increasing costs of providing educational services. As a result, community colleges have become increasingly dependent on tuition and fees and local property taxes to support operations. This places additional financial pressure on students and local taxpayers and creates disparities in the resources available to colleges across the state.

Under the original community college funding framework, the State, local property taxes, and student tuition and fees were each envisioned to contribute approximately one-third of community college funding. However, the State's share has remained substantially below that level. A stable and equitable State funding commitment is essential to maintaining affordability, supporting institutional stability, and ensuring that community colleges have the resources necessary to meet student and workforce needs.



As summarized in **Table 1**, the ICCB is recommending a General Funds operating appropriation increase of $17.6 million (or 3.3 percent). In total, the Board recommends an all-funds appropriation of $546.6 million.

COMMUNITY COLLEGE UNRESTRICTED GRANTS

For fiscal year 2028, the ICCB recommends prioritizing increased State investment in community college operating grants, including Base Operating, Equalization, and City Colleges of Chicago. The Board recommends a 3.0 percent increase of these grants, totaling an additional $9,456,498, to help address ongoing funding shortfalls and support the financial stability of the Illinois community colleges.

The recommended fiscal year 2028 funding levels are:

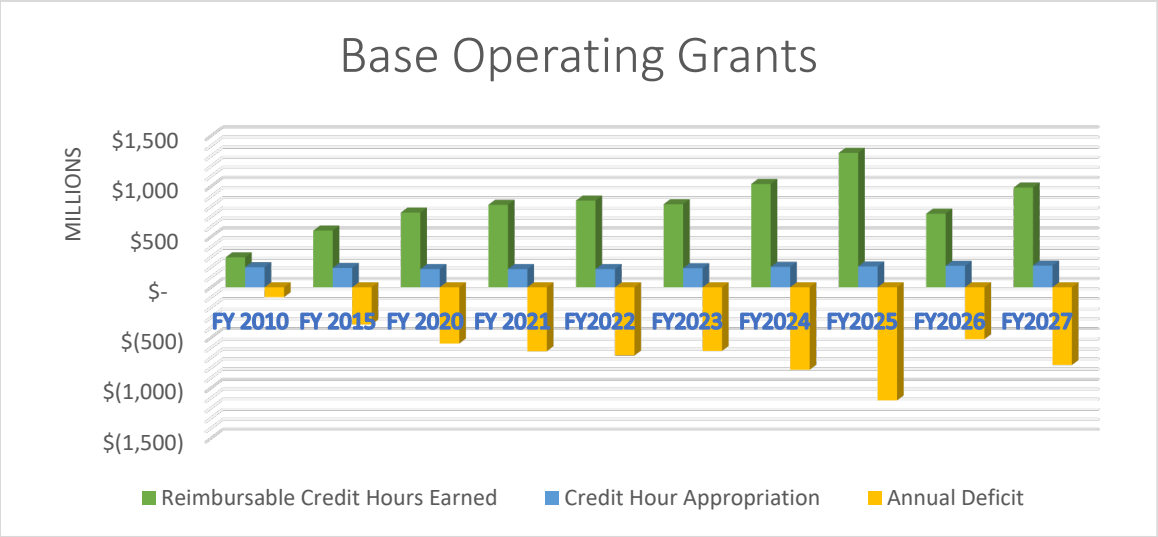
- **Base Operating:** $220,951,583, an increase of $6.4 million
- **Equalization:** $87,432,580, an increase of $2.5 million
- **City Colleges of Chicago:** $16,288,935, an increase of $0.5 million

Base Operating Grant

❖ ***Increase of $6.4 million (3.0 percent)***

The Base Operating Grant formula is designed around the principles of equity, productivity, and mission alignment. The formula provides consistent funding rates for comparable instructional programs across community college districts, promotes productivity by recognizing enrollment and instructional activity, and accounts for differences in program costs. For example, career and technical education and health-related programs receive higher funding rates to reflect the additional costs associated with delivering these programs.

Despite the formula's design, State appropriations remain substantially below the amount necessary to fully fund the formula. Current funding supports 22 percent of the calculated formula funding level, leaving a gap of $772.6 million. This significant shortfall limits the State's ability to provide the level of operating support contemplated under the formula and places greater pressure on colleges to rely on local property taxes and student tuition and fees.



The recommended 3.0% increase in Base Operating funding for fiscal year 2028 represents a modest step toward addressing this funding gap and providing more stable operating support for Illinois community colleges.

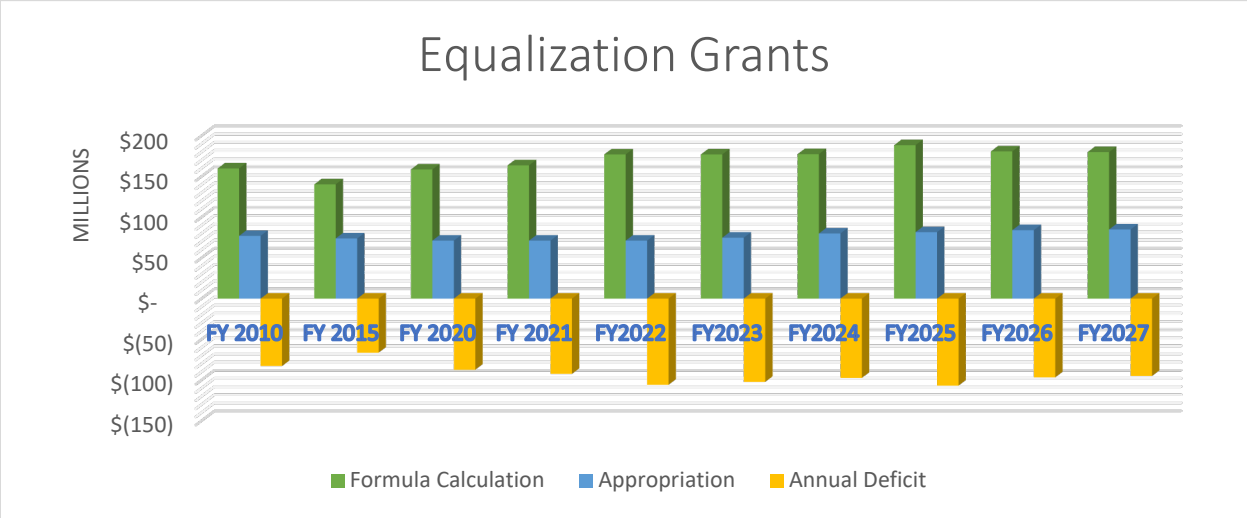
Fiscal year 2028 recommended funding: **$220,951,583**

Equalization Grant

- ***Increase of $2.5 million (3.0 percent)***

The Equalization Grant is designed to reduce disparities in local property tax resources among community college districts by providing additional State funding to districts with lower local revenue capacity. The formula helps ensure that eligible colleges have the financial resources necessary to provide quality educational programs and services, regardless of differences in local property wealth.

Despite the formula's purpose, current State appropriations fund only approximately 47 percent of the calculated formula entitlement, leaving a funding gap of more than $95.1 million for eligible community college districts. This shortfall limits the grant's ability to offset disparities in local financial resources and provide equitable State support across the community college system.



For fiscal year 2028, the ICCB recommends a 3.0 percent increase in Equalization funding, an additional $2,546,580, as a step toward addressing the funding gap and strengthening support for community colleges with limited local revenue capacity.

Fiscal year 2028 recommended funding: **$87,432,580.**

City Colleges of Chicago Grant

- ***Increase of $0.5 million (3.0 percent)***

Established in fiscal year 2005, the City Colleges of Chicago Grant was created to offset the district's loss of Equalization funding following changes in its eligibility under the State's funding formula. The grant provides unrestricted State funding to support operating expenditures across the City Colleges of Chicago system.

For fiscal year 2028, the ICCB recommends a 3.0 percent increase in funding, an additional $474,435, to help address rising operating costs and maintain consistent State support for the district.

Fiscal year 2028 recommended funding: **$16,288,935**.

Small College Grants

- ***Level funding***

Small College Grants provide supplemental operating support to community colleges with smaller enrollments that face many of the same fixed administrative, instructional, and operational costs as larger institutions. These grants help offset the financial challenges associated with limited economies of scale and support the continued delivery of essential educational programs and student services.

For fiscal year 2028, the ICCB recommends level funding to maintain supplemental support for eligible small community colleges.

Fiscal year 2028 recommended funding: **$548,400.**

Performance-Based Funding

- ***Level funding***

Performance-Based Funding for community colleges was established under Public Act 97-320 in 2011. Unlike traditional funding models that primarily recognize enrollment and instructional activity, Performance-Based Funding allocates resources based on measures of student achievement and institutional performance. The community college model recognizes a range of student success outcomes, including degree and certificate completion, progress toward college-level coursework, and other measures of academic achievement and workforce preparation. This approach is intended to encourage continuous improvement and recognize colleges for supporting student progress and completion.

For fiscal year 2028, the ICCB recommends level funding to continue supporting student success and performance-based outcomes across the community college system.

Fiscal year 2028 recommended funding: **$359,000.**

COMMUNITY COLLEGE RESTRICTED GRANTS

Adult Education and Family Literacy

- ***Increase of $0.7 million (1.9 percent)***

ICCB recommends a net increase of $724,245 (1.9 percent) in fiscal year 2028 for Adult Education and Family Literacy programs administered under the Workforce Innovation and Opportunity Act.

The recommendation reflects a 3 percent increase in funding for Adult Education programs, along with the consolidation of the Adult Education Title II – Digital Literacy ($2.0 million) and English Language Services ($750,000) appropriations into the Adult Education Basic Grants appropriation. This consolidation increases Basic Grants funding by $3.5 million but does not represent an equivalent increase in overall program funding, as $2.75 million is redirected from the two existing appropriations.

Specifically, the recommendation includes:

- Basic grants: $27,276,145, an increase of $3.5 million, including $2.75 million in consolidated funding and approximately $0.7 million in additional funding.
- Performance based grants: $11,798,500, level funding

Adult Education programs provide critical services to adults with less than a 12th grade education, adults for whom English is a second language, and high school and adult students pursuing CTE training through integrated education and training programs. These programs provide foundational skills that support employment, economic mobility, and continued education.

Fiscal year 2028 recommended state funding: **$39,074,645**.

Postsecondary Career and Technical Education

❖ ***Increase of $0.6 million (3.1 percent)***

Postsecondary Career and Technical Education (CTE) funding supports community college programs that prepare students for employment in high-demand occupations and provide employers with a skilled workforce. These programs combine academic and technical instruction with opportunities for work-based learning, industry-recognized credentials, dual credit, and continued education at the baccalaureate level. State CTE funding helps colleges maintain and enhance program quality, respond to evolving industry standards, and align educational offerings with workforce needs.

State CTE funding also supports Illinois' compliance with the maintenance-of-effort requirements under the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), helping preserve the State's eligibility for federal CTE funding.

For fiscal year 2028, the ICCB recommends a 3.1 percent increase in State CTE funding to support program quality, address rising instructional costs, and strengthen workforce training opportunities across the community college system.

Fiscal year 2028 recommended state funding: **$19,572,391**.

Advanced Manufacturing & Electric Vehicle Grants

❖ ***Level funding***

The Rev Up EV Community College Initiative supports community colleges in developing the educational programs, workforce training, and institutional capacity necessary to respond to the growing demand for advanced manufacturing and electric vehicle (EV) technologies. The initiative supports education and training across the EV industry, including vehicle development, production, maintenance, and the installation and maintenance of supporting infrastructure.

Funding also supports the Illinois Green Economy Network (IGEN) in coordinating a statewide community of practice among community colleges to facilitate curriculum development, share resources, and support program implementation.

Cumulatively beginning in 2024, over 29,000 students and more than 1,400 employers have been engaged, and over 121 programs have been developed or revised.

For fiscal year 2028, the ICCB recommends level funding to sustain workforce training capacity, support continued program development, and strengthen partnerships between community colleges and industry.

Fiscal year 2028 recommended funding: **$7,000,000.**

Alternative Schools Network

- ***Level funding***

The Alternative Schools Network (ASN) grant supports educational programs designed to re-engage individuals who have left high school before earning a diploma. These programs provide alternative educational pathways, academic instruction, and support services to help students return to school, complete their high school education, and prepare for post-secondary education or employment.

For fiscal year 2028, the ICCB recommends level funding to continue supporting educational opportunities for individuals who have not completed high school and help improve educational attainment and workforce readiness.

Fiscal year 2028 funding: **$4,000,000.**

Workforce Equity Initiative / Innovative Bridge and Transition Grants

- ***Level funding***

The Workforce Equity Initiative (WEI) supports the development and expansion of short-term credit and noncredit workforce training programs in high-need communities. The initiative focuses on preparing individuals from economically disadvantaged and underserved populations for employment in high-demand occupations and industries experiencing workforce shortages. Through partnerships with community colleges and employers, WEI seeks to expand access to workforce training, industry-recognized credentials, and career opportunities that promote economic mobility.

The Innovative Bridge and Transition (IBT) Grants support programs that help individuals successfully transition between educational systems and into employment. Awarded through a competitive process, these grants support partnerships among community colleges, school districts, universities, regional offices of education, and community-based organizations to develop and expand educational and career pathways. The initiative emphasizes improving access, persistence, and successful transitions for underserved populations. In fiscal year 2025 (most recently completed grant period), 5,957 individuals across 41 programs were served. The entities included high school districts, community-based-organizations, regional offices of education, community colleges, and universities. Of the individuals reported being served, 38% were Hispanic, 30% African American, and 15% White.

For fiscal year 2028, the ICCB recommends level funding to sustain workforce training opportunities, strengthen educational and career pathways, and expand access to programs that support employment and economic mobility for underserved populations.

Fiscal year 2028 recommended funding: **$28,794,400.**

Project SUCCESS Targeted Technical Assistance

- ***New – Increase of $0.5 million***

The ICCB seeks funding to support Project SUCCESS (Supporting Universities and Colleges Creating Equitable Student Success), a statewide initiative deigned to help Illinois' 45 community colleges transition from equity planning to implementation of strategies that improve student outcomes and close equity gaps, including underrepresented populations.

In partnership with the Illinois Board of Higher Education, the Governor's Office, and other statewide partners, Project SUCCESS provides Communities of Practice (CoPs), knowledge-sharing sessions, and targeted technical assistance to strengthen institutional capacity to identify and address disparities in student enrollment, retention, course completion, and graduation. Colleges participate in CoPs focused on holistic advising, reducing DFW (grades of D or F and withdrawals) rates, and addressing students' basic needs, including food, housing, transportation, childcare, and mental health supports.

Through the Equity Champion model, 14 participating colleges receive individualized coaching, data-informed root-cause analysis, implementation planning, and technical assistance to identify effective interventions and measure progress toward improved student outcomes.

The ICCB recommends $500,000 in new funding for fiscal year 2028 to strengthen and expand these coordinated technical assistance efforts. This investment will support institutional capacity building, promote collaboration, and the adoption of evidence-informed practices, and help colleges implement sustainable strategies to reduce equity gaps, improve student persistence and completion, and advance equitable student success throughout Illinois' community college system.

Fiscal year 2028 recommended funding: **$500,000.**

Dual Credit Grants

- ***Essentially level funding (0.1 percent increase)***

Dual credit courses allow high school students to earn both high school and college credit simultaneously, providing an affordable pathway to postsecondary education. According to the ICCB's most recent Dual Credit Report, students who participated in dual credit coursework had substantially higher community college graduation and advancement rates than students who did not participate. These findings demonstrate a strong association between dual credit participation and subsequent postsecondary success.

In academic year 2026, Illinois community colleges offered 17,838 dual credit courses serving 109,318 individual high school students across all 39 community college districts. Dual credit opportunities span a broad range of academic and career and technical education disciplines, helping students earn college credit while completing high school. Dual credit now represents one in five community college students annually.

For fiscal year 2028, the ICCB recommends maintaining funding for dual credit grants at existing levels, with a modest increase of $4,476 to support program administration. This investment will sustain dual credit opportunities across the state, with continued emphasis on expanding access for low-income students and historically underserved populations. Dual credit strengthens pathways to postsecondary education while helping students reduce the time and cost of earning a college credential.

Fiscal year 2028 recommended state funding: **$3,179,476.**

East St. Louis Community College Center

- ***Increase of $0.09 million (6.4 percent increase)***

Funding for the East St. Louis Community College Center at the Wyvetter H. Younge Higher Education Campus supports higher education consortium activities and ongoing operations at the Center. Higher education and workforce training opportunities have been offered at the Center since 1999, following the closure of Metropolitan Community College.

The ICCB recommends essentially level funding for fiscal year 2028, with a modest increase of $92,066 (6.4 percent) to support administrative and operational costs, including a comprehensive Facilities

Condition Assessment, Building Envelope Study, and Maintenance Plan. While routine maintenance and repairs have been performed since the campus buildings were renovated in 2003, no comprehensive assessment of facility conditions or long-term deferred maintenance needs has been conducted. The proposed assessment will evaluate existing building conditions, identify infrastructure deficiencies, prioritize necessary improvements, and establish a long-term maintenance and capital improvement plan.

This investment will support the continued operation and preservation of campus facilities while maintaining access to higher education and workforce training opportunities for residents of East St. Louis and surrounding communities.

Fiscal year 2028 recommended funding: **$1,539,966.**

Homelessness Prevention

- ***Level funding***

In fiscal year 2025, funding for the Homelessness Prevention program was transferred from the Illinois Department of Human Services (DHS) to the Illinois Community College Board (ICCB) to strengthen coordination between higher education and student support services. The program supports collaboration among the ICCB, the Illinois Office to Prevent and End Homelessness, and community colleges to address housing insecurity among students experiencing or at risk of homelessness.

Program activities focus on identifying students in need, connecting them with housing assistance and community resources, improving data collection on student housing insecurity, and strengthening institutional capacity to address basic needs challenges that can interfere with educational success.

For fiscal year 2028, the ICCB recommends level funding to continue supporting campus-based homelessness prevention efforts, strengthen access to essential resources, and help students experiencing housing instability remain enrolled and progress toward their educational goals.

Fiscal year 2028 recommended funding: **$250,000.**

Illinois Veterans & National Guard Grants

- ***Increase of $0.2 million (6.3 percent)***

This program provides funding to community colleges to offset the cost of statutorily mandated tuition and fee waivers granted to qualifying veterans and members of the Illinois National Guard. These waivers ensure that those who have served the state and nation are able to pursue higher education opportunities without financial barriers. Funding reimburses community colleges for the loss of tuition and fee revenue associated with the mandatory waivers, helping institutions sustain access and affordability for eligible students while maintaining fiscal stability.

Historically, annual reimbursement claims have ranged from approximately $3.2 million to $3.4 million, with fiscal year 2026 claims approaching $3.4 million. The fiscal year 2027 appropriation of $3.2 million may be insufficient to cover eligible claims, potentially requiring the ICCB to prorate reimbursements to community colleges. For fiscal year 2028, the ICCB recommends an additional $200,000 to better align funding with historical claims and reduce the risk of prorating payments to colleges.

Fiscal year 2028 recommended funding: **$3,400,000.**

Lincoln's Challenge Scholarships

- ***Level funding***

This program provides financial assistance to eligible graduates of Lincoln's Challenge Academy, a residential educational program operated by the Illinois National Guard for at-risk youth who have not completed high school. The scholarships support graduates pursuing postsecondary education at Illinois community colleges, helping them continue their education, develop workforce skills, and work toward credentials that improve employment opportunities and long-term economic self-sufficiency.

For fiscal year 2028, the ICCB recommends level funding to maintain educational opportunities for eligible Lincoln's Challenge Academy graduates transitioning to community college programs.

Fiscal year 2028 recommended funding: **$60,200.**

Mental Health Early Action on Campus

- ***Level funding***

The Mental Health Early Action on Campus (MHEAC) grant supports implementation of the Mental Health Early Action on Campus Act by expanding access to mental health resources and services for Illinois community college students. Funding is provided through base allocations to each community college district to sustain existing mental health initiatives and support services. Additional funding is awarded through a competitive grant process to expand existing services and implement new strategies that address student mental health needs.

For fiscal year 2028, the ICCB recommends level funding to maintain campus-based mental health resources, strengthen institutional capacity to respond to student needs, and support student well-being and academic success.

Fiscal year 2028 recommended funding: **$6,000,000.**

Non-Credit Workforce Training Grants

- ***Essentially level funding (0.1 percent increase)***

Funding for Non-credit Workforce Training Grants supports community colleges in providing short-term, flexible workforce training that responds to employer needs, addresses workforce shortages, and prepares individuals for employment and career advancement. These programs allow community colleges to respond quickly to changing industry demands by offering targeted training and customized workforce solutions.

Unlike traditional credit programs, non-credit workforce training generally does not qualify for federal financial aid, and limited state and federal funding is available to support these programs. Continued investment is essential to maintaining training capacity, expanding access to workforce development opportunities, and helping employers address evolving workforce needs.

In fiscal year 2025, community colleges provided non-credit workforce training to 11,697 participants (duplicated), with manufacturing representing the largest training sector at 2,673 participants. Additionally, 534 employers received customized employee training and business solutions services, including 372 small businesses and 109 minority- or women-owned businesses.

The ICCB recommends essentially level funding for fiscal year 2028, with a modest increase of $5,019 (0.1 percent) to support administrative costs.

Fiscal year 2028 recommended state funding: **$5,180,019.**

Pipeline for the Advancement of the Healthcare Workforce Program (PATH) – Non-Rural Programs

- ***New funding request of $5.0 million***

The PATH Program was established to address healthcare workforce shortages by supporting community colleges in creating, expanding, and strengthening healthcare education and training pathways. The program helps students obtain credentials, certificates, and degrees needed to enter or advance in healthcare careers, particularly in high-demand fields such as nursing. At the end of fiscal year 2026, approximately 28,869 students were enrolled in PATH-supported programs, with more than 15,537 program completers. Although PATH funding was not appropriated in fiscal year 2027, the ICCB recommends $5.0 million in fiscal year 2028 to support healthcare workforce education and training programs that do not qualify for funding under the federal Rural Health Care grant initiative. This investment would help address gaps in healthcare workforce funding by supporting community colleges and healthcare training programs in non-rural areas, where significant workforce shortages and training needs also exist.

The proposed funding would allow community colleges to sustain and expand healthcare education and training opportunities, strengthen partnerships with healthcare employers, and increase the pipeline of qualified healthcare professionals across the state.

Fiscal Year 2028 Recommended State Funding: **$5,000,000.**

Postsecondary Correctional Education Grant

- ***Level funding***

First appropriated in fiscal year 2027, the Postsecondary Correctional Education Grant provides funding to support and expand access to associate degree programs for incarcerated individuals. These programs help participants develop academic and occupational skills and prepare for employment and successful reintegration into their communities upon release.

This initiative supports educational pathways that improve employment prospects, reduce barriers to reentry, and address workforce needs. Expanding post-secondary education opportunities for justice-involved individuals also supports the state's broader goals of increasing educational attainment and economic mobility.

The ICCB recommends level funding of $250,000 in fiscal year 2028 to continue supporting postsecondary correctional education and workforce training opportunities.

Fiscal Year 2028 Recommended State Funding: **$250,000.**

Southwestern Illinois Justice and Workforce Development Campus

- ***Level funding***

The Southwestern Illinois Justice and Workforce Development Campus, located on the former Lindenwood University campus in Belleville, serves as a regional hub for law enforcement training and workforce development. Southwestern Illinois College (SWIC) manages campus operations on behalf of the City of Belleville, supporting educational and workforce training opportunities aligned with the State's economic development priorities.

State funding supports ongoing campus operating costs, including security, dormitory and dining operations, utilities, custodial services, building and grounds maintenance, insurance, and administrative expenses.

For fiscal year 2028, the ICCB recommends level funding to sustain campus operations and maintain the facilities and infrastructure necessary to support law enforcement training and workforce development programs.

Fiscal year 2028 recommended funding: **$5,900,000.**

Trade Schools

- ***Level funding***

The Tacking Back the Trades! Trade School Grant Program expands access to education and training opportunities that prepare young adults for careers in high-demand skilled trades, particularly in underserved communities experiencing high youth unemployment, low graduation rates, and other socioeconomic barriers. The program supports partnerships among high school districts, employers, and community-based or labor organizations to develop coordinated training pathways that connect participants with employment opportunities.

By strengthening connections between education and industry, the initiative helps address workforce shortages in critical trade occupations while expanding access to career pathways that offer opportunities for economic growth.

For fiscal year 2028, the ICCB recommends level funding to sustain skilled trades training opportunities, strengthen education and employer partnerships, and support workforce development in underserved communities.

Fiscal year 2028 funding: **$5,000,000.**

Grants for Transitional and Developmental Education

- ***Level funding***

The Postsecondary and Workforce Readiness Act (PWR Act) supports transitional mathematics and English instruction designed to improve college readiness for high school seniors and reduce the need for developmental coursework. Developed collaboratively by high schools and community colleges, these courses allow students who successfully complete the coursework to enroll directly in applicable credit-bearing courses at all Illinois community colleges and participating universities.

The Developmental Education Reform Act (DERA) requires community colleges to implement evidence-based developmental education models that improve student placement, accelerate progress through developmental coursework, and increase successful completion of gateway college-level courses. Grant funding supports colleges in implementing, evaluating, and expanding these reforms to improve student outcomes and reduce barriers to post-secondary completion.

For fiscal year 2028, the ICCB recommends level funding to sustain transitional instruction initiatives, support continued implementation of developmental education reforms, and strengthen pathways to college-level coursework and student success.

Fiscal year 2028 recommended funding: **$1,000,000.**

COMMUNITY COLLEGE BOARD OPERATIONS

Illinois Longitudinal Data System (ILDS)

- ***Increase of $0.02 million (2.4 percent)***

The ILDS supports the collection, integration, and analysis of student-level data across Illinois' education systems, from early childhood through postsecondary education and into the workforce. The system facilitates data sharing and analysis among participating State agencies to support educational research, inform policy decisions, and evaluate student outcomes.

ICCB's ILDS appropriation supports personnel and administrative costs associated with the agency's participation in statewide education data initiatives. For fiscal year 2028, the ICCB recommends an increase of $16,084 to cover anticipated personnel cost-of-living adjustments and increased contractual services expenditures associated with the agency's office lease.

Fiscal year 2028 recommended funding: **$699,884.**

High School Equivalency (HSE) Administration (general revenue)

- ***Increase of $0.02 million (1.1 percent)***

The High School Equivalency (HSE) Administration appropriation supports the ICCB's administration and oversight of the State of Illinois High School Diploma program. The program provides individuals who have not completed high school with opportunities to earn a State-recognized diploma through approved high school equivalency examinations, including GED and HiSET, or alternative methods of credentialing. These pathways help individuals meet educational requirements for postsecondary education, workforce training, and employment.

For fiscal year 2028, the ICCB recommends an increase of $15,810 to support anticipated personnel cost-of-living adjustments and increased contractual services expenditures associated with the agency's office lease. The requested increase will help maintain existing administrative operations and program oversight.

Fiscal year 2028 total recommended funding: **$1,399,810.**

Direct Admissions (Formerly "The Common App Initiative")

- ***Level funding***

The Direct Admissions initiative supports efforts to simplify the college admissions process and expand access to postsecondary education for Illinois students. Funding supports community college participation in the Common Application and statewide implementation of the One Click College Admit initiative, which seeks to reduce administrative barriers and streamline pathways to college enrollment.

For fiscal year 2028, the ICCB recommends level funding to sustain statewide coordination and implementation of these initiatives, helping students more easily access community college educational opportunities.

Fiscal Year 2028 recommended funding: **$500,000.**

ICCB Operations (General Revenue Fund)

- ***Increase of $1.0 million (20.6%)***

The ICCB requests an additional $1,014,061 to support core agency operations. These increases are distributed across key operating lines as follows:

- Personal Services, Retirement and Medicare: +$694,659
- Contractual Services: +$319,102

Personal Services. The ICCB's authorized staffing level has increased to 79 positions, reflecting the expansion of Board responsibilities associated with new grant programs, legislative mandates, and statewide initiatives. Continued growth in program administration, financial oversight, and compliance requirements has increased demands on existing staff and created a need for additional specialized expertise.

The requested increase supports anticipated personnel cost-of-living adjustments and funding for five additional full-time equivalent (FTE) positions to strengthen legal services, grants management and compliance, and data analysis. These positions will enhance the agency's capacity to administer and monitor State and federal grants, meet regulatory requirements, support data-driven decision-making, and address increasing operational demands.

Contractual Services. Additional funding is requested to support increased building lease costs, contractual and administrative expenses associated with the proposed positions, and implementation activities related to Workforce Pell. These resources will help ensure the agency has the infrastructure and administrative support necessary to carry out its responsibilities effectively.

Fiscal year 2028 recommended funding: **$5,925,661.**

ICCB Capital Request – Wyvetter H. Younge Higher Education Campus Deferred Maintenance

- ***Increase of $2.0 million***

The ICCB requests $2.0 million in capital funding to replace the deteriorating roof on Building C at the Wyvetter H. Younge Higher Education Campus in East St. Louis. The campus buildings were originally constructed in the late 1960s and 1970s, with the last major renovations to Buildings A, B, and C completed in 2003. Although routine maintenance and repairs have continued, aging infrastructure requires significant capital investment to maintain a safe, functional, and accessible educational environment.

In coordination with Southern Illinois University Edwardsville (SIUE), the replacement of the Building C roof has been identified as a priority deferred maintenance project. The existing roof has experienced recurring leaks and deterioration, resulting in water intrusion and increasing the risk of damage to interior spaces, building systems, and infrastructure. Replacement is necessary to prevent further deterioration, protect the State's investment in the facility, and ensure the continued use of the building for educational programs and services.

The FY2028 request of $2.0 million will support the replacement of the Building C roof and is separate from the previously identified Building A roof replacement and elevator improvement project.

Fiscal year 2028 recommended funding: **$2,000,000.**

Table 1
Illinois Community College Board
Fiscal Year 2028 Operating Budget Recommendation

Line Item	P.A. 104-0464 FY 2027 Appropriations	Proposed FY 2028 Appropriations	Change $	Change %
Unrestricted Grants				
Base Operating Grant (EAF)	$ 108,946,100	$ 115,381,583	$ 6,435,483	5.9%
Base Operating Grant (CPPRT)	105,570,000	105,570,000	-	0.0%
Subtotal Base Operating Grants	$ 214,516,100	$ 220,951,583	$ 6,435,483	3.0%
City Colleges of Chicago	$ 15,814,500	$ 16,288,935	$ 474,435	3.0%
Equalization Grant	84,886,000	87,432,580	2,546,580	3.0%
Performance Based Funding	359,000	359,000	-	0.0%
Small College Grant	548,400	548,400	-	0.0%
Subtotal System Operating Grants	$ 316,124,000	$ 325,580,498	$ 9,456,498	3.0%
Statewide Initiatives & Other Grants				
Adult Education Grants	$ 23,801,900	$ 27,276,145	$ 3,474,245	14.6%
Adult Education Performance	11,798,500	11,798,500	-	0.0%
Adult Education Title II - Digital Literacy	2,000,000	-	(2,000,000)	-100.0%
Adult Education - English Language Services	750,000	-	(750,000)	-100.0%
Subtotal Adult Education	$ 38,350,400	$ 39,074,645	$ 724,245	1.9%
Career & Technical Education Grants (CTE)	18,989,900	19,572,391	582,491	3.1%
Subtotal CTE	$ 18,989,900	$ 19,572,391	$ 582,491	3.1%
Advanced Manufacturing/Electric Vehicles	$ 7,000,000	$ 7,000,000	$ -	0.0%
Alternative Schools Network	4,000,000	4,000,000	-	0.0%
Bridge and Workforce Programs	28,794,400	28,794,400	-	0.0%
Project SUCCESS Targeted Technical Assitance (TTA)	-	500,000	500,000	100.0%
Dual Credit	3,175,000	3,179,476	4,476	0.1%
East St. Louis Higher Education Center	1,447,900	1,539,966	92,066	6.4%
Homelessness Prevention Grant	250,000	250,000	-	0.0%
Illinois Veterans & National Guard Grants	3,200,000	3,400,000	200,000	6.3%
Lincoln's Challenge Program	60,200	60,200	-	0.0%
Mental Health Early Action on Campus Grant	6,000,000	6,000,000	-	0.0%
Non-Credit Workforce Programs	5,175,000	5,180,019	5,019	0.1%
PATH (Non-Rural Health)	-	5,000,000	5,000,000	100.0%
Postsecondary Correctional Education Grant	250,000	250,000	-	0.0%
Southwestern Illinois College - Belleville	5,900,000	5,900,000	-	0.0%
Trade Schools	5,000,000	5,000,000	-	0.0%
Transitional & Developmental Instruction	1,000,000	1,000,000	-	0.0%
Subtotal Statewide Initiatives	$ 128,592,800	$ 135,701,097	$ 7,108,297	5.5%
ICCB Office Operations				
IL Longitudinal Data System	$ 683,800	$ 699,884	$ 16,084	2.4%
Direct Admissions (Formerly "The Common App Initiative")	500,000	500,000	-	0.0%
High School Equivalency Testing (GED)	1,384,000	1,399,810	15,810	1.1%
Office Operations	4,911,600	5,925,661	1,014,061	20.6%
Subtotal Office Operations	$ 7,479,400	$ 8,525,355	$ 1,045,955	14.0%
Total State General Funds	**$ 452,196,200**	**$ 469,806,950**	**$ 17,610,750**	**3.9%**
Other State Funds				
High School Equivalency Testing Fund	$ 100,000	$ 100,000	$ -	0.0%
Research & Technology Fund	100,000	100,000	-	0.0%
ICCB Contracts and Grants Fund	25,000,000	25,000,000	-	0.0%
Total Other State Funds	**$ 25,200,000**	**$ 25,200,000**	**$ -**	**0.0%**
Federal Funds				
Adult Education Fund - Grants	$ 27,400,000	$ 27,400,000	$ -	0.0%
Adult Education Fund - Operations	1,600,000	1,600,000	-	0.0%
Career & Technical Education Fund	22,000,000	22,000,000	-	0.0%
Federal Trust Fund	625,000	625,000	-	0.0%
Total Federal Funds	**$ 51,625,000**	**$ 51,625,000**	**$ -**	**0.0%**
Total All Funds	**$ 529,021,200**	**$ 546,631,950**	**$ 17,610,750**	**3.3%**

Table 2
Illinois Community College Board
Fiscal Year 2028 Capital Budget Recommendation

Fund	Line Item	P.A. 104-0464 FY 2027 Appropriations	Proposed FY 2028 Appropriations	Change $	Change %
	Deferred Maintenance				
0001	Wyvetter Young East St. Louis Higher Ed. Center	$ -	$ 2,000,000	$2,000,000	100%
	Total Budget	$ -	$ 2,000,000	$2,000,000	100%

Item #9
November 6, 2026

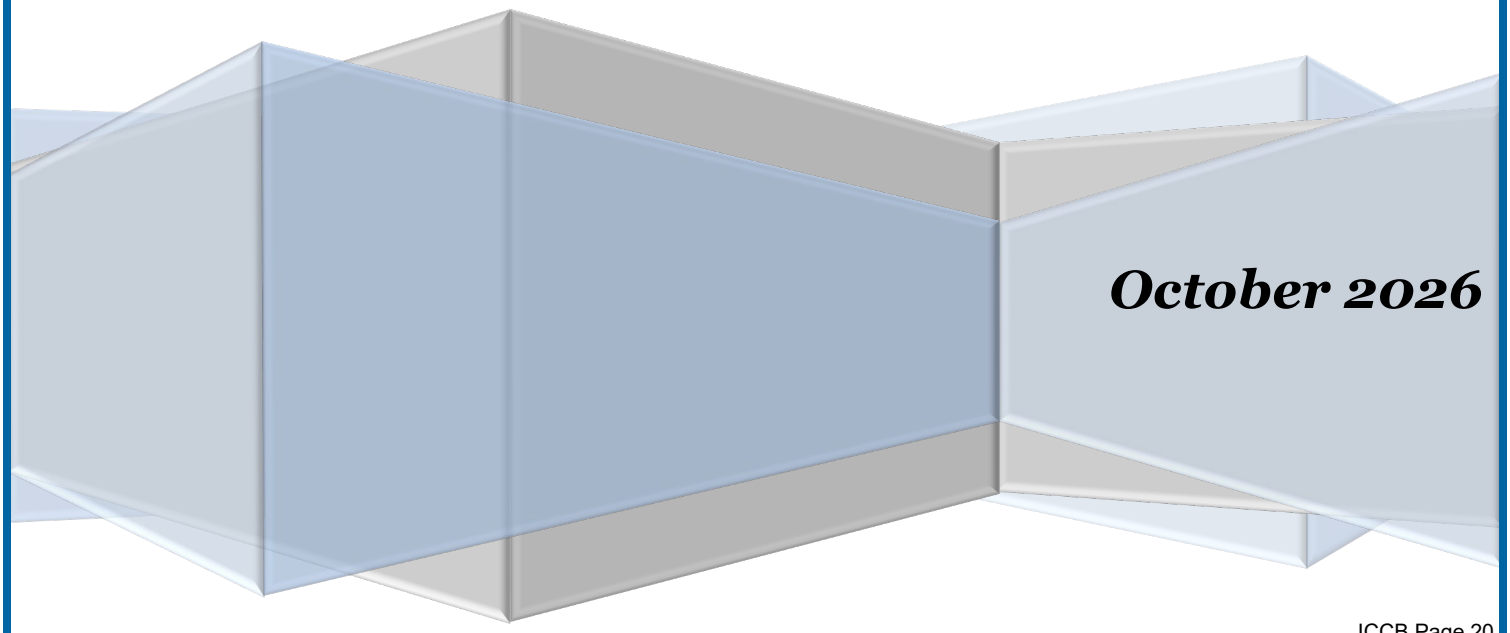
Illinois Community College Board

FALL 2026 IL COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

The presentation will present key insights from the Fall 2026 Illinois Community College Opening Enrollment Report, focusing on enrollment across instructional categories and other systemwide trends. In addition, preliminary demographic analyses will be shared to further illustrate patterns in student participation.

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

FALL 2026 ILLINOIS COMMUNITY COLLEGE OPENING ENROLLMENT REPORT



October 2026

FALL 2026 COMMUNITY COLLEGE OPENING ENROLLMENT REPORT

ILLINOIS COMMUNITY COLLEGES SUSTAIN ENROLLMENT RECOVERY, REMAIN ABOVE PRE-PANDEMIC LEVELS

Illinois Community College System opening Fall 2026 enrollments remained largely stable, with slight shift in headcount (-0.7 percent) and Full-time Equivalent (FTE) (-1.0 percent) compared to last year. The opening enrollments reflect the end of the regular fall registration period which is usually the 10th day of class. The preliminary counts derive from the web-based ICCB Fall 2026 Enrollment Survey.

Illinois Community College System enrollment reached 271,845 students in Fall 2026, representing a 0.2 percent increase over the pre-pandemic Fall 2019 level of 271,336 students. This milestone signals sustained recovery and growing confidence in Illinois' community colleges. Colleges continue to provide accessible, affordable education and serve as essential partners in preparing residents for high-demand careers and supporting employers statewide.

Significant findings from the ICCB Fall 2026 Community College Opening Enrollment Report include:

- Fall 2026 headcount enrollments (-0.7 percent) and Full-time Equivalent (FTE) enrollments (-1.0 percent) both decreased slightly from the previous year.
- Nineteen community colleges experienced an increase in headcount enrollment from Fall 2025 to Fall 2026, while twenty-six community colleges had a decrease.
- Enrollment increased in instructional areas emphasizing hands-on, applied learning, with Career and Technical Education growing 5.9 percent and Vocational Skills Training growing 9.6 percent from Fall 2025 to Fall 2026.
- Enrollment in Transfer programs, which are designed to align with baccalaureate programs and prepare students to transfer to four-year institutions, declined by 1.8 percent from Fall 2025 to Fall 2026.
- Adult Education programs, which include Adult Basic Education, Adult Secondary Education, and English as a Second Language, experienced an 11.3 percent decrease in headcount from Fall 2025 to Fall 2026. These programs serve a large number of at-risk learners and prepare students for a high school diploma or improving English language.
- Dual Credit, which allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree, continued to expand, increasing 2.0 percent compared to Fall 2025.
- The number of distance education students decreased in Fall 2026 as compared to the previous year, but distance education remains a prevalent and flexible form of course delivery with one-third of students (36.5 percent) enrolling in at least one online course in the current Fall as compared to Fall 2022 at 47.3 percent.
- In Fall 2026, 83,141 students enrolled full-time, representing 30.6 percent of all enrollments.

Table 1 provides systemwide comparative fall census enrollment counts for the last five years. Fall 2026 headcount enrollments decreased. The Fall 2025 (N = 273,878) to Fall 2026 (N = 271,845) decrease in enrollment represents a slight decline after four consecutive years of growth following a low in Fall 2021 (N = 230,490). The FTE figures reflect the total number of credit hours being taken by students divided by 15, which is the number of semester hours traditionally considered a full-time class load. The FTE enrollment was 150,756 in Fall 2026. Statewide FTE enrollments are down the equivalent of 1,564 full-time students (FTE -1.0 percent) from Fall 2025.

Table 1
SUMMARY OF OPENING FALL ENROLLMENT IN ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2022-2026

	2022	2023	2024	2025	2026
Headcount	233,758	246,931	264,875	273,878	271,845
% Change from Previous Year	1.4%	5.6%	7.3%	3.4%	-0.7%
FTE	132,913	140,029	148,165	152,321	150,756
% Change from Previous Year	0.4%	5.4%	5.8%	2.8%	-1.0%

Data Source: ICCB Fall 2026 Enrollment Survey and ICCB Centralized Data System–Fall Enrollment (E1) Student-Level Submission for Fall 2022-2025.

Opening Fall Headcount and FTE Results by College.

Table 2 provides comparative information by college for Fall 2022 through 2026 headcount enrollments. A one-year comparison between Fall 2025 and Fall 2026 among the 45 community colleges shows that more than one-third of the colleges reported an enrollment gain. Twenty-four colleges reported headcount decreases of one percent or more. Thirteen colleges exhibited headcount enrollment increases of one percent or above. Eight colleges experienced little or no change (less than +/- one percent).

Table 3 provides college level comparative data on FTE enrollments for the most recent five-year period. Over the past year, FTE decreases are posted by 22 colleges, and 13 colleges reported increases. Ten of the colleges experienced little or no change in FTE (less than +/- one percent).

Opening Fall Headcount Online Enrollment Statewide and by College.

Online instruction is an important part of the delivery of instructional programs in the community college system. Fall 2026 is the nineteenth year that online enrollments have been reported from all colleges in the Opening Fall Enrollment Survey. Tables 4 and 5 provide unduplicated and duplicated headcount online enrollment for Fall 2022 through Fall 2026. There are 193,843 duplicated online enrollments and 99,203 unduplicated online enrollments for Fall 2026. Duplicated online headcount enrollments decreased 1.1 percent (-2,240) from Fall 2025, and Fall 2026 unduplicated online enrollments decreased 2.2 percent with 2,236 fewer students than Fall 2025. Based on unduplicated beginning of term counts, in Fall 2026 online headcount enrollments (unduplicated) accounted for 36.5 percent of overall headcount enrollments, which is slightly lower than last year (37.0 percent). Figure 1 represents the statewide proportion of online student enrollments (i.e., students enrolling in at least one online course) versus on-campus only students. Online students accounted for 36.5 percent of the overall student population in Fall 2026, compared to 37.0 percent in Fall 2025, 35.7 percent in Fall 2024, 43.0 percent in Fall 2023, and 47.3 percent in Fall 2022.

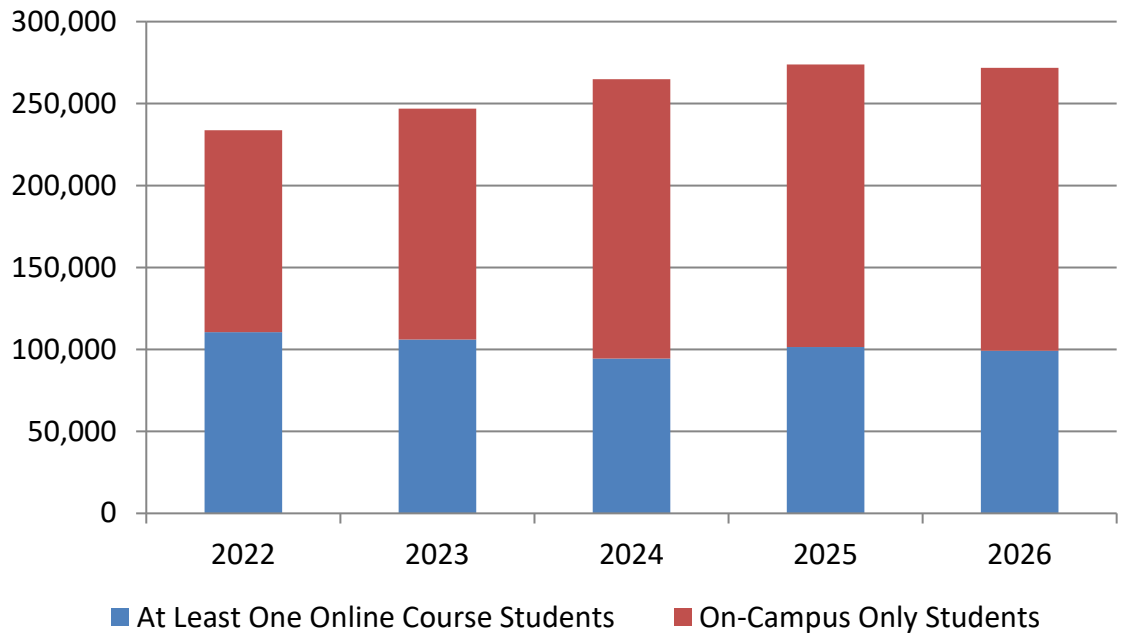


Figure 1: Opening Fall Headcount by Online Course Students versus On-Campus Only Students, 2022-2026

Table 6 provides opening online FTE enrollments for Fall 2022 through Fall 2026. There are 40,056 online FTE enrollments in Fall 2026, which is an increase over Fall 2025 (+2.2 percent or +862 FTE). In Fall 2026, online FTE enrollments accounted for 26.6 percent of overall opening FTE enrollments, which is a slight increase from Fall 2025 (25.7 percent).

The Fall 2025 online unduplicated headcount is 96.9 percent of its corresponding 5-year average (N = 102,361). The Fall 2026 online duplicated headcount is also just below its 5-year average (96.3 percent; N = 201,252). The online FTE for Fall 2026 is below its 5-year average (97.2 percent; N = 41,223).

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

Table 7 provides Fall 2026 opening enrollments by instructional program area. This is a newer table within the report reflecting additional items collected for the first-time in 2021 as a part of the Fall survey process. The collection of more granular data at the instructional program area level will allow for a deeper understanding of enrollment trends. Transfer was the largest instructional program, accounting for 56.1 percent. Career and Technical Education was the second largest instructional program, accounting for 27.7 percent of enrollments in Fall 2026. Students in Adult Education (ABE, ASE, and ESL) comprised 8.6 percent of enrollments, while 6.9 percent of enrollments were in General Associates programs. Enrollments in Vocational Skills (0.7 percent) and General Studies (0.1 percent) programs represented only about one percent of enrollments in Fall 2026.

Figure 2 provides fall opening enrollment headcount by instructional program area for Fall 2022 through Fall 2026. Short-term, from Fall 2025 to Fall 2026, increases in enrollment occurred for students enrolled in the following curricula: Vocational Skills (+9.6 percent) and Career and Technical Education (+5.9 percent), while decreases occurred in General Studies Certificate (-68.5 percent) and Adult Education (-11.3 percent). General Associate (-1.8 percent) and Transfer (-1.8 percent) instructional areas also saw decreases in enrollment from Fall 2025 to Fall 2026. Longer-term, from Fall 2022 to Fall 2026, several instructional program areas experienced enrollment growth ranging from 10.5 percent in Transfer to 48.4 percent in General Associate. General Studies Certificate (-67.2 percent) and Vocational Skills (-23.6 percent) showed an enrollment decline from Fall 2022.

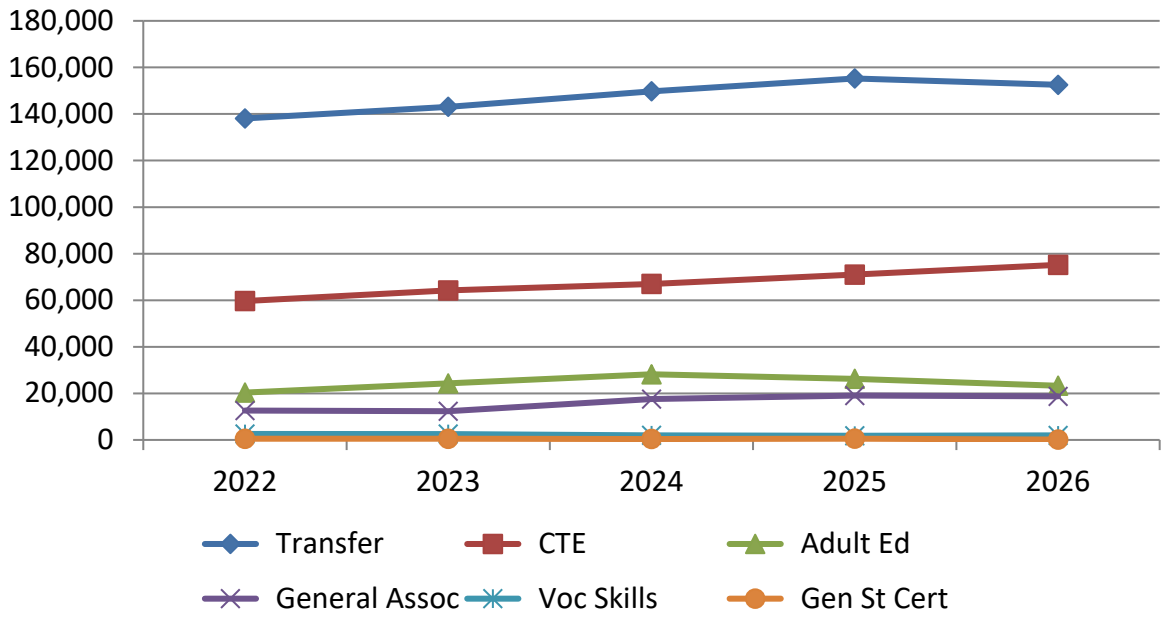


Figure 2: Opening Fall Headcount by Instructional Program Area, 2022-2026

Opening Fall Headcount Dual Credit Enrollment Statewide and by College.

Table 8 provides opening headcount enrollments of dual credit students in Fall 2026. Like Table 7, this table reflects the addition of new items collected in the Fall survey beginning in 2021. At the beginning of the Fall 2026 semester there were 56,043 enrollments for dual credit students, which represented one in five enrollments (20.6 percent). Opening dual credit enrollments increased 2.0 percent from last fall and increased 44.8 percent from Fall 2022.

Opening Fall Headcount Full-Time Enrollment Statewide and by College.

Table 9 provides opening headcount enrollments of full-time students in Fall 2026. This was a new table within the report starting in Fall 2024. About one-third of Illinois community college students enrolls full-time. In Fall 2026, 83,141 students enrolled full-time, representing 30.6 percent of all enrollments. The number of full-time students decreased 1.6 percent compared to Fall 2025 (N = 84,519).

Additional Background. The Fall 2026 preliminary summary student counts in this report (Fall 2026 Opening Enrollment Report) derive from the web-based ICCB Fall 2026 Enrollment Survey. Beyond the survey, which allows ICCB and the Illinois Community College System to address stakeholder inquiries in a timely manner about fall enrollment, ICCB also annually collects student-level data from community colleges for the fall term. Upon finalization of the data in late fall, the nuanced data will allow ICCB to more fully analyze instructional areas, demographics, and other student characteristics.

It should be noted that the counts in this report also only provide a "snapshot" of opening fall term enrollment for year-to-year and institution-to-institution comparisons. The diversity of the community college system and its students is not fully captured in these opening enrollment snapshot data. Community college flexible scheduling (e.g., accelerated course modules, intensive

late start classes, etc.) is necessary to accommodate student schedules and compete successfully in the marketplace. Hence, enrollment trends are more fully captured through use of annual data. More complete annual data are available via ICCB's Data Book. The joint ICCB-IBHE Illinois Postsecondary Profiles platform also provides pertinent trend information on Enrollment, Affordability, Progress, Advancement, and Completion for all 2- and 4-year higher education institutions in Illinois.

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Illinois Community College Board
Table 2
COMPARISON OF FINAL FALL 2022-2025 OPENING HEADCOUNT ENROLLMENT
WITH FALL 2026 PRELIMINARY OPENING ENROLLMENT

Dist. No.	District/College	Fall 2022 Headcount	Fall 2023 Headcount	Fall 2024 Headcount	Fall 2025 Headcount	Fall 2026 Headcount	% Change 2022-2026	% Change 2025-2026
503	Black Hawk	3,773	3,853	4,001	4,545	4,590	21.7 %	1.0 %
518	Carl Sandburg	1,688	1,688	1,603	1,641	1,677	-0.7	2.2
508	City Colleges of Chicago	(34,795)	(39,207)	(42,768)	(44,273)	(43,177)	(24.1)	(-2.5)
02	Harold Washington	5,559	5,859	6,121	6,252	6,074	9.3	-2.8
04	Harry S Truman	5,289	6,185	6,839	6,955	6,433	21.6	-7.5
01	Kennedy-King	2,237	2,780	3,274	3,705	3,642	62.8	-1.7
03	Malcolm X	7,314	8,011	9,303	10,102	10,484	43.3	3.8
05	Olive-Harvey	2,101	2,747	3,137	2,945	3,041	44.7	3.3
06	Richard J. Daley	4,787	5,836	6,296	6,357	6,019	25.7	-5.3
07	Wilbur Wright	7,508	7,789	7,798	7,957	7,484	-0.3	-5.9
502	College of DuPage	21,939	23,216	26,224	27,999	28,332	29.1	1.2
532	College of Lake County	11,651	12,290	12,530	12,775	12,413	6.5	-2.8
507	Danville Area	1,924	2,149	2,297	2,399	2,018	4.9	-15.9
509	Elgin	8,910	9,614	10,251	10,461	10,128	13.7	-3.2
512	Harper	12,434	13,069	13,988	14,276	14,206	14.3	-0.5
540	Heartland	4,774	4,795	4,855	4,964	4,543	-4.8	-8.5
519	Highland	1,184	1,369	1,360	1,481	1,239	4.6	-16.3
514	Illinois Central	7,044	7,578	7,906	8,264	7,890	12.0	-4.5
529	Illinois Eastern	(4,171)	(4,755)	3,726	3,494	2,980	-28.6	-14.7
04	Frontier	1,740	2,364	DNA	DNA	DNA	--	--
01	Lincoln Trail	636	605	DNA	DNA	DNA	--	--
02	Olney Central	869	880	DNA	DNA	DNA	--	--
03	Wabash Valley	926	906	DNA	DNA	DNA	--	--
513	Illinois Valley	2,371	2,594	2,720	2,938	2,862	20.7	-2.6
530	John A. Logan	3,272	3,120	3,224	3,363	3,285	0.4	-2.3
539	John Wood	1,720	1,866	1,856	1,927	1,832	6.5	-4.9
525	Joliet Junior	10,212	9,863	14,414	14,045	14,619	43.2	4.1
520	Kankakee	2,333	2,404	2,564	2,745	2,855	22.4	4.0
501	Kaskaskia	3,370	3,447	3,669	3,741	3,755	11.4	0.4
523	Kishwaukee	2,581	2,807	2,969	3,146	3,073	19.1	-2.3
517	Lake Land	3,742	3,699	3,960	4,138	4,313	15.3	4.2
536	Lewis and Clark	3,973	4,196	4,606	4,498	4,512	13.6	0.3
526	Lincoln Land	4,444	5,238	5,677	6,072	6,106	37.4	0.6
528	McHenry County	8,874	9,051	9,399	9,586	9,678	9.1	1.0
524	Moraine Valley	10,511	11,144	11,296	11,765	11,942	13.6	1.5
527	Morton	3,753	3,653	3,562	3,449	3,887	3.6	12.7
535	Oakton	7,645	7,032	8,329	7,471	8,641	13.0	15.7
505	Parkland	5,686	6,018	6,014	6,355	6,187	8.8	-2.6
515	Prairie State	2,680	3,045	2,953	3,049	2,984	11.3	-2.1
521	Rend Lake	2,017	1,871	2,015	2,123	2,117	5.0	-0.3
537	Richland	2,075	2,214	2,388	2,551	2,354	13.4	-7.7
511	Rock Valley	5,861	5,480	5,978	6,016	6,270	7.0	4.2
506	Sauk Valley	1,386	1,433	1,467	1,572	1,678	21.1	6.7
531	Shawnee	1,174	1,142	1,156	1,219	1,153	-1.8	-5.4
510	South Suburban	3,905	3,873	3,818	3,768	3,931	0.7	4.3
533	Southeastern Illinois	1,379	1,392	1,446	1,411	1,386	0.5	-1.8
522	Southwestern Illinois	7,188	7,955	8,492	9,033	9,069	26.2	0.4
534	Spoon River	1,212	1,225	1,247	1,288	1,224	1.0	-5.0
504	Triton	8,616	9,262	9,842	11,035	10,330	19.9	-6.4
516	Waubonsee	7,491	8,324	8,305	9,002	8,609	14.9 %	-4.4 %
	Totals	233,758	246,931	264,875	273,878	271,845	16.3 %	-0.7 %

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--Fall Enrollment (E1) for Fall 2022-2025 and Fall Enrollment Survey for Fall 2026

Illinois Community College Board
Table 3
COMPARISON OF FINAL FALL 2022-2025 OPENING FTE ENROLLMENT
WITH FALL 2026 PRELIMINARY OPENING FTE ENROLLMENT

Dist. No.	District/College	Fall 2022 FTE	Fall 2023 FTE	Fall 2024 FTE	Fall 2025 FTE	Fall 2026 FTE	% Change 2022-2026	% Change 2025-2026
503	Black Hawk	2,079	2,113	2,263	2,573	2,564	23.3 %	-0.3 %
518	Carl Sandburg	1,039	1,053	1,010	1,021	1,079	3.9	5.7
508	City Colleges of Chicago	(20,401)	(22,932)	(25,073)	(26,222)	(25,279)	(23.9)	(-3.6)
02	Harold Washington	3,249	3,377	3,430	3,499	3,343	2.9	-4.5
04	Harry S Truman	2,971	3,443	3,842	3,954	3,596	21.0	-9.1
01	Kennedy-King	1,362	1,639	1,989	2,215	2,026	48.7	-8.5
03	Malcolm X	4,460	4,831	5,424	6,024	6,133	37.5	1.8
05	Olive-Harvey	1,209	1,598	1,934	1,757	1,740	43.9	-1.0
06	Richard J. Daley	2,768	3,480	3,784	3,896	3,981	43.8	2.2
07	Wilbur Wright	4,382	4,565	4,670	4,877	4,461	1.8	-8.5
502	College of DuPage	11,777	12,466	13,542	13,962	13,593	15.4	-2.6
532	College of Lake County	6,857	7,321	7,277	7,345	7,269	6.0	-1.0
507	Danville Area	1,111	1,249	1,351	1,370	1,201	8.1	-12.3
509	Elgin	5,016	5,406	5,687	5,866	5,806	15.7	-1.0
512	Harper	6,878	7,208	7,624	7,710	7,646	11.2	-0.8
540	Heartland	2,740	2,689	2,713	2,730	2,668	-2.6	-2.3
519	Highland	756	828	850	873	785	3.8	-10.1
514	Illinois Central	3,788	4,115	4,270	4,453	4,289	13.2	-3.7
529	Illinois Eastern	(2,256)	(2,260)	2,002	1,992	1,843	-18.3	-7.5
04	Frontier	522	570	DNA	DNA	DNA	--	--
01	Lincoln Trail	481	440	DNA	DNA	DNA	--	--
02	Olney Central	653	635	DNA	DNA	DNA	--	--
03	Wabash Valley	600	616	DNA	DNA	DNA	--	--
513	Illinois Valley	1,497	1,534	1,659	1,705	1,641	9.6	-3.8
530	John A. Logan	1,974	1,958	2,000	2,060	1,989	0.8	-3.4
539	John Wood	1,117	1,165	1,213	1,252	1,214	8.6	-3.1
525	Joliet Junior	6,008	6,125	7,566	7,195	7,397	23.1	2.8
520	Kankakee	1,455	1,494	1,580	1,669	1,760	21.0	5.4
501	Kaskaskia	1,806	1,911	2,086	2,089	1,984	9.8	-5.0
523	Kishwaukee	1,508	1,649	1,776	1,873	1,840	22.0	-1.7
517	Lake Land	2,476	2,381	2,392	2,566	2,611	5.5	1.8
536	Lewis and Clark	2,147	2,337	2,459	2,491	2,482	15.6	-0.4
526	Lincoln Land	2,807	3,131	3,242	3,421	3,449	22.9	0.8
528	McHenry County	4,256	4,320	4,602	4,701	4,770	12.1	1.5
524	Moraine Valley	5,943	6,297	6,418	6,626	6,726	13.2	1.5
527	Morton	2,043	1,991	2,041	2,102	2,110	3.3	0.4
535	Oakton	4,151	3,933	4,279	4,141	4,349	4.8	5.0
505	Parkland	3,376	3,484	3,551	3,703	3,564	5.6	-3.8
515	Prairie State	1,602	1,763	1,764	1,802	2,155	34.5	19.6
521	Rend Lake	1,398	1,297	1,327	1,404	1,394	-0.2	-0.7
537	Richland	1,094	1,081	1,167	1,242	1,120	2.4	-9.8
511	Rock Valley	3,669	3,564	3,637	3,695	3,799	3.6	2.8
506	Sauk Valley	885	923	951	1,006	1,104	24.8	9.7
531	Shawnee	707	676	709	732	702	-0.7	-4.1
510	South Suburban	1,663	2,011	1,826	1,612	1,726	3.8	7.1
533	Southeastern Illinois	729	743	760	770	766	5.1	-0.5
522	Southwestern Illinois	4,310	4,570	5,016	5,330	5,350	24.1	0.4
534	Spoon River	688	689	693	723	686	-0.4	-5.1
504	Triton	4,785	4,889	5,281	5,533	5,500	15.0	-0.6
516	Waubonsee	4,124	4,471	4,510	4,762	4,546	10.2 %	-4.5 %
	Totals	132,913	140,029	148,165	152,321	150,756	13.4 %	-1.0 %

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--Fall Enrollment (E1) for Fall 2022-2025 and Fall Enrollment Survey for Fall 2026

Illinois Community College Board
Table 4
PRELIMINARY OPENING UNDUPLICATED ONLINE ENROLLMENT
FALL 2022-2026

Dist. No.	District/College	Fall 2022 Unduplicated	Fall 2023 Unduplicated	Fall 2024 Unduplicated	Fall 2025 Unduplicated	Fall 2026 Unduplicated	% Change 2022-2026	% Change 2025-2026
503	Black Hawk	1,962	1,780	1,703	1,887	1,972	0.5 %	4.5 %
518	Carl Sandburg	1,052	1,016	962	1,011	1,137	8.1	12.5
508	City Colleges of Chicago	(17,901)	(18,419)	(8,260)	(9,239)	(9,866)	(-44.9)	(6.8)
02	Harold Washington	3,867	3,689	1,717	1,829	1,750	-54.7	-4.3
04	Harry S Truman	2,048	2,373	1,065	1,137	1,265	-38.2	11.3
01	Kennedy-King	1,217	1,332	707	818	909	-25.3	11.1
03	Malcolm X	4,423	4,401	1,621	1,937	2,336	-47.2	20.6
05	Olive-Harvey	941	1,213	761	835	914	-2.9	9.5
06	Richard J. Daley	1,934	2,175	1,007	1,195	1,123	-41.9	-6.0
07	Wilbur Wright	3,471	3,236	1,382	1,488	1,569	-54.8	5.4
502	College of DuPage	9,755	9,642	10,516	10,869	10,781	10.5	-0.8
532	College of Lake County	7,430	6,820	6,011	5,932	5,534	-25.5	-6.7
507	Danville Area	888	411	487	586	1,127	26.9	92.3
509	Elgin	3,914	3,501	3,880	3,886	3,816	-2.5	-1.8
512	Harper	6,216	5,862	5,871	5,765	5,561	-10.5	-3.5
540	Heartland	2,522	2,557	2,617	2,729	2,540	0.7	-6.9
519	Highland	576	594	656	585	607	5.4	3.8
514	Illinois Central	2,927	3,035	3,085	3,411	3,138	7.2	-8.0
529	Illinois Eastern	(1,540)	(1,471)	1,624	1,638	1,963	27.5	19.8
04	Frontier	302	184	DNA	DNA	DNA	--	--
01	Lincoln Trail	375	411	DNA	DNA	DNA	--	--
02	Olney Central	500	488	DNA	DNA	DNA	--	--
03	Wabash Valley	363	388	DNA	DNA	DNA	--	--
513	Illinois Valley	1,265	998	1,269	1,169	1,262	-0.2	8.0
530	John A. Logan	1,265	1,278	1,264	1,383	1,385	9.5	0.1
539	John Wood	1,164	1,334	1,267	1,289	1,258	8.1	-2.4
525	Joliet Junior	4,902	4,342	4,858	4,859	4,987	1.7	2.6
520	Kankakee	1,031	967	957	1,032	1,079	4.7	4.6
501	Kaskaskia	1,214	1,287	1,326	1,310	1,329	9.5	1.5
523	Kishwaukee	1,210	1,368	1,461	1,549	1,519	25.5	-1.9
517	Lake Land	1,944	1,850	1,902	1,947	2,255	16.0	15.8
536	Lewis and Clark	931	947	1,125	1,061	1,218	30.8	14.8
526	Lincoln Land	2,451	2,564	2,367	2,546	2,569	4.8	0.9
528	McHenry County	3,205	3,007	3,203	3,589	3,533	10.2	-1.6
524	Moraine Valley	4,495	4,305	1,390	4,742 *	1,354	-69.9	-71.4
527	Morton	1,477	770	879	1,561	1,510	2.2	-3.3
535	Oakton	3,980	4,153	4,076	3,893	3,937	-1.1	1.1
505	Parkland	4,223	3,078	2,100	3,266	3,167	-25.0	-3.0
515	Prairie State	1,363	1,366	1,271	1,305	1,455	6.7	11.5
521	Rend Lake	851	782	909	950	893	4.9	-6.0
537	Richland	1,161	1,188	1,114	1,312	1,163	0.2	-11.4
511	Rock Valley	3,014	2,901	2,893	3,122	2,997	-0.6	-4.0
506	Sauk Valley	783	820	812	814	1,141	45.7	40.2
531	Shawnee	507	560	599	631	706	39.3	11.9
510	South Suburban	1,392	1,308	850	1,257	1,207	-13.3	-4.0
533	Southeastern Illinois	718	577	568	605	580	-19.2	-4.1
522	Southwestern Illinois	3,115	3,201	3,555	3,867	3,786	21.5	-2.1
534	Spoon River	705	467	766	808	761	7.9	-5.8
504	Triton	2,442	2,427 *	2,605	2,806	2,933	20.1	4.5
516	Waubonsee	3,088	3,152	3,420	1,228	1,177	-61.9 %	-4.2 %
	Totals	110,579	106,105	94,478	101,439	99,203	-10.3 %	-2.2 %

* Modified by College
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: Fall Enrollment Surveys

Illinois Community College Board
Table 5
PRELIMINARY OPENING DUPLICATED ONLINE ENROLLMENT
FALL 2022-2026

Dist. No.	District/College	Fall 2022 Duplicated	Fall 2023 Duplicated	Fall 2024 Duplicated	Fall 2025 Duplicated	Fall 2026 Duplicated	% Change 2022-2026	% Change 2025-2026
503	Black Hawk	3,936	3,425	3,355	3,820	3,852	-2.1 %	0.8 %
518	Carl Sandburg	2,123	2,055	1,932	2,065	2,211	4.1	7.1
508	City Colleges of Chicago	(37,291)	(36,097)	(14,065)	(15,877)	(17,096)	(-54.2)	(7.7)
02	Harold Washington	8,308	7,614	2,958	3,046	2,973	-64.2	-2.4
04	Harry S Truman	4,280	4,381	1,653	1,768	2,029	-52.6	14.8
01	Kennedy-King	2,502	2,696	1,139	1,383	1,651	-34.0	19.4
03	Malcolm X	9,021	8,526	2,554	3,096	3,867	-57.1	24.9
05	Olive-Harvey	2,003	2,518	1,633	1,838	1,897	-5.3	3.2
06	Richard J. Daley	4,061	4,120	1,806	2,344	2,048	-49.6	-12.6
07	Wilbur Wright	7,116	6,242	2,322	2,402	2,631	-63.0	9.5
502	College of DuPage	19,252	18,515	20,211	20,236	19,909	3.4	-1.6
532	College of Lake County	14,998	13,320	11,031	10,896	10,043	-33.0	-7.8
507	Danville Area	2,047	1,246	1,059	1,383	2,304	12.6	66.6
509	Elgin	7,562	5,951	6,429	6,596	6,737	-10.9	2.1
512	Harper	12,416	11,015	10,944	10,836	10,293	-17.1	-5.0
540	Heartland	4,557	4,770	5,031	5,146	5,013	10.0	-2.6
519	Highland	1,238	1,215	1,260	1,152	1,139	-8.0	-1.1
514	Illinois Central	5,566 *	5,775 *	5,999	6,795	6,179	11.0	-9.1
529	Illinois Eastern	(1,786)	(1,722)	1,828	1,860	2,146	20.2	15.4
04	Frontier	320	201	DNA	DNA	DNA	--	--
01	Lincoln Trail	457	509	DNA	DNA	DNA	--	--
02	Olney Central	605	577	DNA	DNA	DNA	--	--
03	Wabash Valley	404	435	DNA	DNA	DNA	--	--
513	Illinois Valley	2,260	2,289	2,319	2,064	2,049	-9.3	-0.7
530	John A. Logan	2,146	2,527	2,566	2,639	2,706	26.1	2.5
539	John Wood	2,507	2,670	2,460	2,503	2,614	4.3	4.4
525	Joliet Junior	9,322	7,771	8,107	8,648	10,570	13.4	22.2
520	Kankakee	1,819	1,748	1,667	1,654	1,940	6.7	17.3
501	Kaskaskia	2,370	2,654	2,823	2,603	2,534	6.9	-2.7
523	Kishwaukee	2,770	2,938	3,315	3,403	3,319	19.8	-2.5
517	Lake Land	4,046	3,764	3,979	3,915	5,203	28.6	32.9
536	Lewis and Clark	931	1,614	1,988	1,907	2,182	134.4	14.4
526	Lincoln Land	4,994	4,999	4,559	4,785	4,877	-2.3	1.9
528	McHenry County	6,242	5,676	6,180	7,040	6,858	9.9	-2.6
524	Moraine Valley	9,066	8,370	4,488	9,163 *	4,825	-46.8	-47.3
527	Morton	2,428	8,508	3,771	2,815	2,561	5.5	-9.0
535	Oakton	9,328	10,078	7,005	6,970	6,983	-25.1	0.2
505	Parkland	9,471	7,157	7,322	7,588	5,398	-43.0	-28.9
515	Prairie State	2,782	2,493	2,369	3,049	4,035	45.0	32.3
521	Rend Lake	1,607	1,441	1,833	2,013	1,817	13.1	-9.7
537	Richland	1,734	1,624	1,562	2,221	1,671	-3.6	-24.8
511	Rock Valley	6,339	5,774	5,883	6,299	5,976	-5.7	-5.1
506	Sauk Valley	1,488	1,693	1,831	1,801	2,497	67.8	38.6
531	Shawnee	1,050	1,201	1,268	1,339	1,566	49.1	17.0
510	South Suburban	2,670	2,305	1,802	2,253	2,196	-17.8	-2.5
533	Southeastern Illinois	1,310	1,186	1,113	1,190	1,101	-16.0	-7.5
522	Southwestern Illinois	6,338	6,362	7,360	8,201	7,861	24.0	-4.1
534	Spoon River	1,573	998	1,580	1,877	1,953	24.2	4.0
504	Triton	4,413	4,333 *	4,559	4,887	5,254	19.1	7.5
516	Waubonsee	5,992	6,003	6,433	6,594	6,375	6.4 %	-3.3 %
	Totals	219,768	213,282	183,286	196,083	193,843	-11.8 %	-1.1 %

* Modified by College
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SOURCE OF DATA: Fall Enrollment Surveys

Illinois Community College Board
Table 6
PRELIMINARY OPENING ONLINE FTE ENROLLMENT
FALL 2022-2026

Dist. No.	District/College	Fall 2022 FTE	Fall 2023 FTE	Fall 2024 FTE	Fall 2025 FTE	Fall 2026 FTE	% Change 2022-2026	% Change 2025-2026
503	Black Hawk	751	662	654	752	780	3.8 %	3.6 %
518	Carl Sandburg	434	416	384	416	429	-1.3	3.0
508	City Colleges of Chicago	(8,297)	(8,364)	(2,988)	(3,387)	(3,672)	(-55.7)	(8.4)
02	Harold Washington	1,824	1,668	634	655	644	-64.7	-1.7
04	Harry S Truman	952	1,115	348	375	436	-54.2	16.2
01	Kennedy-King	536	587	237	288	348	-35.0	21.0
03	Malcolm X	2,068	1,994	547	667	833	-59.7	24.9
05	Olive-Harvey	438	562	340	384	399	-8.9	3.9
06	Richard J. Daley	899	987	378	495	438	-51.3	-11.6
07	Wilbur Wright	1,580	1,451	504	522	573	-63.7	9.7
502	College of DuPage	4,121	3,948	4,275	4,302	4,230	2.6	-1.7
532	College of Lake County	3,136	2,766	2,281	2,239	2,000	-36.2	-10.7
507	Danville Area	312	436	223	290	468	50.1	61.6
509	Elgin	1,567	1,317	1,373	1,409	1,402	-10.5	-0.5
512	Harper	2,538	2,224	2,180	2,140	2,014	-20.6	-5.9
540	Heartland	939	1,014	1,042	1,061	1,038	10.6	-2.2
519	Highland	242	232	237	217	212	-12.4	-2.7
514	Illinois Central	1,131	1,161	1,211	1,348	1,235	9.2	-8.4
529	Illinois Eastern	(332)	(351)	371	374	404	21.8	8.0
04	Frontier	55	43	DNA	DNA	DNA	--	--
01	Lincoln Trail	83	95	DNA	DNA	DNA	--	--
02	Olney Central	111	117	DNA	DNA	DNA	--	--
03	Wabash Valley	84	97	DNA	DNA	DNA	--	--
513	Illinois Valley	417	339	435	383	405	-2.7	5.7
530	John A. Logan	457	506	513	538	544	19.1	1.3
539	John Wood	470	495	456	454	482	2.6	6.1
525	Joliet Junior	1,896	1,632	1,812	1,771	1,758	-7.3	-0.7
520	Kankakee	360	333	318	327	380	5.4	15.9
501	Kaskaskia	474	949	537	507	492	3.8	-3.0
523	Kishwaukee	552	583	652	674	677	22.7	0.5
517	Lake Land	779	722	779	754	1,031	32.3	36.8
536	Lewis and Clark	678	314	803	392	437	-35.5	11.6
526	Lincoln Land	1,055	1,070	968	1,018	1,036	-1.8	1.7
528	McHenry County	1,162	1,074	1,172	1,258	1,225	5.5	-2.6
524	Moraine Valley	1,829	1,701	1,747	1,851	1,866	2.0	0.8
527	Morton	490	568	251	572	523	6.7	-8.6
535	Oakton	1,525	1,582	1,552	1,477	1,473	-3.4	-0.3
505	Parkland	2,094	1,180	1,180	1,224	1,152	-45.0	-5.9
515	Prairie State	533	483	470	464	1,008	89.2	117.2
521	Rend Lake	301	262	337	369	333	10.7	-9.8
537	Richland	538	501	497	561	504	-6.3	-10.1
511	Rock Valley	1,224	1,124	1,161	1,242	1,169	-4.5	-5.9
506	Sauk Valley	610	245	272	263	470	-22.9	78.8
531	Shawnee	207	247	254	275	310	50.1	13.0
510	South Suburban	519	460	468	438	427	-17.7	-2.5
533	Southeastern Illinois	253	214	209	225	236	-6.7	4.9
522	Southwestern Illinois	1,237	1,242	1,402	1,552	1,523	23.1	-1.9
534	Spoon River	320	205	328	378	390	22.1	3.3
504	Triton	933	906 *	943 *	1,007	1,084	16.2	7.6
516	Waubonsee	1,165	1,170	1,260	1,284	1,237	6.2 %	-3.6 %
	Totals	45,875	42,995	37,993	39,194	40,056	-12.7 %	2.2 %

* Modified by College
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: Fall Enrollment Surveys

ICCB

Illinois Community College Board
Table 7
PRELIMINARY OPENING ENROLLMENT BY INSTRUCTIONAL PROGRAM AREA
FALL 2026

Dist. No.	District/College	General Associates	Transfer	Career & Technical Education	General Studies	Vocational Skills	Adult Basic Education	Adult Secondary Education	English as a Second Language	Total
503	Black Hawk	5	2,437	1,634	0	92	35	39	348	4,590
518	Carl Sandburg	293	980	404	0	0	0	0	0	1,677
508	City Colleges of Chicago	(6,467)	(22,492)	(6,032)	(0)	(6)	(2,036)	(551)	(5,593)	(43,177)
	Harold Washington	285	5,250	539	0	0	0	0	0	6,074
	Harry S Truman	388	3,070	884	0	0	372	54	1,665	6,433
	Kennedy-King	322	1,785	1,099	0	0	280	37	119	3,642
	Malcolm X	4,195	3,442	1,521	0	6	473	97	750	10,484
	Olive-Harvey	246	1,655	705	0	0	186	34	215	3,041
	Richard J. Daley	441	2,732	943	0	0	471	149	1,283	6,019
	Wilbur Wright	590	4,558	341	0	0	254	180	1,561	7,484
502	College of DuPage	253	13,274	12,820	38	2	105	47	1,793	28,332
532	College of Lake County	9	7,394	3,493	1	138	49	197	1,132	12,413
507	Danville Area	361	1,200	417	0	40	0	0	0	2,018
509	Elgin	13	6,151	2,681	0	65	84	75	1,059	10,128
512	Harper	73	9,270	3,285	0	122	106	0	1,350	14,206
540	Heartland	4	3,436	804	0	0	65	42	192	4,543
519	Highland	70	824	313	11	20	1	0	0	1,239
514	Illinois Central	1,164	4,558	1,820	0	0	115	0	233	7,890
529	Illinois Eastern	188	1,733	854	0	162	9	23	11	2,980
513	Illinois Valley	19	1,827	841	31	0	42	49	53	2,862
530	John A. Logan	146	2,043	911	0	103	43	26	13	3,285
539	John Wood	0	1,328	503	0	0	1	0	0	1,832
525	Joliet Junior	4,316	5,869	3,568	11	21	90	165	579	14,619
520	Kankakee	557	983	1,154	0	0	35	45	81	2,855
501	Kaskaskia	320	2,349	984	0	1	101	0	0	3,755
523	Kishwaukee	0	1,966	881	1	52	18	52	103	3,073
517	Lake Land	329	2,458	1,293	0	16	133	0	84	4,313
536	Lewis and Clark	246	1,100	2,958	0	13	166	7	22	4,512
526	Lincoln Land	360	3,700	2,046	0	0	0	0	0	6,106
528	McHenry County	177	6,935	1,832	0	0	145	91	498	9,678
524	Moraine Valley	470	8,489	2,471	0	0	72	17	423	11,942
527	Morton	485	1,520	1,607	0	0	43	27	205	3,887
535	Oakton	10	5,874	1,490	0	45	129	73	1,020	8,641
505	Parkland	176	3,802	2,205	0	0	0	1	3	6,187
515	Prairie State	261	1,339	1,154	0	104	4	6	116	2,984
521	Rend Lake	0	1,479	583	0	55	0	0	0	2,117
537	Richland	201	1,395	704	40	10	3	0	1	2,354
511	Rock Valley	0	4,404	1,319	0	80	112	146	209	6,270
506	Sauk Valley	9	1,177	487	0	5	0	0	0	1,678
531	Shawnee	93	611	380	2	51	7	9	0	1,153
510	South Suburban	60	2,734	791	2	62	118	47	117	3,931
533	Southeastern Illinois	67	755	369	0	156	27	12	0	1,386
522	Southwestern Illinois	1	4,260	4,419	0	0	94	115	180	9,069
534	Spoon River	12	794	240	0	44	61	50	23	1,224
504	Triton	1,314	3,807	3,756	0	500	926	1	26	10,330
516	Waubonsee	180	5,774	1,705	31	0	190	69	660	8,609
	TOTALS	18,709	152,521	75,208	168	1,965	5,165	1,982	16,127	271,845

SOURCE OF DATA: Fall Enrollment Surveys
Note: Historical Fall Enrollment by Instructional Program Area collected via Student-Level Data are available via ICCB Databook Section I Table 2.

ICCB

Illinois Community College Board
Table 8
PRELIMINARY OPENING
DUAL CREDIT ENROLLMENTS
BY COLLEGE, FALL 2022-2026

Dist. No.	College Name	Fall 2022 Dual Credit Headcount	Fall 2023 Dual Credit Headcount	Fall 2024 Dual Credit Headcount	Fall 2025 Dual Credit Headcount	Fall 2026 Dual Credit Headcount	% Change 2022-2026	% Change 2025-2026
503	Black Hawk	1,098	1,118	1,140	1,293	1,382	25.9 %	6.9 %
518	Carl Sandburg	535	555	529	489	491	-8.2	0.4
508	City Colleges of Chicago	(3,558)	(3,968)	(4,265)	(4,442)	(4,990)	(40.2)	(12.3)
02	Harold Washington	808	819	959	1,042	1,186	46.8	13.8
04	Harry S Truman	147	359	315	728	765	420.4	5.1
01	Kennedy-King	381	514	524	639	747	96.1	16.9
03	Malcolm X	376	246	494	451	547	45.5	21.3
05	Olive-Harvey	424	561	544	429	498	17.5	16.1
06	Richard J. Daley	837	924	889	697	783	-6.5	12.3
07	Wilbur Wright	585	545	540	456	464	-20.7	1.8
502	College of DuPage	3,549	3,501	5,405	6,573	7,831	120.7	19.1
532	College of Lake County	161	231	334	315	226	40.4	-28.3
507	Danville Area	181	330	696	774	617	240.9	-20.3
509	Elgin	1,040	1,178	1,507	1,670	1,601	53.9	-4.1
512	Harper	2,031	2,013	2,371	2,511	2,463	21.3	-1.9
540	Heartland	1,107	1,232	1,155	1,154	1,007	-9.0	-12.7
519	Highland	275	288	276	330	227	-17.5	-31.2
514	Illinois Central	1,794	1,996	2,092	2,355	1,614	-10.0	-31.5
529	Illinois Eastern	(890)	(1,078)	984	1,028	962	8.1	-6.4
04	Frontier	248	393	DNA	DNA	DNA	--	--
01	Lincoln Trail	190	205	DNA	DNA	DNA	--	--
02	Olney Central	236	295	DNA	DNA	DNA	--	--
03	Wabash Valley	216	185	DNA	DNA	DNA	--	--
513	Illinois Valley	481	578	542	557	674	40.1	21.0
530	John A. Logan	999	890	1,018	996	964	-3.5	-3.2
539	John Wood	222	252	289	283	313	41.0	10.6
525	Joliet Junior	871	305	4,160	3,923	4,023	361.9	2.5
520	Kankakee	147	131	119	83	162	10.2	95.2
501	Kaskaskia	1,481	1,541	1,547	1,666	1,728	16.7	3.7
523	Kishwaukee	595	750	745	843	814	36.8	-3.4
517	Lake Land	1,027	1,079	1,165	1,364	1,499	46.0	9.9
536	Lewis and Clark	1,355	1,452	1,663	1,689	1,786	31.8	5.7
526	Lincoln Land	23	715	1,186	1,388	1,359	5808.7	-2.1
528	McHenry County	3,582	3,678	3,630	3,515	3,593	0.3	2.2
524	Moraine Valley	2,235	2,611	2,726	2,818	2,688	20.3	-4.6
527	Morton	754	268	384	0	546	-27.6	--
535	Oakton	465	448	580	2	1,344	189.0	67100.0
505	Parkland	874	1,090	1,118	1,131	1,132	29.5	0.1
515	Prairie State	34	43	0	0	0	-100.0	--
521	Rend Lake	409	589	732	759	780	90.7	2.8
537	Richland	618	739	871	966	957	54.9	-0.9
511	Rock Valley	565	603	880	962	868	53.6	-9.8
506	Sauk Valley	251	242	281	340	328	30.7	-3.5
531	Shawnee	320	287	299	340	387	20.9	13.8
510	South Suburban	1,663	1,118	1,329	2,335	1,437	-13.6	-38.5
533	Southeastern Illinois	134	118	89	525	406	203.0	-22.7
522	Southwestern Illinois	1,081	1,710	1,812	1,936	1,826	68.9	-5.7
534	Spoon River	315	312	270	274	260	-17.5	-5.1
504	Triton	888	1,435	1,018	1,555	1,090	22.7	-29.9
516	Waubonsee	1,103	1,474	1,086	1,781	1,668	51.2 %	-6.3 %
	Totals	38,711	41,946	50,293	54,965	56,043	44.8 %	2.0 %

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: Fall Enrollment Surveys

Illinois Community College Board
Table 9
PRELIMINARY OPENING ENROLLMENT BY TYPE OF ATTENDANCE
FALL 2026

Dist. No.	District/College	Full-Time	Part-Time	Total
503	Black Hawk	1,545	3,045	4,590
518	Carl Sandburg	781	896	1,677
508	City Colleges of Chicago	(13,491)	(29,686)	(43,177)
02	Harold Washington	1,906	4,168	6,074
04	Harry S Truman	1,737	4,696	6,433
01	Kennedy-King	1,067	2,575	3,642
03	Malcolm X	3,055	7,429	10,484
05	Olive-Harvey	921	2,120	3,041
06	Richard J. Daley	2,468	3,551	6,019
07	Wilbur Wright	2,337	5,147	7,484
502	College of DuPage	7,046	21,286	28,332
532	College of Lake County	3,888	8,525	12,413
507	Danville Area	807	1,211	2,018
509	Elgin	3,229	6,899	10,128
512	Harper	4,074	10,132	14,206
540	Heartland	1,553	2,990	4,543
519	Highland	549	690	1,239
514	Illinois Central	2,229	5,661	7,890
529	Illinois Eastern	1,214	1,766	2,980
513	Illinois Valley	939	1,923	2,862
530	John A. Logan	1,321	1,964	3,285
539	John Wood	847	985	1,832
525	Joliet Junior	3,701	10,918	14,619
520	Kankakee	1,032	1,823	2,855
501	Kaskaskia	1,174	2,581	3,755
523	Kishwaukee	1,106	1,967	3,073
517	Lake Land	1,766	2,547	4,313
536	Lewis and Clark	1,336	3,176	4,512
526	Lincoln Land	1,778	4,328	6,106
528	McHenry County	2,206	7,472	9,678
524	Moraine Valley	4,186	7,756	11,942
527	Morton	1,127	2,760	3,887
535	Oakton	1,949	6,692	8,641
505	Parkland	2,074	4,113	6,187
515	Prairie State	918	2,066	2,984
521	Rend Lake	972	1,145	2,117
537	Richland	483	1,871	2,354
511	Rock Valley	2,444	3,826	6,270
506	Sauk Valley	767	911	1,678
531	Shawnee	506	647	1,153
510	South Suburban	787	3,144	3,931
533	Southeastern Illinois	506	880	1,386
522	Southwestern Illinois	3,203	5,866	9,069
534	Spoon River	448	776	1,224
504	Triton	2,774	7,556	10,330
516	Waubonsee	2,385	6,224	8,609
	Totals	83,141	188,704	271,845

SOURCE OF DATA: Fall Enrollment Surveys
Note: Historical Fall Enrollment by Type of Attendance is collected via Student-Level Data are available via ICCB Databook Section I Table 1.

Item #10.1
November 6, 2026

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

Richard J. Daley College and Wilbur Wright College

- Digital Marketing and Analytics A.A.S. (61 credit hours)
- Digital Marketing and Analytics Foundations Certificate (36 credit hours)

Waubonsee Community College

- Diagnostic Medical Sonography A.A.S. (77 credit hours)

Wilbur Wright College

- Child Development: Early Childhood Education (62 credit hours)
- Child Development: Early Childhood Education (31 credit hours)
- Child Development: Infant/Toddler (32 credit hours)

BACKGROUND

Richard J. Daley College and Wilbur Wright College
Digital Marketing and Analytics A.A.S. (61 credit hours)
Digital Marketing and Analytics Foundations Certificate (36 credit hours)

Program Purpose: These programs will prepare students for entry-level employment and advancement opportunities in the field of digital marketing within a variety of business and industry employers.

Catalog Description: Digital Marketing and Analytics A.A.S. – The Associate of Applied Science (AAS) in Digital Marketing and Analytics prepares students for entry-level positions in marketing, communications, and digital brand management. The program emphasizes the integration of marketing principles with digital tools and platforms to effectively reach and engage modern audiences. Students will learn how to design, implement, and evaluate marketing strategies using data analytics, content creation, and social media engagement techniques. Through hands-on projects and applied coursework, students will gain practical experience in managing digital marketing campaigns and utilizing emerging technologies to build brand awareness and customer relationships.

Catalog Description: Digital Marketing and Analytics Foundations Certificate – The AC in Digital Marketing and Analytics Foundations program is designed to provide students with the knowledge and practical skills necessary to obtain entry-level to mid-level employment in the rapidly evolving fields of digital marketing, content creation, and social media management. The program prepares graduates to plan, design, and implement data driven marketing campaigns that utilize artificial intelligence, analytics, and automation tools to engage audiences, optimize performance, and support organizational goals.

Curricular Information: Digital Marketing and Analytics A.A.S. - The curriculum includes 16 credit hours of required general education coursework and 45 credit hours of career and technical education coursework. Career and technical coursework includes instruction business, marketing, digital literacy for business, data visualization and presentation, digital marketing and social media, business communications, digital analytics and storytelling, digital marketing project management, multicultural and inclusive marketing, social media strategy and content, AI (artificial intelligence) marketing, brand strategy and digital storytelling, six (6) credit hours of related technical electives, and a required capstone project in integrated digital marketing.

Digital Marketing and Analytics Foundations Certificate – This curriculum includes a 36-credit hour subset of coursework from the A.A.S. degree. Assessment of student learning in the proposed programs will be achieved through evaluation of the student's performance through completion of comprehensive project building and implementing a digital marketing campaign, and will be evaluated by program faculty, clients, and/or industry partners.

Accrediting Information: Richard J. Daley College, and Wilbur Wright College are accredited by the Higher Learning Commission. No further specialized program accreditation is required.

Justification for Credit hours required: The proposed degree program exceeds 60 credit hours by one (1) credit hour as a result of a required four (4) credit hour mathematics course program developers considered necessary for supporting the career and technical content of the curriculum. The proposed certificate program exceeds 30 credit hours to include six (6) credit hours of general education in speech and writing, considered necessary for supporting the career and technical content of the curriculum.

Diversity, Equity & Inclusion Efforts: City Colleges of Chicago is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. Ensuring access to career programs for students across the City is a key part of the District's equity plan. Offering programs across multiple institutions across the District helps provide students from all geographically and economically diverse areas have equitable access to training considered in demand throughout the City.

The colleges currently utilize multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The colleges continue to utilize its long-standing partnerships with community-based organizations (CBOs) to reach the most underserved populations within the district. The colleges regularly promote programs and services such as TRIO, the ACCESS Center for Disabilities, the Wellness Center, Food Pantry and Clothing Closet. Faculty monitor student progress through dedicated advising. The colleges continue their efforts to hire and retain a diverse faculty, staff, and administration through DEI advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The colleges will intentionally seek to expose program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds from employers who employ in-house digital marketing staff and those who utilize digital marketing services.

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 occupations related to marketing research and analysis is expected to increase by about 10.5% statewide through 2032.

Table 1: Employer Partners (both institutions)

Employer	**Location**
Allstate Insurance	Chicago, IL
World Business Chicago	Chicago, IL
Harper College Marketing Services	Palatine, IL
Triton College Marketing	Ricer Grove, IL
Knight Agency	Chicago, IL

Table 2a: Richard J. Daley College

Digital Marketing and Analytics AAS	**First Year**	**Second Year**	**Third Year**
Full-Time Enrollments:	1	3	5
Part-Time Enrollments:	3	6	7
Completions:	-	1	6

Digital Marketing &Analytics Fd Cert	**First Year**	**Second Year**	**Third Year**
Full-Time Enrollments:	3	4	4
Part-Time Enrollments:	3	7	8
Completions:	1	6	9

Table 2b: Projected Enrollments: Wilbur Wright College

Digital Marketing and Analytics AAS	**First Year**	**Second Year**	**Third Year**
Full-Time Enrollments:	5	10	20
Part-Time Enrollments:	7	10	15
Completions:	-	5	10

Digital Marketing & Analytics Fd Cert	**First Year**	**Second Year**	**Third Year**
Full-Time Enrollments:	10	20	30
Part-Time Enrollments:	10	15	20
Completions:	2	8	18

Financial / Budgetary Information: Note individual Financial Information (Table 3) and Faculty Needs (Table 4) Tables for each institution included in the application. Qualified faculty will hold at least a Masters degree in Marketing, Business or a closely related field, have at least one (1) year work experience, and at least one (1) year teaching experience.

Resources such as classroom space and software will be shared with existing business-related curricula currently being offered. The program will be supported fiscally through student tuition and fees.

Table 3a: Financial Information: Richard J. Daley College (both programs)

	First Year	Second Year	Third Year
Faculty Costs	$13,748	$0	$0
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$13,748**	**$0**	**$0**

Table 3b: Financial Information: Wilbur Wright College (both programs)

	First Year	Second Year	Third Year
Faculty Costs	$3,200	$4,800	$65,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$3,200**	**$4,800**	**$65,000**

Table 4a: Faculty Requirements: Richard J. Daley College (both programs)

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

Table 4b: Faculty Requirements: Wilbur Wright College (both programs)

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	2	0	0	1	1
Existing Faculty	3	2	3	4	3	4

Waubonsee Community College
Diagnostic Medical Sonography A.A.S. degree (77 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment as diagnostic medical sonographers in a variety of healthcare settings.

Catalog Description: The Diagnostic Medical Sonography program provides comprehensive didactic and clinical education in general sonography, with introductory instruction in vascular sonography.

Clinical applications include abdominal/superficial structures, obstetrics/gynecology and vascular imaging techniques. Upon successful completion of the program, students are eligible to obtain licensure from the American Registry for Diagnostic Medical Sonography (ARDMS) in the following: Sonography Principles and Instrumentation (SPI) Physics Instrumentation; Abdomens and Superficial Structures; and Obstetrics and Gynecology.

Curricular Information: The curriculum requires 26 credit hours of required general education coursework, 40 credit hours of career and technical education coursework, and 11 credit hours in diagnostic medical sonography clinical practice. This includes 14 credit hours of general education pre-requisite coursework in biology, and anatomy and physiology. Career and technical coursework includes instruction in medical terminology, introductory sonography and patient care, introductory and advanced levels of abdominal sonography, cross-sectional anatomy for diagnostic imaging, introductory and advanced levels of sonographic physics and instrumentation, introductory and advanced levels of obstetrics and gynecology sonography, vascular sonography, sonography of superficial and specialized structures, clinical ethics in diagnostic medical sonography, and three (3) levels of diagnostic medical sonography clinical practice. The curriculum was developed according to standards developed by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)-Joint Review Committee on education in Diagnostic Medical Sonography (JRC-DMS) to prepare graduates for necessary credentialing as a Registered Diagnostic Medical Sonography (RDMS) through the American Registry of Diagnostic Medical Sonography (ARDMS) or for the national certification exam in diagnostic medical sonography through the American Registry of Radiologic Technologists (ARRT). Assessment of student learning will be achieved through evaluation of the student's performance during their clinical learning experience and through a practice registration exam.

Justification for Credit hours required for the degree: Credit hours required to complete the program mirror the course content and contact hours in clinical practicum required for accreditation by the CAAHEP JRC-DMS and for students to earn credentialing through the ARDMS. The curriculum requires 14 credit hours of pre-requisite coursework in biology, and human anatomy and physiology before beginning sonography coursework. These credit hours also apply towards the general education coursework required by the CAAHEP JRC-DMS for program accreditation.

Accrediting Information: Waubonsee Community College is accredited by the Higher Learning Commission. The program must be accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)-Joint Review Committee on education in Diagnostic Medical Sonography (JRC-DMS). The college will apply for accreditation once one full class of students has completed. Students are eligible to sit for the Registered Radiologic Technician (RRT) credentialing exam through the ARRT (American Registry of Radiologic Technologists) upon completion of the program. Once accredited, students may also sit for the RDMS (Registered Diagnostic Medical Sonography) exam through the American Registry of Diagnostic Medical Sonographers (ARDMS).

Diversity, Equity & Inclusion Efforts: Waubonsee Community College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Targeted efforts include focusing on attracting, recruiting, and retaining a diverse population of students, and within CTE programs. WCC provides a multitude of services for assisting students with program completion through various student support services available on campus and virtually. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the various industries and employers of diagnostic medical sonography professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "diagnostic medical sonographers" is expected to increase by 10.9% Statewide through 2032.

Table 1: Employer Partners

Employers	Location
Rush Copley Medical Center	Aurora, IL

Table 2: Projected Enrollments

DMS A.A.S. degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	10	10
Part-Time Enrollments:	0	0	0
Completions:	0	8	8

Financial / Budgetary Information: One (1) new full-time and one (1) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least a Bachelor's degree in Diagnostic Medical Sonography from an accredited program; hold a current RDMS credential, at least two (2) years of work experience as a diagnostic medical sonographer, and two (2) years teaching experience preferred. Facilities are being renovated and equipped to provide a clinical workspace that will provide students with a modern clinical work-based learning experience, and to meet program accreditation requirements. Costs associated with implementation relate to remodeling facilities, equipment purchases, and faculty/administration expenditures. The program will be supported utilizing institutional funds and through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$120,000	$140,000	$140,000
Administrator Costs	-	-	-
Other Personnel Costs (Clin Coord/Adjunct)	0	$50,000	$50,000
Equipment Costs	$534,872	-	-
Library/LRC Costs	-	-	-
Facility Costs	$10,500,000	0	0
Other	-	-	-
TOTAL NEW COSTS	**$11,154,872**	**$190,000**	**$190,000**

Table 4: Faculty Requirements

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

Wilbur Wright College
Child Development: Early Childhood Education (62 credit hours)
Child Development: Early Childhood Education (31 credit hours)
Child Development: Infant/Toddler (32 credit hours)

Program Purpose: These programs will prepare students for entry-level employment and advancement opportunities in the field of child development and early childhood education.

Catalog Description: Early Childhood Education A.A.S. – The Associate in Applied Science degree program in Child Development: Early Childhood Education provides child development theory and skills for the student who intends to work immediately in a pre-school program as a teacher or teacher assistant in public and private preschools, childcare centers, or nursery schools as well as prepare students to work as teacher aides and activities supervisors.

Catalog Description: Early Childhood Education Certificate – The Advanced Certificate program in Child Development: Early Childhood Education provides child development theory and professional skills for students seeking to advance their careers as teachers and lead educators in preschools, childcare centers, and other early childhood settings. The program stacks toward the Associate in Applied Science degree in Child Development: Early Childhood Education and aligns with the Illinois Gateways to Opportunity Early Childhood Education Credential Levels 2 and 3.

Catalog Description: Infant/Toddler Certificate – The Advanced Certificate program in Child Development: Infant/Toddler prepares students for employment in center or home-based programs that provide childcare for infants and toddlers. The study of child development theory and skills is necessary for those interested in becoming early childhood
educators for infants and toddlers.

Curricular Information: Early Childhood Education A.A.S. – The curriculum includes 15 credit hours of required general education coursework, and 47 credit hours of career and technical education coursework. The career and technical component includes instruction in human growth and development, health/safety/nutrition, language and literacy development in early childhood, science and math for young children, creative activities for young children, principles and practices of early childhood education, child/family/community relations, early childhood education group care, observation/assessment/documentation to support young children and families, a required practical learning experience in early childhood education, and technical elective options in exceptional child, infant/toddler care, methods/materials for infant/toddler care, and advanced human growth and development.

The proposed programs were designed according to educational program guidelines developed by the National Association for the Education of Young Children (NAEYC) and to credentialing guidelines developed by the Illinois' Gateways to Opportunities, as awarded by the Illinois Department of Human Services (IDHS)- Division of Early Childhood Care and Education. The proposed programs will lead individuals towards Gateways Credentials in Levels 1-4 in Early Childhood Education and/or Infant/Toddler Care. The proposed A.A.S. degree will prepare students for Gateways Credentials Levels 2, 3, and 4 in Early Childhood Education.

Curricular Information: Early Childhood Education Certificate – This curriculum includes a 31-credit hour subset of coursework from the A.A.S. degree with required coursework focused on teaching roles in preschool and related early childhood settings. The curriculum will prepare individuals for Gateways Credentials in Early Childhood Education Levels 2 and 3.

Curricular Information: Infant/Toddler Certificate – This curriculum includes a 32-credit hour subset of coursework from the A.A.S. degree with required coursework focused on specialized infant and toddler care. The curriculum will prepare individuals for Gateways Credentials in Infant/Toddler Level 2, 3, and 4.

Assessment of student learning in the proposed programs will be achieved through evaluation of the student's performance during the practical learning experience and through completion of a comprehensive final project and capstone portfolio, containing artifacts of the students' achievements throughout their educational path.

Accrediting Information: Wilbur Wright College is accredited by the Higher Learning Commission.

The college will seek entitlement from the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA), which will allow students to earn their Gateways Early Childhood Education and Infant/Toddler Credentials. Program accreditation will be sought through the National Association for the Education of Young Children (NAEYC) during year 2 or 3, once students have graduated successfully.

Justification for Credit hours required: The proposed degree program exceeds 60 credit hours, and both certificates exceed 30 credit hours, as a result of two (2) required courses at four (4) credit each. These courses equate to four (4) credit hours due to the contact hours required to support the content.

Diversity, Equity & Inclusion Efforts: City Colleges of Chicago is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. Ensuring access to career programs for students across the City is a key part of the District's equity plan. Offering programs across multiple institutions across the District helps provide students from all geographically and economically diverse areas have equitable access to training considered in demand throughout the City. The colleges currently utilize multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The colleges continue to utilize its long-standing partnerships with community-based organizations (CBOs) to reach the most underserved populations within the district. The colleges regularly promote programs and services such as TRIO, the ACCESS Center for Disabilities, the Wellness Center, Food Pantry and Clothing Closet. Faculty monitor student progress through dedicated advising. The colleges continue their efforts to hire and retain a diverse faculty, staff, and administration through DEI advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. The colleges will intentionally seek to expose program students to a diverse set of faculty within the classroom and through opportunities to hear from diverse individuals with diverse backgrounds from employers within the child development and early childhood education arena.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for additional early childhood education programs to address the underserved areas of the City. Currently, all other sister institutions of the City Colleges offer the proposed programs. Adding the proposed programs at WWC, and specifically in the Humboldt Park neighborhood, will improve access to campus and promote equitable participation in the program. According to the Illinois Department of Employment Security (IDES), average employment growth for occupations related to early childhood education is estimated around 4.7% statewide through 2032. Locally, data suggests need continues to remain high for trained child development/early childhood education workers within the City and the surrounding Cook County area.

Table 1: Employer Partners

Employer	Location
Onward Neighborhood House	Chicago, IL
Christopher House	Chicago, IL
Birth to Five	Chicago, IL
Erie Neighborhood House	Chicago, IL
Family Focus	Chicago, IL

Table 2: Projected Enrollments

Early Childhood Education A.A.S.	First Year	Second Year	Third Year
Full-Time Enrollments:	10	8	14
Part-Time Enrollments:	10	10	15
Completions:	-	8	30

Early Childhood Education Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	8	10	15
Part-Time Enrollments:	10	15	25
Completions:	18	25	40

Infant/Toddler Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	12
Part-Time Enrollments:	8	12	12
Completions:	5	10	12

Financial / Budgetary Information: Two (2) new part-time faculty will be required during the first year, with one (1) full-time faculty being added the second year. Qualified faculty will hold at least a Masters degree in Child Development, Early Childhood Education or a closely related field, have at least one (1) year work experience, and some teaching experience preferred. Resources such as classroom space are adequate while some new equipment is budgeted for during the first three years of operation. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information (all programs)

	First Year	Second Year	Third Year
Faculty Costs	$9,600	$70,000	$99,000
Administrator Costs	$5,000	$10,000	$10,000
Other Personnel Costs	-	-	-
Equipment Costs	$7,075	$3,500	$3,500
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (accreditation fees)	-	$2,400	$6,500
TOTAL NEW COSTS	**$21,675**	**$85,900**	**$119,000**

Table 4: Faculty Requirements (all programs)

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

Item #11.1
November 6, 2026

Minutes of the
Illinois Community College Board
Work Session

Elgin Community College
Building E (Business Center)
Dining Room
1700 Spartan Dr.
Elgin, IL 60123

September 24, 2026

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the minutes of the September 24, 2026, work session as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Sylvia Jenkins called the Board meeting to order at 1:45 p.m. and asked Ann Knoedler to call roll. The following Board members were present: An-Me Chung, George Evans, Teresa Garate, Marlon McClinton, Jeanne McDonald, Larry Peterson, and Student member, Vrunda Patel. Hector Garcia, Maureen Banks, and Lisa Dziekan were not in attendance. A quorum was declared. Mara Botman will be voted in to the meeting.

****

Attendance by Means other than Physical Presence

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

Mara Botman, Chicago, IL due to childcare issues.

Chair Jenkins stated that Board member Mara Botman is unable to attend today's meeting due to childcare issues. According to Section 7 of the Open Meetings Act, Mara Botman 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 Marlon McClinton, to allow Board member Mara Botman to participate in today's Board meeting virtually.

The motion was approved via unanimous voice vote.

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Item #2 - Announcements and Remarks by Board Chair

Dr. Jenkins welcomed everyone to our Working session. The new student Board member, Vrunda Patel, was given an opportunity to introduce herself. At this time, Chair Jenkins turned the floor over to Nathan Wilson.

Item #3 - Overview of ICCB Board Document Portal and Board Member Access
Nathan Wilson gave an overview of the new ICCB Agenda Portal, including how Board Members will access meeting Board materials. The briefing also covered the transition from Surface Pro devices to iPads to streamline access and improve usability. From now on, the iPads will be utilized by the Board members during the Board meetings.

Item #4 - Board Policy Book Introduction
Executive Director, Brian Durham, walked the Board through the review of the proposed Board Policy Manual. The manual is intended to serve as the Board's primary governance document and establishes the authorities, responsibilities, and expectations that guide the work of the Board and administration of the agency. The manual addresses Board governance, membership and officers, meetings, the role of the Executive Director, strategic planning, fiscal and compliance oversight, ethics, and policy development. It also includes an annual Board work plan and procedures related to the Chair's statutory authority to appoint a local trustee when a district fails to fill a vacancy within 60 days. A key purpose of the manual is to put the plethora of Board requirements and expectations in one document for reference and posterity. The working session will provide an opportunity for Board members to review the framework, identify needed revisions, and provide direction prior to formal consideration at a future meeting.

Item #5 - Board Goals Review & Affirmation
The Board Goals Review "Four-Year Report" provides a retrospective of progress from FY2024 through FY2026 and identifies priorities for FY2027 under the Board's three strategic goals: Equity, Smooth Transition, and Economic and Workforce Development. The report documents the evolution of major initiatives from planning and initial implementation toward broader scale, stronger coordination, and greater emphasis on measurable outcomes. Highlights include implementation of institutional Equity Plans, expansion of dual credit and transfer initiatives, continued developmental education reform, growth in workforce and noncredit programming, and increased use of data and dashboards. Dr. Durham walked the Board through the major areas of focus for the coming year which include equity outcomes, dual credit and transfer reforms, Workforce Pell, Rural Health Transformation, employer-responsive workforce programming, and continued modernization of statewide data and accountability systems. The working session provided an opportunity for the Board to review progress, discuss FY2027 priorities, and consider areas where they would like to learn more. The Board had a discussion on the current goals and if there should be any changes.

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At this time, the Board took a break at 2:37 p.m. and returned at 2:46 p.m.

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Item #6 - Overview of Funding for the Illinois Community College System
Jennifer Franklin, ICCB Deputy Director for Finance and Operations, provided the Board with an overview of funding for the Illinois Community College System. The presentation explained the major State funding streams administered by the Illinois Community College Board, including Base Operating Grants, Equalization Grants, Performance-Based Funding, Career and Technical Education, Small College Grants, and Veterans and National Guard Grants. The presentation will also review how funding is allocated among community college districts, the role of State funding within the overall community college funding structure, and historical funding levels in relation to calculated system need. This overview provided the Board members with foundational context regarding ICCB's funding responsibilities and the formulas and methodologies used to distribute State resources to community colleges.

Item #7 - Executive Session

Item #7.1 - Review of Executive Session Minutes

Marlon McClinton made a motion, which was seconded by Vrunda Patel, to approve the following motion:

> I move to enter Executive Session for the purpose of Review of Executive Session Minutes which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.
>
> A voice vote was taken with the following results:

Mara Botman	Yea	Jeanne McDonald	Yea
An-Me Chung	Yea	Marlon McClinton	Yea
George Evans	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Vrunda Patel	Yea
		Sylvia Jenkins	Yea

The motion was approved. Student Advisory vote: yes. The Board entered executive session at 3:29 p.m.

* * * * * * * * *

George Evans made a motion, which was seconded by Teresa Garate, to reconvene Public Session at 3:3 p.m.

> A voice vote was taken with the following results:

Mara Botman	Yea	Jeanne McDonald	Yea
An-Me Chung	Yea	Marlon McClinton	Yea
George Evans	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Vrunda Patel	Yea
		Sylvia Jenkins	Yea

The motion was approved. Student Advisory vote: yes.

Item #8 – Adjournment

Larry Peterson made a motion, which was seconded by Jeanne McDonald, to adjourn the work session at 3:42 p.m.

The motion was approved via unanimous voice vote.

Minutes of the
472nd Meeting of the
Illinois Community College Board

Elgin Community College
Dining Room
1700 Spartan Dr.
Elgin, IL 60123

September 25, 2026

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

> The Illinois Community College Board hereby approves the Board minutes of the September 25, 2026, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Sylvia Jenkins called the Board meeting to order at 9:05 a.m. and asked Ann Knoedler to call roll. The following Board members were present: George Evans, Jeanne McDonald, Vrunda Patel, student member, Larry Peterson, An-Me Chung, Marlon McClinton, Teresa Garate, and Lisa Dziekan. A quorum was declared. Hector Garcia, Maureen Banks were not present. Mara Botman will be voted into the meeting.

****

Attendance by Means other than Physical Presence

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

> Mara Botman, Chicago, IL due to childcare issues.

Chair Jenkins stated that Board member Mara Botman is unable to attend today's meeting due to childcare issues. According to Section 7 of the Open Meetings Act, Mara Botman may participate in today's meeting virtually and the Board needs a motion to allow them to attend.

> Marlon McClinton made a motion, which was seconded by Vrunda Patel, to allow Board member Mara Botman to participate in today's Board meeting virtually.

The motion was approved via unanimous voice vote.

****

Item #2 - Announcements and Remarks by Board Chair

Chair Sylvia Jenkins welcomed everyone to the September Meeting. Chair Jenkins then thank President Peggy Heinrich and Elgin Community College for hosting the Board for these two days of meetings. She acknowledged yesterday's Board Working Session and the opportunity it provided to review governance priorities and the Board Goals.

Chair Jenkins announced that Deputy Governor Martin Torres is unable to make the meeting this morning due to illness.

In U.S. v. Illinois, the federal government challenged Illinois laws that allowed certain undocumented students to receive in-state tuition and state financial aid. On July 24, 2026, a federal district court ruled that those provisions, as applied to students not lawfully present in the United States, conflicted with federal law and could no longer be enforced, affecting both public universities and community colleges for the 2026-27 academic year. The U.S. v. Illinois decision created an immediate and significant challenge for colleges, universities, and students across the state. The hard work and partnership of the Attorney General's Office, the Governor's Office, ICCB, IBHE, and ISAC who worked closely to provide coordinated guidance and respond quickly to questions as they emerged should be acknowledged. That work included statewide FAQs, letters and communications to institutions, financial aid guidance, student-facing information, and ongoing clarification on issues such as tuition, aid, dual credit, and student privacy. The colleges and universities have also done substantial work to review policies, communicate with students, and implement the court's decision with as little disruption as possible.

It is important that considering all the challenges the community college system faces across the state, that it's important to highlight some of the great things happening in the system. Congratulations to Illinois Central, Kaskaskia, Lake Land, Lewis and Clark, and Parkland who were collectively awarded 20M for five new Manufacturing Training Academies. These will expand advanced manufacturing training in areas such as automation, robotics, machining, industrial maintenance and biomanufacturing. Congratulations to ECC for opening their new Manufacturing Training Center. Yesterday the Board and staff were able to attend the tour and ribbon cutting. Heartland received national recognition for student success. EAB named Heartland the 2026 recipient of its Return on Education Award, recognizing measurable results in helping students persist, graduate and succeed. McHenry County College opened its new Engagement Hall. The 5,200-square-foot, 250-person facility provides new space for student activities, job fairs, alumni and donor events, performances and community programming.

Item #2.1 - Affirming the Board Goals for FY2027

Teresa Garate made a motion, which was seconded by George Evans, to hereby approve and affirm the continuation of the existing Board Goals for FY2027 as written, with the understanding that after the Board of Higher Education's presentation to the Board at the November 6th meeting, the Academic Workforce, and Student Success team will then take under consideration any updates or changes that may need to be made to the goals.

The motion was approved. Student Advisory vote: yes.

Item #3 - Remarks from Deputy Governor Martin Torres

Deputy Governor Martin Torres was unable to attend the meeting.

Item #4 - Welcoming Remarks from Dr. Peggy Heinrich, President, Elgin Community College

Dr. Peggy Heinrich thanked the ICCB for their continued support. She also thanked the Board members for attending the new Manufacturing Building grand opening the afternoon of September 24th.

Item #4.1 - College Spotlight – Elgin Community College

ICCB is continuing the goal of highlighting the good work taking place across the Illinois Community College System. Dr. Peggy Heinrich, President of Elgin Community College, and Ms. Annamarie Schopen, Vice President of Teaching, Learning, and Student Development, from Elgin Community College provided a College Spotlight on its Center for Undergraduate Research, Innovation, and Creativity. She also highlighted how the Center creates opportunities for students to engage in undergraduate research, inquiry, innovation, and creative work as part of their community college experience. The presentation offered the Board a closer look at how ECC is expanding opportunities for students to participate in high-impact learning experiences that deepen

academic engagement, strengthen critical-thinking and problem-solving skills, and connect classroom learning with broader scholarly and creative pursuits. The spotlight is intended to provide practical context for Board discussions and to deepen understanding of the innovative work taking place across Illinois community colleges. Illinois community colleges are a significant strength of the state's higher education landscape, reflecting innovation, responsiveness, and a strong commitment to access, student success, and educational excellence. Highlighting the work of individual colleges provides an ongoing opportunity for the Board to learn from the diversity of institutions within the system and to ground policy and oversight discussions in the experiences of students, faculty, and campuses.

Item #5 - Board Member Comments

There were no comments.

Item #5.1 - Illinois Board of Higher Education Report

Mara Botman gave an update on items discussed at the last IBHE meeting held on August 19th in Grayslake. One issue of importance is the highlighting of a significant rise in campus disability prevalence, revealing a mismatch with current staffing and resources. The Board heard from the Disability Advisory Committee - Sophia Hamilton, Director, Disability Resource Center, University of Illinois Chicago, DAC Member. There was a Legislative Update - Jenna Rossi, Director of Intergovernmental Relations. The Board heard an update on the Ad Hoc Strategy Committee - Pranav Kothari, Committee Chair; Board Chair. The next meeting will be Wednesday, November 18, 2026, at the College of DuPage in Glen Ellyn, IL.

Item #6 - Executive Director Report

Dr. Brian Durham gave a brief update and began by thanking Elgin Community College for hosting the ICCB for the past two days. Over the summer, ICCB staff have been working on a number of issues, such as, drafting Board reports, working with the IL Council of Community College Presidents on Dual Credit, and submitted comments on recent proposed changes to grant rules by the Department of Education. Dr. Durham reported progress on rural health initiatives and past funding reductions. The Board requested updates on tuition laws for undocumented students and potential advocacy letters.

Item #7 – Advisory Organizations

Illinois Community College Faculty Association

Dr. Julia diLiberti, Interim president of the ICCFA, began by stating they may have to cancel their fall conference due to lack of interest. There is still scholarship money to be given out; however, there are only 3 people that have applied. Their Board has two new board members that are CTE adjunct faculty. The group is also still working on getting the website up and fully functional.

Student Advisory Council

Ms. Vrunda Patel stated the council has met twice, with the first meeting being held on August 10th virtually. There were 14 students who attended this orientation meeting. ICCB and ICCTA attended and provided overviews of their perspective's agencies. They also reviewed and discussed the SAC handbook. The council also met on September 18th in person at College of DuPage. The COD President of Student Affairs spoke, along with the ICSPS representative. The council received an update on the community college baccalaureate program and also elected their executive team.

Illinois Council of Community College Presidents

Mr. George Evans is the new President of the Illinois Council of Community College Presidents. He stated the council met last week for their 1st fall semester meeting. The disgusted a number of items such as, the community college baccalaureate program, the ACCT Legislative Conference that will be held in Chicago in October, awaiting the enrollment data, and the Retreat that is being held on October 7-9 in St. Charles, where 33 of the 45 colleges will be present.

Mr. Evans concluded his report by announcing there is a lot of turnover, which results in new Presidents being hired. As of now, there are 7 new presidents within the system.

Item #8 - Committee Reports

Item #8.1 - Academic, Workforce, and Student Support

The committee met on Friday, September 25th at 8:00 a.m. with the following members present: Jeanne McDonald, Teresa Garate, Marlon McClinton, An-Me Chung and Vrunda Patel. The committee discussed: Adult Education and Workforce Education: Rev UP Overview and Presentation – Elgin Community College, Brief Workforce Pell Update; Academic Affairs and Student Services: Early Childhood Access Consortium for Equity, Do No Harm Provision; and New Units.

Item #8.1a – Illinois Workforce Pell Implementation

Whitney Thompson, Deputy Director for Workforce Education, will deliver a presentation to the Board on Illinois' implementation of the federal Workforce Pell Grant program. Workforce Pell is a new federal financial aid opportunity that allows eligible students to use Pell Grant funding for qualifying short-term workforce training programs aligned with in-demand occupations and employer needs. The presentation will provide an overview of federal and state requirements, Illinois' interagency policy framework and approval process, as well as an update on the first round of Workforce Pell applications.

Item #8.2 - Finance, Budgeting, Accountability and External Affairs Committee

The committee met on Friday, September 25th at 8:00 a.m. with the following members present: George Evans, Lisa Dziekan, and Larry Peterson. The committee discussed: Spring 2027 Legislative Update; Marketing & Communications Update; Modernizing ICCB Data Submission Processes; Consent agenda to increase threshold for contract approval; and FY27 Budget ICCB Budget Priorities.

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The Board took a break at 10:49 a.m. and returned at 10:57 a.m.

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Item #9 - Illinois Community College Marketing Collaborative Presentation

Ms. Erin Shannon, Director of the Illinois Community College Marketing Collaborative, presented at the board meeting on the Illinois Community College Marketing Collaborative 's statewide marketing and advocacy initiatives in fiscal year 2026.

Item #10 - Recognition of the Illinois Community Colleges

Item #10.1 – Lewis and Clark College and Richland Community College

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

> The Illinois Community College Board hereby grants a status of "recognition continued" to the following districts:
>
> Lewis and Calrk Community College District 536
> Richland Community College District 537

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

Item #11 - New Units

Item #11.1 – Illinois Central College, Malcom X College, Richard J. Daley College, Rock Valley College, Harry S. Truman College, Harold Washington College
Marlon McClinton made a motion, which was seconded by Jeanne McDonald, 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
Illinois Central College
- Artificial Intelligence A.A.S. degree (60 credit hours)

Malcom X College
- Surgical First Assistant Certificate (33 credit hours)

Richard J. Daley College
- Electrical and Electronics Engineering Technology A.A.S. degree (61 credit hours)
- Electrical and Electronics Engineering Technology Certificate (30 credit hours)

Rock Valley College
- Industrial Systems Technology A.A.S. degree (60 credit hours)

Harry S Truman College
- Sign Language Interpretation A.A.S. degree (66 credit hours)

Harold Washington College
- Human Resources A.A.S. degree (61 credit hours)
- Sales A.A.S. degree (61 credit hours)
- Sales Certificate (33 credit hours)

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

Item #12 - Adoption of Minutes
George Evans made a motion, which was seconded by Larry Peterson, to approve the following item:

Item #12.1 - Minutes of the June 5, 2026 Board Meeting
The Illinois Community College Board hereby approves the Board minutes of the June 5, 2026, meeting as recorded.

Item #12.2 - Minutes of the June 5, 2026 Executive Session
The Illinois Community College Board hereby approves the Executive Session minutes of the June 5, 2026 meeting as recorded.

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

Item #13 – consent agenda
Larry Peterson made a motion, which was seconded by Teresa Garate, to approve the following items:

Item #13.1 - Certification on Eligibility for Special Tax Levy
The Illinois Community College Board hereby authorizes the Executive Director to issue the annual certificates of eligibility for additional taxing authority to the community college districts meeting the following statutory criteria:

1. Received an equalization grant in fiscal year 2026 and/or received an equalization grant in fiscal year 2027; and Had combined educational and operations and maintenance purposes tax rates less than 27.47 cents per $100 of equalized assessed valuation.

Item #13.2 - Trustee Training Provider Approval
The Illinois Community College Board hereby approves the following trustee training provider:

The Eight Effect

Item #13.3 - Revision to Contract Approval Authority
The Illinois Community College Board hereby authorizes the Executive Director to enter into and execute contracts and contractual agreements on behalf of the Board with a total value not exceeding $100,000, subject to the availability of appropriated funds and compliance with all applicable State procurement, contracting, and fiscal requirements.

Contracts with a total authorized value exceeding $100,000 shall require approval by the Illinois Community College Board prior to execution. An amendment, renewal, or modification that causes the total authorized value of a contract to exceed $100,000 shall require Board approval unless the Board previously approved the total potential value of the contract, including applicable renewal periods or options.

Contracts exceeding $20,000 and not exceeding $100,000 that are executed under the Executive Director's delegated authority shall be reported to the Board for informational purposes.

Nothing in this authorization modifies or supersedes the requirements of the Illinois Procurement Code, rules or requirements of the applicable Chief Procurement Officer, the Illinois Office of the Comptroller filing requirements, or any other applicable State law.

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

Item #14 - Information Items
There was no discussion.

Item #14.1 - Fiscal Year 2026 and 2027 Financial Statements
Item #14.2 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director
Item #14.3 - Illinois Workforce Pell Program Approval Manual
Item #14.4 - Rural Health Transformation Grant
Item #14.5 - Danville Area Community College Targeted Monitoring Review
Item #14.6 - Comments Submitted on Education Department General Administrative Regulations [ED-2026-OPEPD-2542] (ICCB Edgar Comments)
Item #14.7 - Comments Submitted on Accreditation, Innovation and Modernization [Docket ID-ED-2025-OPE-1042] (ICCB Accreditation Comments)

Item #15 - Other Business
There was no other business.

Item #16 - Public Comment
There was no comment.

Item #17 - Executive Session
The Board did not go into Executive Session.

Item #18 - Executive Session Recommendations
The Board had no recommendations.

Item #19 - Approval of Confidentiality of Executive Session Minutes
Jeanne McDonald made a motion, which was seconded by Larry Peterson, to approve the following motion:

> The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; March 15, 2019; June 7, 2019; June 12, 2020; September 11, 2020; December 4, 2020; June 4, 2021; August 19, 2021; December 3, 2021; March 25, 2022; March 24, 2023; June 2, 2023; February 2, 2024; March 22, 2024; June 7, 2024; September 27, 2024; March 21, 2025; June 6, 2025; and March 27, 2026 are to remain confidential. All other Executive Session Minutes are available for public inspection.

The motion was approved. Student Advisory vote: yes.

Item #20 - Adjournment
Larry Peterson made a motion, which was seconded by An-Me Chung, to adjourn the Board meeting at 11:29 a.m.

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

ILLINOIS COMMUNITY COLLEGE BOARD
JANUARY 2027 REGULATORY AGENDA

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

The January 2027 Regulatory Agenda is being submitted to the Board for approval and then will be published in the *Illinois Register* pursuant to the Illinois Administrative Procedure Act (5 ILCS 100).

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the January 2027 Regulatory Agenda listed below:

ILLINOIS COMMUNITY COLLEGE BOARD
JANUARY 2027 REGULATORY AGENDA

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

1) Rulemaking:

A) Description: The Board proposes amending its administrative rules to create a funding formula for the distribution of grants to community colleges for implementation of the Mental Health Early Action on Campus Act. Currently, funding appropriated for this purpose is distributed through competitive grants. Beginning in FY 2028, the Board plans to use a funding formula to allocate funds to all community colleges.

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: January 2027

E) Affect 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

2) 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: April 2027

E) Affect 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

3) Rulemaking:

A) Description: Beginning in 2027, 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 2027

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

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

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

D) Date agency anticipates First Notice: October 2027

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

F) Agency contact person for information:

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

(217) 785-7411
Fax: (217) 524-4981
Matt.Berry@illinois.gov

G) Related rulemakings and other pertinent information: None

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

1) Rulemaking:

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

adult education program.

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

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

D) Date agency anticipates First Notice: February 2027

E) Affect 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

BACKGROUND

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

Item #12.2
November 6, 2026

Illinois Community College Board

DELEGATION OF AUTHORITY FOR DUAL CREDIT PARTNERSHIP AGREEMENT APPROVALS

The Dual Credit Quality Act (110 ILCS 27), as amended by Public Act 104-12, establishes requirements for dual credit partnership agreements between community colleges and school districts and assigns the Illinois Community College Board (ICCB) responsibility for oversight and review of dual credit programs. Additionally, the Public Community College Act (110 ILCS 805/2-12(i)) provides the ICCB with authority to review and approve agreements entered into by community colleges for the provision of educational services for academic credit. To ensure timely and efficient administration of these responsibilities, it is recommended that the Board delegate authority to the Executive Director to review and approve dual credit partnership agreements and associated amendments requiring ICCB approval. This delegation would facilitate the timely processing of agreements while maintaining compliance with applicable statutory requirements, administrative rules, and established ICCB policies.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

> The Illinois Community College Board hereby delegates to the Executive Director the authority to review and approve Dual Credit Partnership Agreements, including amendments and renewals, requiring ICCB approval pursuant to the Dual Credit Quality Act and the Public Community College Act. Such approvals shall be conducted in accordance with applicable statutory requirements, administrative rules, and ICCB policies. The Executive Director shall retain the discretion to refer any agreement to the Board for consideration.

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Item #12.3
November 6, 2026

Illinois Community College Board

REVISION OF CALENDAR YEAR 2027 BOARD MEETING DATES AND LOCATIONS

The Illinois Community College Board is requested to approve the Board meeting dates and locations for calendar year 2027:

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Revision of the Calendar Year 2027 Board Meeting Dates and Locations listed below:

Calendar Year 2027 Board Meeting Dates and Locations

January 15
9:00 a.m. – Harry L. Crisp II Community College Center, Springfield
City Colleges of Chicago District Office, Chicago

March ~~19~~ 12
9:00 a.m. – Parkland College, Champaign

June 4
9:00 a.m. — TBD

July
Subject to Call

August
Board Retreat – TBD

September 24
9:00 a.m. – Southwestern Illinois College, Belleville

November 5
9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

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

Illinois Community College Board
FISCAL YEAR 2027 APPROPRIATION SUMMARY REPORT
July 1, 2026 – September 30, 2026

	FY 2026 Appropriation	Year -to-Date Expenditures	% Expended
STATE GENERAL FUNDS*			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	$ 91,408,200	$ 25,896,043	28.3%
ADULT EDUCATION	35,600,400	38,461	0.1%
GED TESTING PROGRAM	1,384,000	911,993	65.9%
CAREER & TECH EDUCATION	18,989,900	9,255,252	48.7%
OFFICE ADMINISTRATION	5,411,600	1,061,064	19.6%
TOTAL	**$ 152,794,100**	**$ 37,162,814**	**24.3%**
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	$ 193,832,100	$ 48,458,024	25.0%
TOTAL	**$ 193,832,100**	**$ 48,458,024**	**25.0%**
SPECIAL STATE FUNDS *			
CONTRACTS AND GRANTS FUND	$ 25,000,000.00	$ 20,000	0.1%
GED TESTING FUND	100,000	1,478	1.5%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	26,392,500	25.0%
TOTAL	**$ 130,770,000**	**$ 26,413,977**	**20.2%**
FEDERAL FUNDS*			
FEDERAL ADULT EDUCATION FUND	$ 29,000,000	$ 704,175	2.4%
FEDERAL CAREER & TECH ED FUND	22,000,000	-	0.0%
ICCB FEDERAL TRUST FUND	625,000	62,868	10.1%
TOTAL	**$ 51,625,000**	**$ 767,043**	**1.5%**
GRAND TOTAL, ALL FUNDS	**$ 529,021,200**	**$ 112,801,858**	**21.3%**

* See detail on following pages.

Illinois Community College Board
FISCAL YEAR 2027 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2026 – September 30, 2026

		FY 2026 Appropriation	Year-to-Date Expenditures	% Expended
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS				
City Colleges of Chicago		$ 15,814,500	$ 3,953,625	25.0%
Bridge and Transition		9,600,000	-	0.0%
Workforce Equity Initiative		19,194,400	18,717,287	97.5%
East St. Louis Educational Center		1,447,900	34,678	2.4%
Illinois Veterans Grant		3,200,000	-	0.0%
ILDS		683,800	138,627	20.3%
Small College		548,400	548,400	100.0%
Performance Grants		359,000	-	0.0%
Lincoln's Challenge Program		60,200	-	0.0%
Alternative Schools Student Re-enrollment		4,000,000	1,075,000	26.9%
Transitional Math and English Development (TIME and DEV)		1,000,000	2,755	0.3%
SWIC Lindenwood Center		5,900,000	-	0.0%
Advanced Manufacturing & Electric Vehicles		7,000,000	20,136	0.3%
Mental Health Early Action on Campus Grant		6,000,000	1,360,000	22.7%
Trade Schools		5,000,000	-	0.0%
Digital Instruction for Adult Education		2,000,000	-	0.0%
Noncredit Workforce Program		5,175,000	25,815	0.5%
Dual Credit Grants		3,175,000	19,719	0.6%
English Language Services		750,000	-	0.0%
Homelessness Prevention		250,000	-	0.0%
IDOC Prison Education Programs		250,000	-	0.0%
	TOTAL	**$ 91,408,200**	**$ 25,896,043**	**28.3%**
OFFICE ADMINISTRATION		$ 5,411,600	$ 1,061,064	19.6%
	TOTAL	**$ 5,411,600**	**$ 1,061,064**	**19.6%**
ADULT EDUCATION				
Adult Education Basic Grants		$ 23,391,900		0.0%
Adult Education Basic Admin		410,000	38,461	9.4%
Adult Education Performance Grants		11,798,500		0.0%
	TOTAL	**$ 35,600,400**	**$ 38,461**	**0.11%**
GED TESTING PROGRAM		$ 1,384,000	$ 911,993	65.9%
	TOTAL	**$ 1,384,000**	**$ 911,993**	**65.9%**
CAREER & TECHNICAL EDUCATION				
CTE LPN RN		$ 500,000	$ 500,000	100.0%
CTE Administration		639,900	205,252	32.1%
CTE Formula		17,100,000	8,550,000	50.0%
CTE Corrections		750,000		0.0%
	TOTAL	**$ 18,989,900**	**$ 9,255,252**	**48.7%**
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS				

Base Operating	$ 108,946,100	$ 27,236,525	25.0%
Equalization	84,886,000	21,221,500	25.0%
TOTAL	**$ 193,832,100**	**$ 48,458,024**	**25.0%**
GRAND TOTAL	**$ 346,626,200**	**$ 85,620,838**	**24.7%**

Illinois Community College Board
FISCAL YEAR 2027 APPROPRIATION SUMMARY REPORT

Federal Funds
July 1, 2026 – September 30, 2026

FEDERAL FUNDS*

	FY 2026 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	$ 17,837,995	$ 1,573,091	$ 154,046	0.8%
Federal Basic Leadership	2,644,020	1,942,266	512,551	11.2%
EL Civics Grants	3,112,804	58,645		0.0%
	$ 23,594,819	$ 3,574,002	$ 666,597	2.5%
ADMINISTRATION				
Federal Basic	$ 1,057,608	$ 543,832	$ 37,578	3.6%
EL Civics	150,769	78,970		0.0%
	$ 1,208,377	$ 622,802	$ 37,578	2.1%
TOTAL	**$ 24,803,196**	**$ 4,196,804**	**$ 704,175**	**2.4%**
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	$ 15,964,563	$ 719,771		0.0%
Perkins Leadership	824,900	1,948,993		0.0%
Perkins Corrections	306,225	160,661		0.0%
Reserve	-			0.0%
	$ 17,095,688	$ 2,829,425	$ -	0.0%
ADMINISTRATION				
CTE Federal	$ 739,055	$ 1,335,831		0.0%
TOTAL	**$ 17,834,743**	**$ 4,165,257**	**$ -**	**0.0%**
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	$ 625,000	$ -	$ 62,868	10.1%
TOTAL	**$ 625,000**	**$ -**	**$ 62,868**	**10.1%**
GRAND TOTAL, FEDERAL FUNDS	**$ 43,262,939**	**$ 8,362,061**	**$ 767,043**	**1.5%**

** Expenditures from these funds cannot exceed receipts.*

Illinois Community College Board
FISCAL YEAR 2027 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2026 – September 30, 2026

SPECIAL STATE FUNDS*

	FY 2026 Appropriation	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
ILCCO	$ -		
Rural Health Grant			
Department of Energy IAC Grant			
DHS Homelessness Grant			
ADMINISTRATION			
ILCCO		$ 20,000	
Rural Health Grant			
Department of Energy IAC Admin			
	$ 25,000,000	$ 20,000	0.1%
GED TESTING FUND*	**$ 100,000**	**$ 1,478**	**1.5%**
ICCB RESEARCH & TECHNOLOGY FUND*	**$ 100,000**	**$ -**	**0.0%**
PERSONAL PROPERTY REPLACEMENT TAX FUND	**$ 105,570,000**	**$ 26,392,500**	**25.0%**
GRAND TOTAL, SPECIAL FUNDS	**$ 130,770,000**	**$ 26,413,977**	**20.2%**

** Expenditures from these funds cannot exceed receipts.*

Item #13.2
November 6, 2026

Illinois Community College Board

REPORT OF CONTRACTS EXECUTED UNDER DELEGATED AUTHORITY

In accordance with ICCB policy, contracts exceeding $20,000 but not exceeding $100,000 that are executed under the Executive Director's delegated authority are reported to the Board for informational purposes and do not require Board approval.

The following contracts are reported to the Board in accordance with this policy.

Funding Source	Contractor	Cost	Contract Period	Description
001 – EDP	Carahsoft	$29,794.85	10/5/26 – 10/4/27	*Master Contract:* JotForm Enterprise subscription. JotForm is an online platform that allows staff to build and manage custom digital forms. JotForm supports essential data collections required by statute, policy, program monitoring, and grants management, enabling ICCB to deploy forms quickly and securely while reducing the need for technical development.

Item #13.3
November 6, 2026

Illinois Community College Board

FISCAL YEAR 2026 CAREER AND TECHNICAL EDUCATION ANNUAL REPORT

The Fiscal Year 2026 Career and Technical Education (CTE) Annual Report provides a summary of postsecondary CTE related initiatives and activities led by the Illinois Community College Board (ICCB). This annual report serves as an important tool to inform the Board, community colleges, stakeholders, and the broader CTE community of ICCB-led CTE initiatives and accomplishments in the previous fiscal year. The report details the impact of ICCB-funded projects on the system, as well as technical assistance and professional development offered by the ICCB and its partners. This report highlights the success of five major grant-funded initiatives: Perkins, Pipeline for the Advancement of the Healthcare Workforce, RevUp EV, Taking Back the Trades!, and Advanced Manufacturing.

ILLINOIS COMMUNITY COLLEGE BOARD

Career and Technical Education

Fiscal Year 2026 Annual Report

Date: *October 26, 2026*
Contact: *Natasha Allan, Associate Deputy Director for CTE*

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Executive Summary

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

FY26 at a Glance

$70 million	116,215	46,982	104
Total CTE investment	Students enrolled in CTE	CTE graduate outcomes	New programs added

The Illinois Community College Board (ICCB) staff oversee and provide support to the community college system, specifically as it relates to career and technical education (CTE) programming, through grant administration, policy guidance, professional development, and technical assistance. The 39 community college districts receive funds from ICCB to support postsecondary CTE programs. The largest of these funding streams is the Federal Title I Perkins Grant authorized by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Additionally, the ICCB is a recipient of several targeted State-funded initiatives and competitive grant opportunities.

- During fiscal year 2026, statewide, CTE credit program enrollments were at 116,215, and accounted for one-quarter of all credit students, approximately 25.05 percent. This reflects a 2.3 percent increase in CTE enrollments from the previous year.
- CTE programs also led in terms of graduate outcomes with 46,982 graduates in fiscal year 2026. Over half- 62.36 percent- of all degrees and certificates awarded in fiscal year 2026 were in CTE programs, marking a 4.6 percent increase from last fiscal year.

Year in Review

FY2026 was a year of fulfillment. State funded grants such as the Pipeline for the Advancement of the Healthcare Workforce (PATH) initiative finished its fourth and final year. The RevUp Electric Vehicle grant and the Taking Back the Trades! Grant Programs both rounded out their fourth funding cycles, and the new Advanced Manufacturing grant got off to a running start. The Taking Back the Trades! grant continues to remain popular throughout the system and has been heralded for bringing forth innovation in local communities. Colleges throughout the state are also working to innovatively braid funds and work collaboratively. Each of these initiatives addresses a critical infrastructure need and serves to strengthen our state's workforce pipeline. Singularly, these state grants allow community colleges to directly support students, a benefit that cannot be overstated. Community colleges serve such a diverse student

population, each with varying needs. Direct student support helps colleges meet students where they are at, ensuring that they remain on the road to success.

Throughout fiscal year 2026, ICCB CTE staff continued to approve CTE Programs of Study, enhancing the secondary to postsecondary pathway for students. Postsecondary Perkins funds were used to support a variety of training and professional development opportunities. Partner entities developed an assessment academy for practitioners completing program review, with an intentional focus on CTE; a comprehensive faculty training initiative was administered to support community college implementation of the Illinois Model Programs of Study Guides; and two postsecondary CTE Regional Workshops were offered. Funds were also used to continue support for instructional and leadership models such as the Training on Instructional Practices for Postsecondary Success (TIPPS) modules which assist in strengthening the CTE teacher pipeline, as well as the Illinois Community College Leadership Institute which aims to support a diverse pipeline for individuals hoping to pursue leadership positions in CTE.

> ***CTE Staff Professional Highlight****: Felita Murphy, Associate Director for CTE, participated in the year-long NextLevel Postsecondary CTE Leaders Fellowship, led by the Association for Career and Technical Education (ACTE). The national fellowship is designed to allow participants to cultivate leadership skills, learn together with peers from across the country, engage with a mentor, and apply their learning to a current challenge or opportunity by creating a Make it Better Plan to transform an idea into action. For her Make it Better Plan, Felita explored the implementation of Workforce Pell into CTE.*

Looking Ahead: The Rural Health Transformation Fund

ICCB is collaborating with the Illinois Department of Healthcare and Family Services on the federal Rural Health Transformation Grant. Illinois received $193 million for the first year, and ICCB will receive $18 million each year over 5 years, totaling $90 million. **The purpose of the program is twofold: to attract and retain clinical health professionals in rural communities, and to expand access to critical healthcare providers in rural areas**. Additionally, ICCB aims to develop partnerships with other recipients, including the Illinois Critical Access Hospital Network (ICAHN) and the University of Illinois Chicago College of Medicine. Funds will be awarded for two separate rural health transformation initiatives, the first which focuses on healthcare expansion and the second which focuses on training healthcare support workers. Each initiative has program requirements and funds can be spent only on specified programs. Funding will be provided to multiple entities throughout the state, presenting a unique opportunity for statewide collaboration and success.

ICCB CTE leadership would like to commend both internal ICCB CTE staff, as well as the CTE field at large, for another commendable year. For additional information about grant awards and additional program specifics, please visit the ICCB website or reach out to Natasha Allan directly.

I. Grants

A. Perkins V

1. State Plan

This fiscal year marked the second year of implementation of the Illinois Perkins State Plan for Fiscal Years 2025-2028 (July 1, 2024- June 30, 2028), which was developed by ICCB and the Illinois State Board of Education. The Illinois Perkins State Plan for Fiscal Years 2025-2028 incorporates feedback gathered through the public stakeholder engagement process that was conducted during fiscal year 2024. The activities and projects outlined throughout this report were conducted in the spirit of the 2025-2028 State Plan implementation, all with the aim of supporting the Illinois community college CTE system, as well as the three Board Goals of the ICCB.

State Determined Performance Levels

Core Indicator	FY26 Target	FY26 Actual	Met?
1P1 Postsecondary Retention and Placement	*70.80%*	***89.83%***	*Yes*
2P1 Earned Recognized Postsecondary Credential	*71.70%*	***81.71%***	*Yes*
3P1 Nontraditional Program Concentration	*10.30%*	***12.10%***	*Yes*

2. Perkins Basic Grant

Program Overview

To apply for the fiscal year 2026 Perkins Basic Grant, colleges were required to submit a local application covering fiscal year 2026, serving as a continuation of the fiscal year 2025-2028 Perkins application. For the application, colleges conducted a data analysis by disaggregating data by student populations to ensure all state-determined levels of performance were met and provided a narrative description describing any gaps or disparities in performance for each subpopulation. Colleges were required to submit a performance improvement plan detailing how the college would improve performance for each indicator falling below the state determined level of performance. Colleges also submitted a Programs of Study Narrative which required them to provide a description of their fiscal year 2026 program of study focus that the college intended to submit to the ICCB for approval. An annual workplan was required, in which colleges detailed the activities planned for fiscal year 2026 to achieve long-term goals and annual objectives. Colleges were also required to complete an annual budget.

Perkins Administrator Cohort

- *The Perkins Administrator Cohort (PAC) is a professional learning and networking group comprised of postsecondary CTE representatives from Illinois community colleges. Its purpose is to keep members informed of current initiatives, policies, and requirements while increasing awareness of the systems and processes critical to effective Perkins administration. The cohort provides a*

structured network for information sharing, resource exchange, and professional development. PAC meetings are held biannually. The fall PAC meeting is held as a pre-conference to the Forum for Excellence. In the Spring, ICSPS hosted the Perkins Administrator Cohort (PAC) Meeting at Heartland Community College. The agenda included grant management tips, data system exploration, upcoming professional development, and peer sharing.

Student Success Story: EJ Smith, Aerospace Machinist at Oakton College



EJ Smith is a machinist at a local manufacturing company who is rising in the ranks with training in computer numerical control (CNC) operation at Oakton College. EJ enjoys learning and working hard, but what truly motivates her is being part of a team who can transform a block of metal into a part that could end up in a plane or in space. It's been a relief—and surprisingly enjoyable—to find a career where she can continuously learn and advance while providing a steady life for her two teenagers. A layoff during Covid prompted EJ to start exploring her options. After hearing from a colleague who was working as a machinist, she learned about the stability of the manufacturing industry, and used her construction background to get her first job in the field. With every class she takes at Oakton, EJ is finding that she can move up the ladder at her current job. And beyond this potential for advancement, she sees the long-term benefit of gaining knowledge and skills that she can take anywhere in the future.

"With more training at Oakton, I'm actually opening up more opportunities at work because now I'm not only running a machine, I'm being told to set up the machines, and that increases my ability to make more money and learn new skills. It feels great as a single parent that I'm working and I've still got time for my kids, but I've also got time to learn for myself. And they see me working this job that makes me happy, that pays me well. I'm showing them that once I learn something, that skill is mine; nobody can take it from me. If something happens at my current company and it's not sustainable, I can take these skills and transfer them to a new job—I won't have to start from the beginning."

Programmatic Monitoring

Per the Code of Federal Regulations, community colleges are subject to both fiscal and programmatic monitoring for the Perkins grant. Fiscal monitoring is completed by Grants Management staff, and programmatic monitoring is completed by CTE Assistant and Associate Directors. Grantees are selected for monitoring based on an annual risk assessment comprised of a number of factors. In fiscal year 2026, staff completed the risk assessment process to determine which fiscal year 2025 federal Perkins grants recipients would receive onsite monitoring. There were nine onsite monitoring visits to community colleges conducted for fiscal year 2025 monitoring. The colleges' CTE-Perkins performance is rated based on the following criteria: S (satisfactory), AR (advisory recommendation), and CF (compliance finding). Any

institution receiving an Advisory Recommendation is encouraged to employ recommendations offered by the ICCB staff. All Compliance Findings must be addressed by the colleges via a corrective action plan that is submitted to the ICCB. Technical Assistance is based on persistent patterns within the colleges that reflect barriers to meeting CTE performance measures as defined by Perkins. ICCB CTE staff works with each college's CTE team to identify efforts that address these barriers. A schedule of technical assistance is then produced with the college in support of enhancing CTE performance.

> *Commonly, advisory recommendations were given during the fiscal year 2025 monitoring cycle for failing to efficiently capture required data for all special populations, failing to conduct targeted outreach to ensure that students who are members of special populations were informed about CTE offerings, and failing to engage all required partners in the Comprehensive Local Needs Assessment process.*

3. Perkins Leadership Grant

Grant Period: January 15, 2026 – June 30, 2027

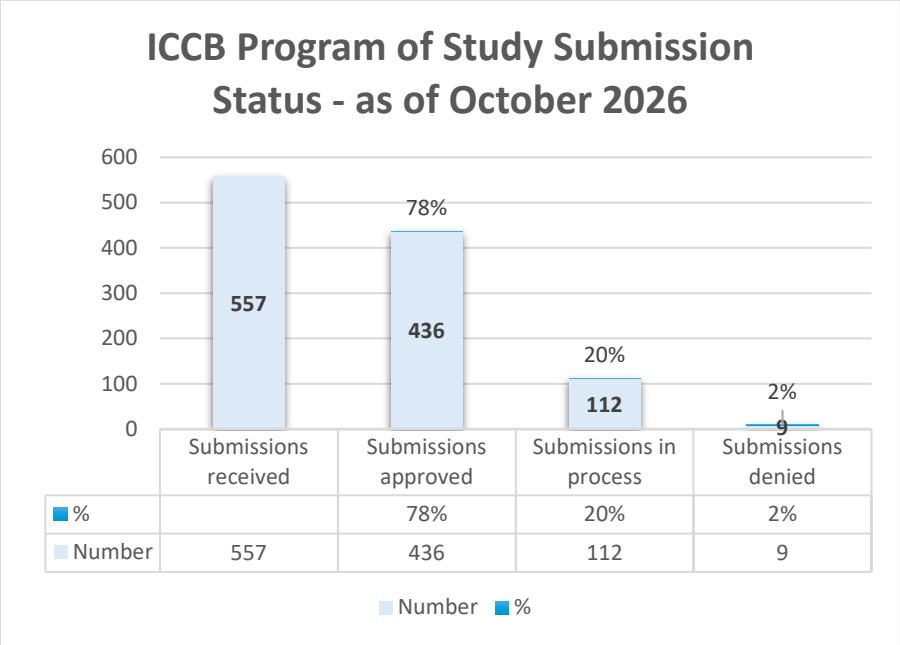
Number of Awards: 18

Total Funding: $ 2,171,823

The Perkins Leadership Grant is designed to support the improvement and innovation of CTE programming throughout the Illinois community college system. The selected focus areas align with initiatives outlined in the Illinois Perkins V State Plan, as well as national initiatives in CTE. In total, ICCB received 25 grant applications, and ultimately funded 18 grant projects. Applicants were able to choose from three objectives which are as follows: incentivizing the alignment of the College and Career Pathway Endorsements (CCPE) framework and Postsecondary Programs of Study, enhancing student-centered support services for CTE students, and expanding innovative delivery models. Expected outcomes and completion data will be reported in FY2027, at the end of the grant period.

> ***Spotlight**: Illinois Central College and Developing a CCPE Currency Model – Education Systems Center at Northern Illinois University facilitated the development of College and Career Pathway Endorsement (CCPE) currency options with Illinois Central College (ICC). As part of this collaborative process, the college gathered direct feedback from students to identify the incentives and supports they would find most valuable and to ensure that offerings address genuine barriers to enrollment and persistence. ICC is exploring a flexible model that would provide endorsement earners with funds for approved educational expenses such as textbooks, transportation, and supplies. While details are still being finalized, this approach reflects the college's recognition that barriers to persistence often extend beyond tuition. Costs such as transportation, textbooks, and basic supplies can disrupt the progress of even highly motivated students, and this holistic support model is intended to address those practical challenges.*

4. Programs of Study



Approval: For CTE programs to be funded with federal Perkins dollars, made available under Perkins V, programs must meet or be working towards the State's definition of size, scope, and quality to be deemed a true program of study. During fiscal year 2026, CTE staff continued to review program of study applications, audited all submissions and have started to report out to colleges on a quarterly basis on progress of submissions as well as the Perkins Administrators Cohort meetings. Programs of Study were considered approved when the nine quality components were met and appropriate evidence to support the quality component narratives was submitted. The table below shows the most commonly submitted programs of study.

Career Cluster	Number Submitted
Healthcare	*159*
Architecture/Construction	*46*
Automotive	*42*

As-of October 2026

Technical Assistance:

- ***Faculty Training*** - In partnership with the Illinois Community College Board, EdSystems launched a comprehensive faculty training initiative to support community college implementation of the Illinois Model Programs of Study Guides. The training consisted of two virtual workshops: the first introduced faculty to the structure, objectives, and practical applications of the guides, while the second focused on data-informed strategies for aligning programs with regional workforce needs, including hands-on activities using labor market tools. Sixteen participants from five community colleges attended, most with several years of teaching experience but limited previous exposure to the guides. The training significantly built their confidence and understanding, equipping participants to better apply the guides in program planning. Faculty reported challenges such as

aligning existing curricula and improving high school partnerships and expressed strong interest in continued peer learning and examples of best practice. We had 20 participants which spanned across 10 Illinois community colleges. Survey responses reported that 100% of participants will use the guides in their curriculum development and dual credit course planning.

- ***Model Program of Study Framework Alignment Project*** - The Illinois Community College Board (ICCB), the Illinois State Board of Education (ISBE), and Education Systems Center (EdSystems) are launching a unified framework to streamline career pathway design across Illinois. The framework bridges K–12 and postsecondary education by combining ISBE's secondary CTE frameworks and ICCB's secondary-to-postsecondary programs of study into a single tool. The first three unified Model Programs of Study Guides, covering Digital Technology, Education, and Physical Health, are now available, along with an updated Overview document.

  Building on earlier versions of the ICCB Model Programs of Study Guides and the ISBE CTE Model Programs of Study, the new guides introduce several key improvements:

  1. *Current labor market information: Pathways are grounded in up-to-date labor market data, so programs of study reflect real, high-demand career opportunities across the state.*
  2. *CTE course mapping beginning in middle school: Course mapping now starts earlier in students' academic journeys, creating clearer on-ramps into CTE pathways before high school.*
  3. *Alignment with a modernized national framework: Programs of study have been restructured to align with Advance CTE's modernized National Career Clusters Framework.*
  4. *Stronger secondary-to-postsecondary continuity: Dual credit and CTE course sequences are more clearly integrated, easing students' transition from high school into college and workforce training.*

B. Pipeline for the Advancement of the Healthcare Workforce

Program Overview

Grant Period: July 01, 2025 – June 30, 2026

Total Funding: $15 million, formula-based

During its four years of implementation, beginning July 1, 2022, 80 million dollars was awarded to Illinois Community Colleges to mitigate the shortages in the healthcare workforce, particularly for occupations that were exacerbated by the COVID-19 pandemic. Modeled after the ICCB's Workforce Equity Initiative, PATH combined barrier-reduction efforts with program development and capacity-building to increase the number of individuals, particularly those underrepresented in the workforce, entering "priority" healthcare occupations. The grant was highly successful, and colleges attributed the growth and improvement of their healthcare programs and the achievements of their healthcare students directly to

PATH. Funds from the program made it possible for colleges to hire healthcare-specific success coaches, which, in turn, increased program retention and licensure exam pass rates. Additionally, grant funds provided colleges with the opportunity to directly assist healthcare students by providing barrier-reducing financial assistance. The last four years, PATH was a vehicle for advancing Illinois's healthcare workforce. The program concluded at the end of fiscal year 2026. Under the guidance of ICCB, the Office of Community College Research and Leadership (OCCRL) conducted an evaluation of the PATH Program. The report, which details the numerous benefits and supports offered by the grant program, can be found here: https://occrl.illinois.edu/docs/librariesprovider2/path/path-evaluation-report.pdf.

Total PATH Program Impact

Measure	Total
Number of program completers	*46,600*
Number of students receiving direct assistance	*36,000*
Employers engaged	*1,400*

FY2023 – FY2026 Completion Outcomes by Program

- Certified Nursing Assistant: 18,250
- Registered Nursing: 6,456
- EMT/Paramedic: 3,425
- Licensed Practical Nurse: 2,441

Highlight: Competency-Based Education

The program's fourth year saw continued success with its Competency-based Education (CBE) Learning Community, which built on the skills developed in the previous year and saw colleges work towards developing and implementing healthcare CBE programs. ICCB purchased licenses for the Competency Based Education Network's (C-BEN) CompetentU, a guided asynchronous platform designed to help users design and build at CBE program that meets the needs of their institutions. The Colleges engaged in a six-month process to design competencies, assessments, and core curriculum components. ICCB partnered with EdSystems and supported colleges enrolled in CompetentU by hosting monthly meetings, where participants could discuss program development, competency-based education (CBE) challenges, and institutional barriers. The CBE Learning Community's culminating event was an in-person workshop held at Rend Lake College's Mt. Vernon campus in May.

Success Story: Jessica, Registered Nursing at Carl Sandburg College

Jessica, a student at Carl Sandburg College, worked as a medical assistant for 26 years before enrolling in the college's Associate Degree Nursing program. While Jessica had extensive experience working in healthcare, she did not have a degree. After she was overlooked for a management role twice, she decided to further her education. Her goal was simple—graduate and create new opportunities for herself. A

change in her personal life made her journey more meaningful. Shortly before classes started, her significant other left. At first, Jessica was unsure whether she could complete the program on her own. However, the experience helped her to become more independent and confident. She is grateful for her education and the assistance from the PATH program. Thes other financial assistance Jessica received made it possible for her to attend class. Jessica graduated and began her nursing career. She is considering returning for her Bachelor of Science in Nursing and hopes to give back and help other students complete their degrees.

C. RevUp Electric Vehicle Initiative

Program Overview

Grant Period: July 01, 2025 – December 31, 2026

Number of Awards: 10

Total Funding: $3,217,131

The RevUp EV initiative has created a strong foundation in the effort to promote the scale of Electric Vehicle (EV) technology occupational training programs across advanced automotive, transportation, and related advanced manufacturing sectors. RevUp EV continued building student and partnership momentum into 2026, reaching varied community colleges learners and dual credit students, in addition to expanding partnerships for quality work-based learning opportunities like internships and apprenticeships. FY2026 grantees were hand-selected for continuation funding using specific criteria. 10 colleges received this award, each having received past iterations of RevUp funding.

Fall 2025 included an EV Showcase event featuring students from multiple community colleges and a kickoff of the initiative's Competency-Based Education (CBE) work in partnership with the Illinois Green Economy Network (IGEN) and EdSystems; shifting the grant focus, beginning in October 2026, to implementation, evaluation, and expansion of the EV CBE framework built in prior rounds. Additionally, new and expanded partnerships, recruitment events, increased apprenticeship and internship opportunities, and expert faculty statewide have been growing throughout the life of the RevUp EV initiative.

RevUp EV Outcomes: Cumulative to Date

Measure	FY25
Number of students engaged	*29,130*
Number of students enrolled	*12,148*
Number of dual credit students enrolled	*5,514*
Number of programs developed	*209*
Number of programs revised or expanded	*360*

Source and Note: [Quarterly reporting, as-of 07/30/26. Counts are duplicated.]

Resources Created

- *Electric Vehicle Competency-Based Framework: https://www.igencc.org/wp-content/uploads/2026/09/RevUp_EV_Competency_Guide.pdf*
- *RevUp Impact Flyer: https://www.igencc.org/wp-content/uploads/2026/05/RevUp_EV_flyer_p1.pdf*

Success Story: Malik, Heavy-Duty Equipment



When Malik relocated to Central Illinois, he found that Illinois' EV workforce strategy extends far beyond Chicago. Through Rev Up EV, he gained access to the same advanced, industry-aligned training he could have pursued in the city — close to home and connected to opportunity. In just two semesters, Malik is on course for a high-paying career working on heavy-duty equipment, showing how Illinois is building statewide access to cutting-edge programs that prepare students for the jobs of the future.

D. Taking Back the Trades!

Program Overview

As we continue with our fourth round of this grant, the ICCB has administered **over $20m** to eligible colleges and who have reported **over 10,000 learners** have engaged in trades awareness programming and learning opportunities across the Illinois Community College system. The "trades" and CTE are critical to our state and nation's infrastructure and with these funds, we are helping Illinois "Take Back the Trades" by providing access and strengthening pathways to careers in the "trades" for young adults, particularly those in underserved communities marked by high youth unemployment, low graduation rates, or other relevant indicators.

Trades Sectors	
Architecture & Construction	Manufacturing
Energy	Science, Technology, Engineering & Mathematics (STEM)
Healthcare	Transportation, Distribution & Logistics
Information Technology	

Success Story: Ray Daniel, Welding at Parkland College

Ray Daniel is a career nontraditional student in welding. "My name is Ray Daniel, and the work-based internship that I have been participating in has been a gamechanger. I'm getting paid work experience through a grant, and it's allowed me to dive deep into welding. In the lab, I'm learning fabrication, measuring, fabrication math, and machine maintenance, which is far beyond what I expected. I'm

particularly excited about advancing my welding skills beyond the typical high school curriculum. As a young woman, I'm proud to be developing these valuable skills. Parkland has been incredibly supportive, and I feel like I'm building a strong foundation for my future."

E. Advanced Manufacturing

Program Overview

Grant period: April 01, 2026 – June 30, 2027

Number of Awards: 12

Total Funding: $4,500,000

In 2026, ICCB awarded approximately $4.5m dollars in competitive grant funds to 12 community colleges and one community college consortium across the state to support the development, scale and innovation of Advanced Manufacturing programs throughout the Illinois community college system. This grant prioritizes system collaboration to promote flexible pathways for learners and responsive programming to the manufacturing industry. Colleges were encouraged to develop and support both credit and non-credit programming.

Priority programs include programs from three career clusters: production and automation, industrial machinery, and engineering. Common areas of focus for awarded programs include the following:

- ✓ Mechatronics
- ✓ CNC Machining
- ✓ Industrial Manufacturing Technology, Industrial Maintenance, Industrial Electronics

FY2026 Outcomes to Date

Measure	Cumulative
Number of students engaged	525
Number of students enrolled in priority and related programs	663
Number of dual credit students enrolled in priority and related programs	277
Number of programs developed	4
Number of programs revised or expanded	13
Number of employers engaged	24
Number of education partners	37

Source: Quarterly reporting (Q1 and 2) as of July 30, 2026

F. Corrections

Program Overview

ICCB provides funding to support CTE programming in the Illinois Department of Corrections (IDOC). In fiscal year 2026, IDOC received $477,738.00 in Federal Perkins funding and $800,000.00 in State CTE funding. The IDOC contracted with Danville Area Community College, Kaskaskia College, and Lake Land College to provide CTE programming in 25 correctional facilities. Funding was utilized towards equipment, supplies, and professional development.

Providers of CTE Instruction at Illinois Correctional Centers

Community College Provider	Correctional Center
Lake Land College	*Big Muddy River* *Decatur* *Dixon* *East Moline* *Graham* *Hill* *Illinois River* *Jacksonville* *Joliet Treatment Center* *Kewanee Life Skills Re-entry Center* *Lawrence* *Lincoln* *Logan* *Murphysboro Life Skills Re-Entry Center* *Pinckneyville* *Robinson* *Shawnee* *Sheridan* *Southwestern* *Taylorville* *Vandalia* *Vienna* *Western*
Kaskaskia College	*Centralia*
Danville Area Community College	*Danville*

II. CTE Program Approval and Review

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

In addition to program approval, ICCB is mandated to coordinate a statewide system of program review. Instructional programs, as well as various other program areas and services, are required to be reviewed once every five years and submitted to the ICCB. The Statewide Program Review process is designed to complement college-level planning and decision making and reflect on the integration of various programs and services, in addition to providing information that will assist the ICCB in fulfilling its statutory responsibilities. Program review can be a critical tool for continuous improvement and evaluation of programs and services offered by the college. Prepared with adequate data, program review can be instrumental in identifying inequities, including racial equity gaps, and can serve as a process to engage stakeholders purposefully in advancing equity.

A. Approval

As of August 2026, there are 4,130 approved CTE programs, consisting of 1,173 degree programs and 2,957 certificate programs.

Throughout fiscal year 2026, 104 new programs were added to the system and 183 programs were removed. Of those added, as follows are the program areas that saw a higher increase in submissions than others. These are reflective of current trends and state and national priorities, such as Artificial Intelligence and Web Design. See the table below for further details.

FY2026 Program Approval Trend Data

Program Area	Degrees & Certificates
Information Technology-related - AI/Data Analytics-aligned - Web/Game Design-aligned	*31 total* *23* *8*
Welding	*16*
Healthcare	*15*
Manufacturing-aligned	*15*

Source: Program approval master file

B. Review

During FY2026, ICCB staff revised the Program Review Manual and accompanying review instruments. The Manual acts as a guiding document and provides information on how reviews should be constructed, who should be involved, and what information should be present. Additionally, the accompanying review instruments are provided in a template-style so that colleges know exactly what information should be provided. ICCB engaged Program Review Advisory Committee (PRAC) in the review of the revised manual, as well as solicited feedback from the field writ large via several presentations to various groups as well as a statewide survey. Additionally, the Associate Deputy Director for CTE conducted a statewide technical assistance meeting in July, reviewing the revised Manual and process.

Peer Review Initiative

In an effort to ensure that the program review process reflects continuous quality improvement, the ICCB continued to develop and implement the peer review system for providing feedback- Peer Review Illinois. This initiative will allow programs to receive feedback from their peers who work closely with these programs daily. The goal is to be able to use this feedback to truly support program growth, as well as promote the sharing of ideas and promising practices.

Fiscal year 2026 included engagement of members of the PRAC members with providing feedback to select programs via Qualtrics. Program feedback was collated and synthesized so that ICCB could return reviewer feedback to the reviewed institution. Refinements were made to the Peer Reviewer Feedback Template so that it is ready for implementation across the state.

Resources developed:

- ✓ Peer Review Feedback template
- ✓ Peer Reviewer Handbook

Program Review Advisory Committee

FY2026 included engaging PRAC members to provide feedback on selected programs through Qualtrics. The team collated and synthesized the feedback to provide clearer guidance for peer reviewers and more structured, detailed feedback to colleges to support further work. The team refined the Peer Reviewer Feedback Template, so it is ready for implementation across the state. PRAC members also discussed a potential mentorship opportunity to share the knowledge and expertise developed by PRAC team members with other community colleges across the state, helping them better understand the purpose and process of program review. OCCRL Graduate Research Assistant Yasamin Khoshpour reflected on the year's PRAC activities here. Additionally, OCCRL Graduate Research Assistant Aidana Sirgebayeva wrote a brief titled, The Value of Equity-Centered Approaches in Higher Education, to highlight key benefits of implementing equity-centered approaches on community colleges campuses and its challenges.

> *The role of the PRAC: The charge of the committee is threefold: 1) Improving the efficiency and effectiveness of the program review process by identifying challenges, redundancies, and omissions and providing recommendations for refining the process; 2) Identifying, developing,*

and/or refining professional development, technical support processes, and supplemental materials that reinforce and improve outcomes associated with program review; and 3) Creating opportunities for institutions across the state to share experiences, procedures, and resources, as well as to provide feedback about the program review process.

Program Review Advisory Committee members in service term 2025 - 2026 consisted of 9 administrators and faculty from across the system. PRAC members in fiscal year 2026 were instrumental in providing helpful feedback on the program review manual, as well as being pilot reviewers and testers of the Peer Review Process. ICCB extends a sincere thank you to the PRAC members for their service and dedication, as well as its partners at the Office of Community College Research and Leadership (OCCRL).

- ✓ Michelle Adams, *Olive-Harvey College, City Colleges of Chicago*
- ✓ M. Lynn Breer, *Lake Land College*
- ✓ Steve Damarjian, *City Colleges of Chicago*
- ✓ Joanne Ivory, *Harper College*
- ✓ Sydne Kasle, *Waubonsee Community College*
- ✓ Hilary Meyer*, Triton College*
- ✓ Dr. Kristin Shelby, *Shawnee Community College*
- ✓ Dr. Amanda Smith, *Rock Valley College*
- ✓ Dr. Cathy Taylor, *Elgin Community College*

III. Professional Development and Research

A. Professional Development and Technical Assistance

Event	Description
CLNA Professional Development Workshop	*ICCB partnered with OCCRL to deliver a virtual CLNA Cohort workshop to examine the practical approaches members use and engage in while working on their assessments.* *OCCRL team members reviewed over 40 CLNA reports and discussed several aspects of the assessments, with examples highlighting what is informative, supports the overall assessment, and identifies areas for growth. The workshop focused on culturally responsive student outreach, partnerships with community organizations and employers, and faculty to support students' diverse needs.* *Several key takeaways emerged, highlighting the importance of using data-driven decision-making to identify specific equity gaps and inform targeted strategies. These takeaways include:* - *Targeted recruitment efforts, combined with robust student support services, can contribute to student success, while assigning advisors based on students' academic programs and first-generation status can provide more personalized guidance.* - *Faculty and staff diversity is also essential to fostering an inclusive culture, supporting professional growth, and strengthening cultural competency.* - *Addressing enrollment gaps and equity disparities requires sustained, shared leadership and systemic institutional change, supported by dedicated funding for dual-credit initiatives, professional development, and student support services.* - *Strong collaboration and sustainable industry partnerships are equally important, as are continuous stakeholder engagement and effective feedback mechanisms to assess progress, inform improvements, and sustain meaningful change.*
Equity Academy	*With a theme of "Guided by CARE: Looking Back to Look Forward," the event brought together educators, institutional leaders, researchers and policy advocates for a day of reflection and discussions around issues of equity in higher education. The event focused on redefining what student success means in increasingly complex social and political landscapes. The keynote address was delivered by Dr. Nicole Soulier, Director of College Access and*

Event	Description
	Experience at Madison Area Technical College (Wisconsin). Dr. Soulier's talk sparked the candid, meaningful conversation participants had been eager to have, drawing on her expertise and deep understanding of the challenges facing community college educators and leaders—from enrollment pressures and increasingly complex student needs to the tension between institutional efficiency and genuine care. Additional presenters included OCCRL staff who lead attendees through a logic modeling activity as they designed, implemented, and evaluated equity-focused initiatives.
Forum for Excellence	*The 2025 Forum for Excellence was held at the Embassy Suites in East Peoria, Illinois, on September 17-18, 2025. The theme of the conference was "The Power of WE!" The Forum shared innovations and showcased collaboration to improve the state's CTE and AE programs and to foster networking.* *The conference opened with an engaging session by Brigitte Marshall titled What Power Do We Have in the Face of Destabilizing Change? The Forum also featured a plenary session on leveraging Universal Design for Learning (UDL) to foster stronger partnerships and spark innovation in classrooms and workplaces across Illinois. The event closed with a student panel where individuals shared their experiences and successes of moving through the community college system.*
Illinois Community College Leadership Institute	*OCCRL hosted the fifth annual Illinois Community College Leadership Institute. ICCB sponsored the Institute, which brought together 23 community college practitioners. This year's in-person event was hosted at Illinois Central College in East Peoria, Illinois. The conference featured Dr. Xinran Zhu, Assistant Professor of Education Policy, Organization & Leadership at the University of Illinois Urbana Champaign. Dr. Zhu's keynote presentation focused on Leadership in the Age of Artificial Intelligence. Panels for the conference included the second alumni panel with Dr. Joe Bergman, Dr. Lonetta Oliver, Dawn Koeltzow, and the ever-popular, newly expanded Journey to the Leadership, with Drs. Tracy Morris, Jamarco Clark, and Mr. Bruce Budde.*
Postsecondary CTE Regional Roundtables	*Statewide hybrid regional roundtables were hosted in FY26, allowing college administrators to attend in one of two locations in the state connected through technology. The first of these two events occurred on November 6, 2025, at Kaskaskia College and Moraine Valley Community College. The content focused on Industry-Recognized Credentials, with a presentation by Brenna Bartlett of Advance CTE. Forty-nine attendees participated in the fall event. The second hybrid regional roundtable was hosted at*

Event	Description
	Heartland Community College and Harper College April 7, 2026. The spring event explored innovative approaches to strengthening workforce-connected education and training pathways. Participants were introduced to Universal Design for Learning (UDL) and co-design methodologies as effective strategies for increasing learner engagement, expanding access, and enhancing program responsiveness to workforce needs. Thirty-nine attendees participated.
Poverty Simulation	*To deepen understanding of student barriers, a Poverty Simulation was hosted on October 30, 2025, targeting CTE professionals. Participants assumed the roles of individuals impacted by poverty to explore how issues such as transportation, housing, and food insecurity affect student success. A debrief of the experience and an extended training on home and food insecurity took place in the afternoon. Thirty individuals participated in the event.*
Training on Instructional Practices for Postsecondary Success (TIPPS)	*TIPPS is a comprehensive professional learning program designed for postsecondary instructors in career and technical education. TIPPS provides an overview of evidence-based practices that strengthen the teaching and learning process. TIPPS comprises three instrumental components: Curriculum, Cohort, and Coaching. The evidence-based TIPPS curriculum is presented in a series of online modules focused on these objectives:* - *Creating optimal conditions for learning in an equitable and effective learning environment.* - *Designing an accessible curriculum that embraces learner variability.* - *Applying instructional practices that are both rigorous and relevant to increase student engagement.* - *Using a balanced assessment and feedback system to inform teaching and learning.* *In FY26, ICSPS held a virtual spring TIPPS cohort. Participants met weekly with the TIPPS Instructional Coach, Shanna Shipman, to dive deeper into the modules and content. Topics of discussion for the 14 participants included: creating optimal conditions for learning in an equitable and effective learning environment; designing an accessible curriculum that embraces learner variability; applying rigorous, relevant instructional practices to increase student engagement; and using a balanced assessment and feedback system to inform teaching and learning. The cohort met virtually for an hour each week on June 3, June 10, June 24, and July 1.* *Colleges that utilized TIPPS in FY26 include:*

Event	Description
	- *Rock Valley College, Kaskaskia College, Southwestern Illinois College, Prairie State College, and Illinois Central College* *Information about TIPPS is available at https://icsps.illinoisstate.edu/cte/tipps*
Transitions Academy	*The Transitions Academy is designed to assist colleges and partnerships in developing Bridge and ICAPS (Integrated Career and Academic Preparation System) programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education, as it relates to the ICAPS models, Illinois Bridge programs, and career pathways.* *In FY26, direct technical assistance was provided to nine ICCB-selected ICAPS programs. During this program year, the selected colleges participated in a one-day on-site visit conducted by a technical assistance team comprising representatives from ICCB, SIPDC, and ICSPS. These visits were designed to strengthen partnerships between CTE and AE programs, assess local needs, and support the development of annual ICAPS goals and action plans. Following each site visit, the technical assistance team facilitated at least one virtual follow-up meeting with program staff to review the completed ICAPS implementation plan, discuss progress, and identify next steps. Ongoing support was reinforced through regular email outreach from SIPDC and ICSPS, which offered technical assistance, resources, and consultation to help colleges advance their ICAPS goals and strengthen program implementation throughout the year.* *The following colleges received direct technical support: Southeastern Illinois College, Sauk Valley Community College, Parkland College, Highland Community College, South Suburban College, Richland Community College, John A. Logan College, Kaskaskia College, Heartland Community College.*

B. Research

Event	Description
OCCRL Research and Leadership Magazine	*Published in Summer 2025, this Office of Community College Research & Leadership (OCCRL) UPDATE edition highlighted emerging trends, practices, policies, and research on adult learners. The publication featured perspectives from diverse adult learner populations, including rural, urban, justice-impacted, and disabled learners, as well as*

Event	Description
	Indigenous frameworks for supporting adult learner success. It also introduced OCCRL's Adult Learner Guidebook, a resource focused on understanding and supporting adult learners, including the ALICE population, and provided data and guidance for state and local partners.
PATH Evaluation Report	*ICCB partnered with OCCRL to conduct a developmental evaluation of the PATH program. The evaluation examined program implementation, student experiences, and progress toward intended outcomes, including advancing equitable opportunities for priority populations and diversifying workforce pathways. Using interviews, focus groups, program documents, student success stories, and a participant survey, the evaluation assessed how PATH funding and practices are implemented across institutions and how well they meet participant needs. The findings provide insight into program impact, strengths, and areas for improvement, while acknowledging limitations related to participation rates, response bias, and limited perspectives from non-completers. The PATH Evaluation Report can be found here.* https://occrl.illinois.edu/docs/librariesprovider2/path/path-evaluation-report.pdf
CLNA Professional Development Workshop	*ICCB partnered with OCCRL to deliver a virtual CLNA Cohort workshop to examine the practical approaches members use and engage in while working on their assessments. OCCRL team members reviewed over 40 CLNA reports and discussed several aspects of the assessments, with examples highlighting what is informative, supports the overall assessment, and identifies areas for growth. The workshop focused on culturally responsive student outreach, partnerships with community organizations and employers, and faculty to support students' diverse needs.* *Several key takeaways emerged, highlighting the importance of using data-driven decision-making to identify specific equity gaps and inform targeted strategies. These takeaways include:* - *Targeted recruitment efforts, combined with robust student support services, can contribute to student success, while assigning advisors based on students' academic programs and first-generation status can provide more personalized guidance.* - *Faculty and staff diversity is also essential to fostering an inclusive culture, supporting professional growth, and strengthening cultural competency.* - *Addressing enrollment gaps and equity disparities requires sustained, shared leadership and systemic institutional change,* - *Strong collaboration and sustainable industry partnerships are equally important, as are continuous stakeholder engagement and effective feedback mechanisms to assess progress, inform improvements, and sustain meaningful change.*

V. Appendix

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Item #13.4
November 6, 2026

Illinois Community College Board

FY2026 ADULT EDUCATION AND LITERACY ADVISORY COUNCIL RECOMMENDATIONS REPORT

The ICCB staff is submitting to the Board the SFY2026 Adult Education and Literacy Advisory Council Recommendations Report. The ICCB, under Public Act 91-0830 is statutorily required to establish an Advisory Council for Adult Education and Literacy. Specifically, the ICCB "shall establish an advisory council consisting of all categories of eligible providers; agency partners such as the State Board of Education, the Department of Commerce, the Department of Human Services, the Illinois Department of Employment Security, the Secretary of State literacy program; and other stakeholders to identify, deliberate, and make recommendations to the State Board on adult education policy and priorities. In SFY2026 (July 1, 2025-June 30, 2026), the ICCB Adult Education and Literacy Advisory Council focused on three key priorities:

1. Revising the Performance Funding Methodology
2. Artificial Intelligence in Adult Education and Workforce Training
3. Partnerships, Increased Co-Enrollment, and Adult Education Sustainability

These topics were determined through feedback from the adult education field in addition to input from ICCB staff who noted common challenges across the system. This report documents the structure of the Advisory Council, committee charges, and recommendations from the committee.

ILLINOIS COMMUNITY COLLEGE BOARD

SFY2026 Adult Education and Literacy Advisory Council Recommendations Report

July 2026

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SYNOPSIS

The Illinois Community College Board (ICCB), under Public Act 91-0830 is statutorily required to establish an Advisory Council for Adult Education and Literacy. Specifically, the ICCB "shall establish an advisory council consisting of all categories of eligible providers; agency partners such as the State Board of Education, the Department of Commerce, the Department of Human Services, the Illinois Department of Employment Security, the Secretary of State literacy program; and other stakeholders to identify, deliberate, and make recommendations to the Board on adult education policy and priorities.

To be inclusive and ensure programmatic representation, the advisory council includes providers ranging in size, geographic distribution, and program type. The council is comprised of members from community-based providers, community college providers, public school or regional offices of education, the Adult Education Professional Development Network, the Illinois Adult and Continuing Educators Association (IACEA), and the Teaching English to Speakers of Other Languages Association (TESOL), as well as the aforementioned required partners above. Council membership is detailed in Appendix A.

In SFY2026 (July 1, 2025 - June 30, 2026), the ICCB Adult Education and Literacy Advisory Council focused on three key priorities:

1. Revising the Performance Funding Methodology
2. Artificial Intelligence in Adult Education and Workforce Training
3. Partnerships, Increased Co-Enrollment, and Adult Education Sustainability

These topics were determined based on feedback from Adult Education providers, advancements in technology, and federal guidance to integrate Artificial Intelligence into adult education instruction and workforce training, and the potential changes in Federal Adult Education funding. The Advisory Council operates under the agreed upon bylaws (Appendix B). The 30-member Council, with support from the ICCB Adult Education Staff and Adult Education Professional Development Network, met on the following dates (with additional committee meetings in between) to address the charges of the committee:

- September 19, 2025 – Location: Peoria, Illinois
- November 12, 2025 – Location: Virtual
- March 10, 2026 – Location: Naperville, Illinois /Virtual
- May 4, 2026 – Location: Virtual

This report documents the structure of the Advisory Council, committee charges, recommendations from the Council to the ICCB.

COMMITTEE 1: REVISING THE PERFORMANCE FUNDING METHODOLOGY

Committee Charge*:* Building on the State Fiscal Year 2025 Advisory Council Recommendations, the committee will finalize recommendations surrounding the adult education performance funding methodology. The proposed funding formula will Performance be equitable for all programs and incentivize student outcomes.

Guiding Questions:

- What are the key performance indicators that should be included in a performance-based funding formula?
- What is an equitable formula that will incentivize ICAPS, Workplace Literacy, and student outcomes?
- How will the performance formula support AEL program partnerships?

Recommendations

The proposal seeks to incentivize high-demand workforce credentials while protecting the baseline stability of smaller providers and Community-Based Organizations (CBOs) through a "Loss Limit" transition phase.

Performance Category	Current Weight (FY25/26)	Proposed Weight (FY27)	Rationale
Secondary Completions	27.28%	27.28%	Maintain weight but integrate shared tracking for partnerships.
Citizenship Completions	23.25%	0.00%	Phase out to align with federal MSG focuses.
Vocational Ed (Legacy)	4.03%	0.00%	Replace with modern ICAPS/Workplace Literacy metrics.
ICAPS & Workplace Literacy	N/A	27.28%	16.46% for credentials; 10.82% for progress/non-credential completions.

Core Recommendations for Equity

Removal of Funding Restrictions: *Eliminate "silos" to allow programs to apply funds where the student need is greatest, fostering innovation rather than compliance-driven spending.*

The "Every Gain Counts" Model: *Contrary to federal "one MSG per student" reporting, Illinois should incentivize* ***continuous progress****. Every measurable skill gain (MSG-1a,*

1c, 1d, 4, and 5) should generate a funding trigger to acknowledge the high cost of supporting high-barrier students.

Statistical Adjustment Model (SAM): *Implement a weighted model that accounts for student barriers (poverty, ESL status, unemployment) to ensure rural and small CBO programs are not penalized for smaller raw volumes.*

Two-Pot Theory: * ***Pot #1:*** *Performance metrics (Level gains, ICAPS). o* ***Pot #2:*** *Innovation Incentives (e.g., hosting GED testing sites, multi-APC collaborations).*

The Loss Limit
The Committee is concerned about "Performance Dilution." Programs with institutional support (large CCs) can absorb the "cost-heavy" nature of ICAPS, while programs relying 100% on performance dollars face a "fiscal cliff."

Final Allocation = Calculated Allocation + Flat Rate Supplemental (if below FY26 levels)

This ensures that rural programs are not penalized for low density while they scale up their ICAPS partnerships.

The full proposal and recommendations are outlined in Appendix C.

Immediate Request
The Committee cannot move to public comment without transparency. We request that ICCB extract data from DAISI to provide:

1. A Side-by-Side Mock-up: Comparing FY26 actuals vs. FY27 Scenario 4 projections for every program.
2. Barrier Weighting: A draft of the SAM (Statistical Adjustment Model) weights for poverty and rurality.
3. Shared ID Protocols: A plan for a shared tracking system so CBOs and CCs can both receive credit for a single student's journey from Bridge to ICAPS.

COMMITTEE 2: ARTIFICIAL INTELLIGENCE IN ADULT EDUCATION AND WORKFORCE TRAINING

Committee Charge: Artificial Intelligence is disrupting the workforce, automating many entry level positions. Some estimates suggest that AI could impact nearly 50 million U.S. jobs in the coming years, with a mix of job displacement and creation. As AI continues to reshape the labor market, particularly for young employees and those entering career pathways, adult learners are at an increased risk of being left behind with fewer job opportunities and increased marginalization. Adult Education programs must be intentional about the integration of AI instruction in basic literacy instruction and workplace training.

- What are the career or employment opportunities for entry level positions in the AI field?
- What are the digital literacy and academic skills necessary for entering the workforce with AI?
- What, if any, industry recognized credentials, exist in the AI field?
- What updates are necessary in the Essential Employability Skills Framework?

Recommendations

Rather than accelerating prematurely to AI instruction, the state will invest deliberately in building digital confidence, access, and resilience across programs and roles. This approach ensures that AI literacy is introduced as a meaningful extension of critical thinking, ethical judgment, and workplace relevance—not as a replacement for them. By anchoring AI literacy in robust, scaffolded digital skills, ICCB drives equitable innovation—equipping learners and educators with the tools to engage technology thoughtfully, navigate change effectively, and succeed in an AI-enabled economy.

In alignment with adult-education-specific frameworks (World Education, Maryland Adult Digital Literacy Framework, and the DQ Institute), digital literacy for AEFLA populations includes—but is not limited to—the ability to:

- Access and navigate devices, operating systems, and learning platforms
- Communicate and collaborate using digital tools
- Locate, evaluate, and apply digital information
- Use productivity tools relevant to education and employment
- Understand online safety, privacy, security, and digital rights
- Transfer digital skills across academic, workforce, and daily-life contexts

Digital resilience extends beyond discrete skills and refers to the capacity to adapt, recover, and problem-solve in digitally mediated environments. For adult learners and staff, digital resilience includes:

- Troubleshooting technical challenges and seeking appropriate help
- Managing error, misinformation, and automation failures

- Adjusting to new platforms, updates, and workflows over time
- Exercising judgment, agency, and persistence when technology does not function as expected

Together, digital literacy and digital resilience reflect a developmental progression, not a static checklist. In Illinois, these competencies will be intentionally scaffolded across instructional levels, modalities (in-person, hybrid, distance), and program types (ABE/ASE, ESL, Bridge, ICAPS), recognizing that digital confidence is essential for learner persistence, equitable access, and workforce mobility.

Objective 1: Build Instructor Capacity in Digital Skills and Remote Instruction

The committee recommends the development of a New Instructor Orientation–style professional development course that enables instructors to earn eligible PD hours while providing immediately adoptable statewide tools and real-time instructional supports. Consider elevating COABE's AI Essentials course through Google as a "Specialist" level subsequent training pipeline for AE instructors, administrators, and support staff.

Recommendation 2: Update and Operationalize Illinois Technology Standards with a Leveled, Scaffolded Approach

Building on World Education's EdTech Bridges framework, Maryland's Adult Digital Literacy Framework, and the DQ Institute's Digital Intelligence domains, the PDN will support a leveled approach that:

- Scaffolds digital skills across NRS levels
- Differentiates expectations between ABE, ASE, ESL, Bridge, and ICAPS contexts
- Establishes digital skills as transferable workplace competencies
- Gradually introduces AI literacy, only once foundational digital skills have been clearly established/measured
- Promotes learner agency in discerning, utilizing, and leveraging AI, confirming transference.

Recommendation 3: Contextualize Digital Skills and AI Literacy for Workforce Pathways

Digital and AI skills have the greatest impact when they are contextualized to real work tasks, not taught in isolation. The PDN will focus on translating digital and AI competencies into instructional practice across Bridge, ICAPS, and workplace literacy programming.

The full proposal and recommendations are outlined in Appendix D.

COMMITTEE 3: PARTNERSHIPS, INCREASED CO-ENROLLMENT AND ADULT EDUCATION SUSTAINABILITY

Committee Charge*:* The adult education landscape is changing rapidly with a need for innovation leading to sustainability. Building strong community, increasing co-enrollment, and building system partnerships can lead to adult basic education sustainability.

Guiding Questions:

- What system partnerships (such as SNAP E&T) aid in sustainability for adult education?
- How can workplace literacy partnerships aid in program sustainability?
- How can improve our co-enrollment and partnerships with the WIOA Core Partnerships?

Recommendations:

Recommendation 1*:* The committee recommends that the state supports training on how to use and access SNAP EBT funds for our programs.

Recommendation 2: The committee recommends that ICCB support and provide training on best practice and implementation that programs can use to charge students (if they wish to) now that the law has passed.

Recommendation 3: With the support and guidance of ICCB, cross-collaborate with core WIOA partners statewide to use the governor's discretionary funds to support adult learners in ICAPS.

APPENDIX A: COUNCIL MEMBERSHIP

Individuals are appointed to the ICCB Adult Education Advisory Council per the guidelines of the council bylaws. Below is the membership for the SFY26 Council.

Council Chair

- Margaret Segersten
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Community Colleges

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  Region III APC 507

- Margaret Wolf, Director of Adult Education and Literacy
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  Region III APC 525

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  Region I APC 508

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Region IV APC 529

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ICCB Staff – ICCB Staff determined by committee

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Illinois Continuing Adult Educators Association (IACEA)

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Adult Education Instructor

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APPENDIX B: ADVISORY COUNCIL BYLAWS

Illinois Community College Board
Adult Education and Literacy
Advisory Council

Public Act 91-0830 provides for governance of Adult Education and Literacy (AEL)by the Illinois Community College Board (ICCB), stating the agency "shall establish an advisory council consisting of all categories of eligible providers; agency partners such as the State Board of Education, the Department of Commerce, the Department of Human Services, the Illinois Department of Employment Security, the Secretary of State literacy program; and other stakeholders to identify, deliberate, and make recommendations to the State Board on adult education policy and priorities. In an effort to be inclusive regarding program representation by size, geographic distribution, and program type to provide continuity for the future, the plan for the structure and procedures by the ICCB Adult Education and Literacy Advisory Council has been developed.

There will be 30 members of The Council appointed by the ICCB. (29 Members and 1 provider Chair).

- six members from community-based providers
- six members from community college providers
- six members from public school or ROE providers
- one member from the Illinois Department of Corrections
- one member representing other stakeholders (such as a legislative member, a policy and advocacy member, an Illinois Workforce Board business member, a Head Start member, etc.)
- six members from state agencies (one each from the Illinois State Board of Education, the Illinois Department of Human Services, the Illinois Department of Commerce, Illinois Department of Employment and Security the Illinois Community College Board, and the Illinois Secretary of State's Literacy Office, Illinois Department of Employment Security)
- one member from the AEL Service Center Network
- one member from the Illinois Adult and Continuing Educators Association (IACEA)
- one member from Teaching English as a Second Language (TESOL)

Duties: The duties of the Council are to identify, deliberate, and make recommendations to the ICCB on AEL policies and priorities. Matters before the council will entail the vision, mission, goals, objectives and priorities for the State's AEL system consistent with the Vision and Mission document. The Illinois Unified State Plan, The Workforce and Innovation and Opportunity Act, as well as other pieces of legislation impacting the provision and quality of AEL services, and related issues, including but not limited to:

- curriculum and instruction;
- student support and transition services;
- policy studies, research, and accountability; and
- Professional development, training, recruitment and retention

Structure

- *Chairperson* - One Adult Education provider member will be appointed by the ICCB.
- *Secretary* - The secretary will be the ICCB Adult Education and Literacy Secretary.
- *Meeting dates and times* – Members will attend meetings quarterly. Meetings will be conducted from 10:30 a.m. until 2:00 p.m. Committees are expected to meet outside of the regularly scheduled Advisory Council meetings, as needed, and via teleconference or webinars.
- *Committee Membership* - Each Council member will also be an active member of one committee. At the first meeting of the Council, the ICCB will appoint each Council member to a committee. Committees may include individuals who are not Council members. These individuals may be appointed by the ICCB to serve on one or more committees for a specific purpose or because of specific expertise based upon advice and recommendations by committee members. These individuals are not Council members and do not have voting rights.
- *Ad hoc Committees* - Ad hoc committees may be added by the ICCB to address specific topic areas. These committees may include members from the council or representatives outside of the council with specific areas of expertise. These individuals may be appointed by the ICCB.
- *Terms* - Each new provider member will be appointed for a two-year term and may be appointed for no more than two consecutive terms. These terms will be staggered, with half to be reappointed/ replaced in one year, and the second half in the following year. State agencies and other stakeholders will be asked to participate as part of the structure, but term limits do not apply to their appointments. The IACEA member will be the past- President and is subject to change dependent upon the election of a new President.
- *Vacancies*- Any member appointed to fill a vacancy occurring before the expiration of another member's term shall be appointed for the remainder of that term and may be appointed for additional term(s) as deemed appropriate by the ICCB. Members completing a term will be replaced at the end of the term to:
    - emphasize continuous rotation;
    - involve as many providers as possible; and
    - consider diversity in demographics, geography and program type
- *Quorum* - A majority of the members shall constitute a quorum, but a lesser number may hold meetings. Any recommendation by the Council may be passed by simple majority vote of members present, provided a quorum has been reached. All members have voting rights.
- *Attendance* - Participation is an important part of membership on the Adult Education Advisory Council and its committees. Members who miss two

consecutive Advisory Council meetings without notification may be replaced.

- *Expenses* - Members will serve without compensation. In unusual situations, travel expenses may be reimbursed upon request. Other expenses, such as meeting costs or the cost of consultants, will be at the discretion of the ICCB.
- *Staff Support* - ICCB will provide staff support for each of the committees.

APPENDIX C: FULL PERFORMANCE FUNDING RECOMMENDATION

Formal Recommendation for Scenario 4 Implementation and Request for Data Modeling

I. Summary

After two years of deliberation and data analysis, the Advisory Committee formally recommends the adoption of **Scenario 4** for the FY27 Performance Funding Formula. The current methodology, largely unchanged for two decades, no longer aligns with the **Workforce Innovation and Opportunity Act (WIOA)** or the strategic shift toward **Integrated Career and Academic Preparation Systems (ICAPS)**.

Our proposal seeks to incentivize high-demand workforce credentials while protecting the baseline stability of smaller providers and Community-Based Organizations (CBOs) through a "Loss Limit" transition phase.

II. The Strategic Shift: Scenario 4

The Committee is moving to modernize the 72.72% "Level Gains" portion of the $11,400,000 performance allocation.

Performance Category	Current Weight (FY25/26)	Proposed Weight (FY27)	Rationale
Secondary Completions	27.28%	27.28%	Maintain weight but integrate shared tracking for partnerships.
Citizenship Completions	23.25%	0.00%	Phase out to align with federal MSG focuses.
Vocational Ed (Legacy)	4.03%	0.00%	Replace with modern ICAPS/Workplace Literacy metrics.
ICAPS & Workplace Literacy	N/A	27.28%	16.46% for credentials; 10.82% for progress/non-credential completions.

III. Core Recommendations for Equity

1. **Removal of Funding Restrictions:** Eliminate "silos" to allow programs to apply funds where the student need is greatest, fostering innovation rather than compliance-driven spending.
2. **The "Every Gain Counts" Model:** Contrary to federal "one MSG per student" reporting, Illinois should incentivize **continuous progress**. Every measurable skill gain (MSG-1a, 1c, 1d, 4, and 5) should generate a funding trigger to acknowledge the high cost of supporting high-barrier students.

3. **Statistical Adjustment Model (SAM):** Implement a weighted model that accounts for student barriers (poverty, ESL status, unemployment) to ensure rural and small CBO programs are not penalized for smaller raw volumes.
4. **Two-Pot Theory:** * **Pot #1:** Performance metrics (Level gains, ICAPS). o **Pot #2:** Innovation Incentives (e.g., hosting GED testing sites, multi-APC collaborations).

IV. Mock Scenarios: Impact of Braided Funding Support

The Committee is concerned about "Performance Dilution." Programs with institutional support (large CCs) can absorb the "cost-heavy" nature of ICAPS, while programs relying 100% on performance dollars face a "fiscal cliff."

Scenario A: The "Pure" Adult Ed Program (No Braided Funding)

- **Profile:** A program relying 100% on ICCB performance dollars and base grants (e.g., small ROEs or CBOs).
- **Risk:** Under the old formula, loss of Citizenship gains without a robust ICAPS infrastructure results in a **20-30% budget cut**.
- **Mitigation:** The **Loss Limit** process must guarantee no more than a 5-10% year-over-year decrease during the FY27-28 transition.

Scenario B: The Large Institutional Program (Healthy Braided Funding)

- **Profile:** Community Colleges with tuition-based Dual Credit support and local tax levies.
- **Impact:** These programs are better positioned to "scale" ICAPS. Scenario 4 will likely increase their funding share due to higher credential attainment volume.

V. Mock Formula

To modernize the ICCB Adult Education performance funding formula based on the shift from "Legacy Gains" toward the new 27.28% ICAPS/Workplace Literacy and Credentialing weights, the formula structure must be updated to include more variables.
Mathematical model structure:

1. The Global Unit Value (U)

First, we must determine the value of a single "weighting unit" across the entire state.

$$U = \frac{T}{\sum(S \times W \times M)}$$

Where:

- T: Total Performance Funding Pool (**$11,444,545**)
- S: Raw Data (Total State-wide completions/gains)
- W: Assigned weight (e.g., **5.7** for Secondary, **3.1** for Level Gains)
- M: The Mean (e.g., **0.3250**)

2. Provider Component Values (V)

The dollar value assigned to a single achievement type is calculated by multiplying the mean, the weight, and the global unit value.

- **Secondary Completion Value (V_s):** $0.3250 \times 5.7 \times U = \$781.02$
- **Level Gain Value (V_g):** $0.3250 \times 3.1 \times U = \$424.76$
- **ICAPS / Credential Value (V_i):** $M \times W_{new} \times U = \text{TBD based on final weightings}$

3. Total Provider Allocation Formula (A)

To calculate the total allocation for a specific provider (like IECC), we sum the components and include the proposed "Flat Rate" floor.

$$A = \text{MAX}\left[\text{Floor}, \sum(V_n \times C_n)\right]$$

Expanded View for IECC:

$$A = (V_s \times C_s) + (V_g \times C_g) + (V_i \times C_i) + \dots$$

Variable Key:

- C_s: Average Total Secondary Completions for the Provider.
- C_g: Average Total Level Gains for the Provider (Adjusted for removal of legacy vocational gains).
- C_i: Total ICAPS/Credential completions (The 9 students in your case study).
- V_i: The new higher-weight dollar value for ICAPS (weighted at 5.7 or higher).

4. Summary of the Shift

The transition you described effectively moves the "Level Gain" pot into two more specialized buckets. The new distribution of the $11.4M would look like this:

Category	Proposed Weight	Primary Metric
Secondary Completions	27.28%	HLS/GED completions
Level Gains	45.44%	Traditional EFL gains (reduced from 72.72%)
ICAPS & Workplace	16.46%	Credentials earned
Progress Measures	10.82%	Non-credential milestones

Key Recommendation: The "Loss Limit"

Because the 9 ICAPS students represent a high-weight value but a low volume compared to the 300 total students, the formula should include a **Hold Harmless** or **Flat Rate** clause:

Final Allocation = Calculated Allocation + Flat Rate Supplemental (if below FY26 levels
This ensures that rural programs are not penalized for low density while they scale up their ICAPS partnerships.

1. Updated Performance Funding Formula Logic: Unit Value = \frac{Total Performance Funding ($11.4M)}{Total Weighted Scores of all State Programs}$

The formula moves from a two-part system to a focused model, removing legacy vocational gains and prioritizing ICAPS and high-weight credentialing.

Total Performance Allocation: $\$11,400,000$ (as stated in prompt).

$$\text{Unit Value} = \frac{\text{Total Performance Funding (\$11.4M)}}{\text{Total Statewide Weighted Scores}}$$

2. Weighted Score Breakdown (The New Structure)
The 72.72% "Level Gains" portion is redesigned to focus on Integrated Career and Academic Preparation System (ICAPS) and Workplace Literacy.

- Secondary Completions (e.g., HSE/GED): 27.28% of total weighted scores.
- ICAPS & Workplace Literacy: 27.28% of total weighted scores, divided into:
    - 16.46% for ICAPS/Workplace Literacy Credentials.
    - 10.82% for ICAPS/Workplace Literacy Progress/Non-Credential Completions.
    - Other Level Gains (General): \(\approx. 45.44\%\) (Remaining % from previous 72.72% allocation, adjusted).

3. Proposed Unit Value & Provider Allocation
Step 1: Calculate Provider Weighted Score Provider Weighted Score = (S x Ws) + (C x Wc) + (P x Wp) + (L x Wl)

- S: Secondary Completion Count
- Ws: Weight for Secondary (5.7)
- C: ICAPS/Workplace Credentials Count
- Wc: High Weight Multiplier
- • P: ICAPS/Workplace Progress Count
- • Wp: Medium Weight Multiplier
- • L: Level Gains Count
- • Wl: Weight for Level Gains

Step 2: Calculate Provider Dollar Allocation Provider Allocation = Provider Weighted Score x Unit Value ($)
Note: A "Flat Rate" per ICAPS completer is recommended to ensure a minimum floor of support for rural programs.

IECC Case Study (Projected FY27) - Based on the current data for **IECC District #529**, we can project how Scenario 4 shifts the "Value per Outcome."

Current Performance Funding (FY26): $30,898
• The Problem: Serving 300 students in 12 counties with 9 ICAPS students.

- The Shift: 1. Elimination of Legacy Gains: If IECC relied on Vocational Ed gains, that "pot" disappears.
- ICAPS Injection: The 9 ICAPS students now trigger the new 27.28% incentive pot.
- Weighting: If an ICAPS completion is weighted at the same rate as a High School Diploma (5.7), those 9 students become significantly more "valuable" to the formula than 9 traditional level gains (3.1).

IECC Mock Allocation Estimate:

- Level Gains (non-ICAPS): ~35% of previous allocation (due to removal of Citizenship/Voc).
- New ICAPS Credit: High-weight multiplier for the 9 students + credentials.
- Result: Without a "Loss Limit," programs like IECC might see a temporary dip until ICAPS enrollment scales. We recommend an ICAPS "Flat Rate" per completer to ensure rural programs receive a minimum floor of support regardless of total volume.

VI. Immediate Request for Kathy Oleson Tracy

The Committee cannot move to public comment without transparency. We request that ICCB extract data from DAISI to provide:

4. A Side-by-Side Mock-up: Comparing FY26 actuals vs. FY27 Scenario 4 projections for every program.
5. Barrier Weighting: A draft of the SAM (Statistical Adjustment Model) weights for poverty and rurality.
6. Shared ID Protocols: A plan for a shared tracking system so CBOs and CCs can both receive credit for a single student’s journey from Bridge to ICAPS

APPENDIX D: FULL AI INTEGRATION RECOMMENDATION

Purpose & Rationale

Illinois adult education is at a critical inflection point. While interest in artificial intelligence (AI) literacy is accelerating—driven by workforce demand, employer expectations, and federal guidance—the system cannot responsibly or equitably move directly to AI literacy instruction without first ensuring strong, foundational digital skills for both learners and instructional staff.

Over time, digital skills integration across adult education programs has varied widely, resulting in uneven access to consistent, high-quality digital instruction. As a result, many adult education instructors are still developing their own digital fluency at the same time they are being asked to teach more advanced technology-enabled practices. This gap creates an inescapable constraint: AI literacy presumes digital literacy, including comfort with devices, platforms, navigation, online safety, evaluation of information, and troubleshooting. Without those fundamentals, AI instruction risks becoming inaccessible, unsafe, or purely theoretical.

Attempting to bypass digital skills development and "jump" directly to AI literacy would:

- Exacerbate digital inequities for learners with limited technology access or experience
- Increase risk related to privacy, data misuse, and over-reliance on automated tools
- Place unrealistic expectations on instructors who have not yet been equipped to teach or model digital resilience
- Undermine workforce relevance, since employers expect AI use to be grounded in strong digital judgment and tool fluency

For these reasons, digital skills and digital resilience must be treated as the bridge—not the barrier—to AI literacy. The Illinois Professional Development Network (PDN) is uniquely positioned to lead this work by equipping instructors and administrators with the tools, training, and support structures needed to build digital capacity first, and then layer AI literacy in a responsible, contextualized, and workforce-aligned manner.

This effort is not intended to mandate AI use or override local institutional policies. Instead, it ensures that regardless of whether or how AI is used locally, both staff and learners have equitable access to the skills needed to navigate a digitally mediated economy and advance economically and socially.

Core Goal

To intentionally sequence digital skills development and AI literacy as part of ICCB's long-term commitment to equity, economic mobility, and social advancement for adult learners. Illinois recognizes that strong digital foundations are essential for learners and instructors to fully access, evaluate, and benefit from emerging technologies. Rather than

accelerating prematurely to AI instruction, the state will invest deliberately in building digital confidence, access, and resilience across programs and roles. This approach ensures that AI literacy is introduced as a meaningful extension of critical thinking, ethical judgment, and workplace relevance—not as a replacement for them. By anchoring AI literacy in robust, scaffolded digital skills, ICCB drives equitable innovation—equipping learners and educators with the tools to engage technology thoughtfully, navigate change effectively, and succeed in an AI-enabled economy.

Definitions

Digital Literacy & Digital Resilience

Digital literacy in Illinois Adult Education refers to the foundational knowledge, skills, and behaviors required to effectively, safely, and independently use digital tools, platforms, and information for learning, work, and civic participation.

In alignment with adult-education-specific frameworks (World Education, Maryland Adult Digital Literacy Framework, and the DQ Institute), digital literacy for AEFLA populations includes—but is not limited to—the ability to:

- Access and navigate devices, operating systems, and learning platforms
- Communicate and collaborate using digital tools
- Locate, evaluate, and apply digital information
- Use productivity tools relevant to education and employment
- Understand online safety, privacy, security, and digital rights
- Transfer digital skills across academic, workforce, and daily-life contexts

Digital resilience extends beyond discrete skills and refers to the capacity to adapt, recover, and problem-solve in digitally mediated environments. For adult learners and staff, digital resilience includes:

- Troubleshooting technical challenges and seeking appropriate help
- Managing error, misinformation, and automation failures
- Adjusting to new platforms, updates, and workflows over time
- Exercising judgment, agency, and persistence when technology does not function as expected

Together, digital literacy and digital resilience reflect a developmental progression, not a static checklist. In Illinois, these competencies will be intentionally scaffolded across instructional levels, modalities (in-person, hybrid, distance), and program types (ABE/ASE, ESL, Bridge, ICAPS), recognizing that digital confidence is essential for learner persistence, equitable access, and workforce mobility.

AI Literacy & Digital Skills Development

AI literacy in Illinois Adult Education is defined as the ability to understand, use, evaluate, and engage with artificial intelligence tools and systems responsibly and effectively, grounded in strong foundational digital literacy and human oversight.

Illinois adopts the U.S. Department of Labor's AI Literacy Framework as its conceptual anchor, which defines five core AI literacy content areas applicable to both learners and staff:

1. Understanding AI principles – what AI is, what it is not, and how it operates at a basic level
2. Exploring AI uses – recognizing appropriate, sector-relevant use cases in education and the workplace
3. Directing AI effectively – providing clear prompts, context, and constraints
4. Evaluating AI outputs – identifying errors, bias, hallucinations, and limitations
5. Using AI responsibly – applying ethical judgment related to privacy, data, attribution, and accountability

Within AEFLA-funded programs, AI literacy is not treated as a standalone technical skill or a shortcut to productivity, but as a higher-order extension of digital literacy and critical thinking. Instruction emphasizes:

- Human oversight and educator responsibility
- Ethical and transparent use
- Bias awareness and source evaluation
- Accessibility, language equity, and learner safety
- Alignment with real workplace expectations and employability outcomes

Digital skills development and AI literacy are intentionally sequenced in Illinois. Because adult education programs historically did not achieve consistent, systemwide digital skills integration, Illinois explicitly rejects a "leapfrogging" approach to AI instruction. Learners and instructors must first develop baseline digital fluency and resilience before engaging meaningfully with AI-enabled tools.

This sequencing ensures that:

- AI does not deepen existing digital or economic inequities
- Learners are not over-reliant on automation they cannot evaluate
- Instructors are prepared to model responsible, informed technology use
- Workforce preparation reflects employer expectations for judgment, accuracy, and accountability

Objective 1: Build Instructor Capacity in Digital Skills and Remote Instruction
Adult education instructors are the linchpin of digital equity. Effective instruction—whether in person, hybrid, or fully remote—depends on instructors who are confident digital users and intentional digital skill builders.

The PDN will lead statewide professional learning that prepares instructors to:

- Deliver high-quality synchronous and asynchronous remote instruction grounded in evidence-based online pedagogy

- Explicitly teach digital skills (e.g., platform navigation, digital communication, safety, productivity tools)
- Implicitly develop digital resilience by embedding troubleshooting, evaluation, and decision-making into instruction
- Model responsible and transparent technology use for learners

This work recognizes that instructors cannot teach what they have not been supported to learn, and that digital confidence is foundational to instructional quality, learner persistence, and effective distance education.

The committee recommends the development of a New Instructor Orientation–style professional development course that enables instructors to earn eligible PD hours while providing immediately adoptable statewide tools and real-time instructional supports.
Responsible Parties: Illinois Professional Development Network (PDN), SIPDC, ALRC (in coordination with ICCB policy guidance and local provider implementation, and in partnership with World Education based on their work in this arena with Texas in FY2026)

Available Resources: Consider elevating COABE's AI Essentials course through Google as a "Specialist" level subsequent training pipeline for AE instructors, administrators, and support staff.

Objective 2: Update and Operationalize Illinois Technology Standards with a Leveled, Scaffolded Approach

Revised standards alone are insufficient if instructors are not supported in how to interpret and apply them in practice. To ensure meaningful implementation, the PDN will operationalize updated Illinois Technology Standards into clear, teachable progressions that reflect how adults actually acquire digital competence over time.

Building on World Education's EdTech Bridges framework, Maryland's Adult Digital Literacy Framework, and the DQ Institute's Digital Intelligence domains, the PDN will support a leveled approach that:

- Scaffolds digital skills across NRS levels
- Differentiates expectations between ABE, ASE, ESL, Bridge, and ICAPS contexts
- Establishes digital skills as transferable workplace competencies
- Gradually introduces AI literacy, only once foundational digital skills have been clearly established/measured
- Promotes learner agency in discerning, utilizing, and leveraging AI, confirming transference.

This progression ensures AI literacy is taught not as a shortcut or automation strategy, but as an extension of sound digital judgment, ethical reasoning, and human oversight.
Through this work, the PDN will transform updated standards into instructional guidance, adaptable evidence-based models, and professional learning aligned to real classroom and workforce contexts.

Responsible Parties: Illinois Professional Development Network (PDN), SIPDC, ALRC (in coordination with ICCB policy guidance and local provider implementation, and in partnership with World Education based on their work in this arena with Texas in FY2026)

Objective 3: Contextualize Digital Skills and AI Literacy for Workforce Pathways
Digital and AI skills have the greatest impact when they are contextualized to real work tasks, not taught in isolation. The PDN will focus on translating digital and AI competencies into instructional practice across Bridge, ICAPS, and workplace literacy programming.

Rather than requiring AI use, PDN training will help instructors and administrators:

- Integrate digital and AI literacy into occupational content and Essential Employability Skills
- Teach learners how to evaluate, direct, and responsibly use technology in sector-specific scenarios
- Align instruction with employer expectations for documentation, communication, and problem-solving
- Navigate local institutional AI policies while still developing learner capacity and awareness

This approach ensures workforce relevance while preserving local autonomy and ethical guardrails.

Responsible Party: Illinois PDN (in coordination with ICCB priorities and guidance)
Provides sector-specific exemplars, administrator training, and guidance for contextualized integration aligned to employability and retention outcomes.

Implementation Philosophy

This initiative intentionally prioritizes capacity-building over compliance.
It does not:

- Mandate AI use
- Require uniform instructional frameworks
- Supersede local institutional AI restrictions

Instead, through the PDN, the state provides:

- Tools instructors can choose from responsibly
- Training that builds confidence and competence
- Support systems that sustain digital equity over time

By grounding AI literacy in robust digital skills development, Illinois adult education can move forward responsibly, ensuring learners are not merely exposed to technology, but empowered to use it with confidence, discernment, and resilience.

Item #13.5
November 6, 2026

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
Wilbur Wright College

- Child Development: Early Childhood Education (16 credit hours)