



GUIDANCE FOR THE RETURN TO CAMPUS FOR
ADULT EDUCATION PROGRAMS IN RESPONSE
TO THE COVID-19 PANDEMIC

DEVELOPED IN PARTNERSHIP WITH ICCB'S *RETURN TO CAMPUS* COMMITTEE

TABLE OF CONTENTS

INTRODUCTION	3
GUIDING PRINCIPLES	4
COMMITTEE CHARGE	5
WORKING ASSUMPTIONS	5
RESTORE ILLINOIS: A PUBLIC HEALTH APPROACH TO SAFELY REOPEN OUR STATE.....	5
HEALTH AND SAFETY CONSIDERATIONS	6
Health and Safety Considerations for Instruction in Phase 2, 3 and 4	8
INSTRUCTION IN PHASE 2	9
Face-to-Face Instruction:	9
Face-to-Face Instruction in Key Areas:	9
Clinical Experience in Health Care:.....	9
Apprenticeships, IET/ICAPS, On-the-Job Training, and Internships:	10
INSTRUCTION IN PHASE 3	10
Phase 3: Finishing Up Student Credentials.....	10
INSTRUCTION IN PHASE 4.....	11
STUDENT SERVICES – PHASE 3 AND PHASE 4	11
AUXILIARY SERVICES	12
RETURN TO CAMPUS OR THE NSTITUTION MEMBERSHIP.....	13

INTRODUCTION

The COVID-19 pandemic has challenged the adult education providers in a variety of ways. All 78 plus adult education providers have made substantial changes by implementing work-from-home policies during the pandemic and moved instruction to an alternative, remote or online modality. In order to resume a semblance of normal operations, approval of reconvening plans by the Illinois Department of Public Health (IDPH) is necessary. To this end, the Illinois Community College Board (ICCB) Adult Education and Literacy system is committed to providing “Return to Adult Education Instruction” guidance and support to all approximately 78 adult education providers throughout the state. In an effort to engage the adult education system, the ICCB formed a taskforce of community college including representation from adult education and representing multiple sectors of the college system to develop guidance for the safe return of students, staff and faculty to campus or the institution, amid the COVID-19 pandemic. In addition, ICCB staff engaged the Adult Education Advisory Council to provide insight into the process.

This guidance is developed using the recommendations of the committee as well as the guidance provided by the Illinois Department of Public Health and the Governor’s Office. In addition, the guidance incorporates components of the Illinois Board of Higher Education’s (IBHE) Fall Re-opening Committee. The intent of this guidance is to assist all adult education providers in the development of plans that ensure the health, safety and support of our students while continuing to provide high quality instruction.

All adult education providers are committed to returning to campus or the institution in the fall of 2020, if the phases of the [Restore Illinois](#) plan allow the gradual return to campus or the institution. Adult education providers recognize that social distancing may limit the number of students in a space or receiving face-to-face instruction. At a minimum, alternative, remote or online learning will remain the default approach as return plans are developed or considered.

This guidance is based upon the best information available now from the IDPH and Center for Disease Control (CDC). Furthermore, this guidance does not represent a mandate to return to campus or the institution in the fall if individual institutional decisions deem an alternative or more cautious approach. The final decisions are the prerogative of the adult education provider. Adult education providers operate under the auspices of the ICCB. While Adult Education Programs operate under the ICCB, they are free to make plans beyond those approved by IDPH and to determine locally their stance on reopening once they are in an appropriate phase to do so (Phase 4 or Phase 5).

Adult education providers should note that this guidance remains subject to change pursuant to updated public health guidance and changing public health conditions. Adult education providers should remain alert for any future updates. In the event of a resurgence of the virus, or second wave in the fall, adult education providers should be prepared to return to full remote learning if conditions necessitate it.

GUIDING PRINCIPLES

RESTORE ILLINOIS. Adult education providers are committed to following *Restore Illinois: A Public Health Approach To Safely Reopen Our State*, Illinois Department of Public Health (IDPH), Center for Disease Control (CDC), and other state-issued industry guidance, as appropriate.

HEALTH AND SAFETY. Adult education providers are committed to making appropriate science-based decisions that accurately reflect their collective commitments to the health and safety of faculty, staff and students. All adult education providers are committed to fully engaging with their local health departments and local medical providers as they make decisions about returning to adult education instructional programming.

COMMITMENT TO EQUITY. All Adult education providers will place equity at the forefront of planning and decision-making to ensure students' and employees' needs are addressed, recognizing that remote learning and working present additional challenges and potential barriers. In addition, those in special populations should be reasonably accommodated as plans are developed to return to campus or the institution.

TRANSPARENCY IS ESSENTIAL. All adult education providers will make decisions with the utmost transparency, ensuring all communications related to the return to adult education instructions are thoughtful and enable understanding by their stakeholders. This document does not negate the collective bargaining agreements that are in place between the employer and the exclusive representative of the employees. To accomplish the goals and principles of this document, the employer and the exclusive representative of the employees should bargain in good faith with respect to wages, terms, and conditions of employment that may be affected. For those groups that are not represented by collective bargaining agreements, instruction programming should meet with those groups in the same spirit of transparency as they develop return to instruction policies.

COMMITMENT TO QUALITY INSTRUCTION. Adult education providers recognize the importance of ensuring quality education and are committed to instructor/faculty development that supports curricular adjustments and effective instructional delivery to ensure students are meeting essential learning outcomes across a diversity of modes including, but not limited to, alternative, remote or online/distance education instruction in the COVID-19 context. Policies for instruction must still follow the adult education policies and procedures, including assessment. See the Adult Education and Literacy Policy Manual: https://www.iccb.org/adult_ed/ae-fl-provider-manual/.

COMMITMENT TO STUDENT SUCCESS. All Adult education providers will endeavor to deliver quality instruction and inclusive student services to foster student engagement and support student success.

COMMITTEE CHARGE

In light of the COVID-19 pandemic, this committee will consider the appropriate questions, provide guidance and guiding principles and connect to the work of the IBHE Fall Reopening Committee to ensure consistency across Illinois’ higher education institutions, where appropriate, as Illinois’ approximately 78 adult education providers consider how to safely reconvene on campus or the institutions across the state.

WORKING ASSUMPTIONS

- Every adult education provider in Illinois is already engaged in their own local planning.
- Though every institution is unique and exercises its own individual autonomy, the system acknowledges that collective planning and learning lead to better decision-making and more consistency across the system.
- The work of this committee will not supersede any requirements or state and federal guidelines.

RESTORE ILLINOIS: A PUBLIC HEALTH APPROACH TO SAFELY REOPEN OUR STATE.

Restore Illinois is the plan released by Governor Pritzker and the Illinois Department of Public Health (IDPH) to move Illinois forward toward reopening in light of the COVID-19 pandemic. The plan lays out five phases. The guidance addressed in this plan focuses specifically on Phase 2 – 5, with most attention paid to Phases 3 and 4. Figure 1 below provides a graphic of the five phases. To Review the full document go here: [Restore Illinois](#).

Figure 1: The Five Phases of the Restore Illinois Plan

Phase 1 Rapid Spread	Phase 2 Flattening	Phase 3 Recovery	Phase 4 Revitalization	Phase 5 Illinois Restored
<p>Strict stay at home and social distancing guidelines are put in place, and only essential businesses remain open.</p> <p>Every region has experienced this phase once already and could return to it if mitigation efforts are unsuccessful.</p>	<p>Non-essential retail stores reopen for curbside pickup and delivery.</p> <p>Illinoisans are directed to wear a face covering when outside the home and can begin enjoying additional outdoor activities like golf, boating & fishing while practicing social distancing.</p>	<p>Manufacturing, offices, retail, barbershops and salons can reopen to the public with capacity and other limits and safety precautions.</p> <p>Gatherings of 10 people or fewer are allowed.</p> <p>Face coverings and social distancing are the norm.</p>	<p>Gatherings of 50 people or fewer are allowed, restaurants and bars reopen, travel resumes, child care and schools reopen under guidance from the Illinois Department of Public Health.</p> <p>Face coverings and social distancing are the norm.</p>	<p>The economy fully reopens with safety precautions continuing.</p> <p>Conventions, festivals and large events are permitted, and all businesses, schools and places of recreation can open with new safety guidance and procedures.</p>

See: Office of the Governor, J.B. Pritzker (May 5, 2020). Retrieved June 1, 2020 from <https://coronavirus.illinois.gov/sfc/servlet.shepherd/document/download/069t000000BadS0AAJ?operationContext=S1>

HEALTH AND SAFETY CONSIDERATIONS

Adult education providers should develop comprehensive plans for maintaining the health and safety of faculty, staff, and students. Plans should include, but not be limited to:

- **Testing and Contact Tracing:** Adult education providers should connect with their local public health department, their institution, hospital, or other medical providers, and maintain regular communication with public health as best practices evolve over time. Adult education providers should work collaboratively with local health departments and other medical providers in the event that surveillance testing during any of the *Restore Illinois* phases becomes necessary.
- **Health Screenings:** Adult education providers should conduct health screenings safely and respectfully, in accordance with IDPH Guidelines available at: <https://dceocovid19resources.com/assets/Restore-Illinois/checklists3/screening.pdf>
 - If conducting daily temperature checks, an employee, student or visitor who presents a temperature greater than 100.4 should not be allowed admittance to the facility and should be encouraged to seek medical care. Adult education providers should consider their obligations as it relates to compliance with the federal Health Insurance Portability and Accountability Act (HIPPA).
 - If automated or self-monitoring is implemented, there should be a mechanism for notification of symptoms and the need for action.
- **Vulnerable Employee Populations:** During Phase 3 and Phase 4, adult education providers should consider reasonable and appropriate accommodations for remote work wherever possible for faculty and staff who are medically unable to return to campus or the institution or who are at a higher risk or more vulnerable to COVID-19 due to underlying conditions, referencing existing contracts and collective bargaining agreements where appropriate. Adult education providers should be aware of extended provisions of the federal Family Medical Leave Act related to the COVID-19 pandemic.
- **Vulnerable Student Populations:** During Phase 3 and Phase 4, adult education providers should consider reasonable and appropriate accommodations for remote learning for students who are medically unable to return to campus or the institution, are at a higher risk, or are more vulnerable to COVID-19 due to underlying conditions.
- **Quarantine and Isolation:** Adult education providers should continuously monitor CDC, OSHA, and IDPH guidelines, as well as stay in close contact with local public health departments / health care providers for the latest information related to quarantine and isolation measures. Wide-scale absences of faculty, staff, or students should be noted and brought to the attention of the local public health department.

- **Isolation of COVID-19 Positive Employees:** Adult education providers should have plans in place following IDPH and CDC guidelines for requiring employees who test positive for COVID-19 to self-isolate away from campus or the institution. Employees should not return to campus or the institution until they have recovered as defined by IDPH and CDC guidelines.
- **Isolation of COVID-19 Positive Students:** Adult education providers should have plans in place following IDPH and CDC guidelines for requiring students who test positive to self-isolate away from campus or the institution. Students should not return to campus or the institution until they have recovered as defined by IDPH and CDC guidelines.
- **Remote Learning / Work Options:** Adult education providers should support and develop options for remote learning for students, and remote work for employees (including coverage of classes if appropriate), for those who are not able to come to campus or the institution because of isolation, COVID-19 infection, or quarantine.
- **Traffic Flow:** Adult education providers should develop plans to manage pedestrian traffic flow in and out of buildings, dining centers, classrooms, labs, and studios, as well as spacing of students, faculty and staff to be consistent with IDPH and CDC guidelines. Considerations might also be given to staggered scheduling, as appropriate.
- **Social Distancing Considerations:** Adult education providers should take additional measures to ensure social distancing and safety as determined by the features of spaces, learning methods, and other factors (e.g. floor markings, staggered furniture arrangements, Plexiglas dividers, etc.).
 - a. Institutions should consider enacting policies requiring faculty, staff, and students to maintain a distance of at least six feet from others whenever possible, use face coverings, and practice hand hygiene consistent with CDC guidelines. In addition:
 - i. Personnel should be scheduled to enable social distancing.
 - ii. Personnel on campus or the institution should adhere to the use of face coverings and physical distancing. Personnel working in individual office spaces can remove face coverings but should don them when leaving their individual office space.
 - iii. In spaces such as labs where specialized furniture and equipment are fixed, the use of face coverings and additional scheduling considerations should be employed.
 - iv. Where possible, cleaning should be completed between each group of personnel and their work shifts on campus or the institution.
- **Cleaning of Facilities:** Adult education providers should follow protocols for cleaning as outlined by the CDC, IDPH, and other expert organizations.
- **Cleaning of Spaces used by Positive COVID-19 individuals:** Adult education providers should follow [CDC guidance](#) and [IDPH guidance](#) regarding cleaning of spaces used by individuals who have tested positive for COVID-19.

- **Campus or the Institution Access and Visitors:** Adult education providers should develop plans to manage and limit general pedestrian traffic flow to the campus or the institution and in campus or the institution buildings, including student activities and athletic events.
 - **Phase 3.** Adult education providers should limit on campus or institution visitors. Visitors who must be on campus or at should adhere to CDC and IDPH health guidelines, including hand hygiene, face coverings, and social distancing, wherever possible. Adult education providers should limit community groups, camps, and other external activities that use institutional facilities.
 - **Phase 4.** Campus or the institution visitors are permitted on campus or the institution following CDC and IDPH health guidelines. Events meeting the *Restore Illinois* guidelines for gatherings (currently 50 people or fewer), may occur on campus or the institution, using current CDC and IDPH guidance and while following all social distancing and health practices as otherwise outlined in this document.

Health and Safety Considerations for Instruction in Phase 2, 3 and 4

- 1) Consistent with the Illinois Department of Public Health (IDPH) Guidelines, institutions shall:
 - a. Provide employees with appropriate face coverings.
 - b. Require students to wear appropriate face coverings.
 - c. Ensure students and faculty comply with social distancing requirements pursuant to IDPH Guidelines, including by maintaining six-foot social distancing at and convening in groups of 10 or fewer in Phase 3 and 50 or fewer in Phase 4.
 - d. Designate six-foot distances in areas where lines are formed, or employees / students are required to gather. Designate with signage, tape, or by other means, six-foot spacing for employees and students in order to promote compliance with social distancing guidelines.
 - e. Have hand sanitizer and sanitizing products readily available for employees and students. Students and employees must practice hand hygiene prior to using any common spaces or materials and again after completion of their work.
 - f. Insofar as possible, separate on campus or the institution service hours should be implemented for students at high risk of contracting COVID-19.
 - g. Provide sanitizing wipes or cleaners in all common high-touch areas and for materials that are touched by faculty, staff and students.
 - h. Follow all appropriate IDPH and Center for Disease Control (CDC) guidelines to minimize in-person interaction and maximize safety protocols.
 - i. All approved accommodations and services per Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act Amendments Act (ADAAA) still apply.
- In settings such as classrooms/auditoriums and other spaces where it is possible to socially distance, the following safety guidance applies:

- Faculty, staff, and students should maintain a distance of at least six feet from others, and when six feet cannot be maintained, use face coverings and practice hand hygiene consistent with CDC guidelines.
- Ensure students and faculty comply with social distancing requirements pursuant to IDPH Guidelines, including by maintaining six-foot social distancing and convening in groups of 10 or fewer in Phase 3 and 50 or fewer in Phase 4.

INSTRUCTION IN PHASE 2

Phase 2. Education and childcare: Remote learning in P-12 schools and higher education; Child care in groups of 10 or fewer for essential workers. (As applicable)

- Educational institutions, including adult education providers, are considered Essential Businesses for the purpose of facilitating distance learning.
- Adult education providers should continue to provide alternative, remote or online instruction during Phase 2.
- Face-to-face instruction must be discontinued with very limited exceptions, during Phase 2.

Face-to-Face Instruction:

- For those disciplines where online, remote, or alternative instruction is impossible, adult education providers should consider options for these students including, but not limited to, delaying the completion of instruction, etc. Considerations must account for the possibility that the requirement to provide alternative, remote or online/distance instruction will continue for a significant length of time.

Face-to-Face Instruction in Key Areas:

- Training Programs associated with Integrated Education and Training (IET)/Integrated Career and Academic Placement System (ICAPS) may be continued for Emergency Medical Technicians, Police, and Firefighters during Phase 2, provided appropriate safety protocols are observed, consistent with IDPH guidance.
- No students should be required to attend these trainings if they are uncomfortable doing so. For those students who opt out of training, a plan should be developed to extend their training window once the institution's region enters into Phase 3.
- No faculty or staff should be required to provide trainings in a face-to-face format if he or she is medically unable to do so, consistent with locally- developed contracts, collective bargaining agreements, and other MOUs. For those trainings, the institution may need to seek alternative training personnel as appropriate.

Clinical Experience in Health Care:

- If hospitals and health care facilities, through ICAPS or IET programs, choose to continue onsite clinical instruction, institutions may opt to continue these, assuming they are offsite endeavors.
- Students who choose not to participate should be afforded the opportunity to complete their clinical instruction at a later date.

Apprenticeships, IET/ICAPS, On-the-Job Training, and Internships:

- Institutions may opt to continue other instructional arrangements in industries and businesses that remain open under the designation as Essential Businesses and Operations.
- Apprenticeships, IET/ICAPS, on-the-job trainings, or internships may be continued if such instruction is occurring in critical business sectors, as identified in any disaster proclamation, executive order, *Restore Illinois*, or by the IDPH.
- Students who choose not to participate should be afforded the opportunity to complete their apprenticeship / instruction later. As applicable, if employers are unable to accommodate, the student and the institution should work together to seek a viable alternative.

INSTRUCTION IN PHASE 3

Phase 3. Education and childcare: Remote learning in P-12 schools and higher education; Limited child care and summer programs open with IDPH approved safety guidance

- Educational institutions, including adult education providers, are considered Essential Businesses for the purpose of facilitating distance learning.
- Adult education providers should continue to provide alternative, remote or online instruction during Phase 3.
- Limited in-person instruction is allowable in those cases when there is no other way for the student to meet the competencies of the course through alternative, remote, or online instruction. Several principles are key in the implementation of this provision:
 - *As much content as possible* must be delivered in an alternative, remote, or online format, with in-person instruction limited to the essential competencies that can only be demonstrated while meeting in-person / onsite.
 - Any required in-person components should be completed as soon as possible.
 - Students should not be enrolling in IET/ICAPS program with CTE courses that require core competencies to be completed via hands-on or face-to-face interaction during Phase 3 unless they intend to meet these requirements. It is critical that students are advised with the utmost transparency to ensure that these decisions are made with all the relevant information.
 - *Phase Transitions*: If a region were to transition from Phase 3, back to Phase 2, these students (who enrolled during Phase 3), cannot be required to continue with in-person instruction. *Note the only instruction that would continue in a face-to-face format during such a transition (Phase 3 back to Phase 2) would be Emergency Medical Technicians, Police, and Firefighters, students in clinical experiences, or apprenticeships / internships in industries and businesses that remain open under the designation as Essential Businesses and Operations.* Students who choose not to participate should be afforded the opportunity to complete their in-person instruction at a later date.

Phase 3: Finishing Up Student Credentials

In the event that an institution moves from Phase 2 forward to Phase 3 and there are individuals who had their instruction interrupted due to being in Phase 2, the following applies:

- In the scheduling of in-person instruction, priority should be given to students scheduled to graduate soonest (as applicable).
- All approved accommodations and services per Section 504 of the Rehabilitation Act of 1973 and Title II of the ADAAA still apply.
- Students cannot be required to participate in in-person instruction. Students who choose not to participate should be afforded the opportunity to complete their in-person instruction at a later date.

INSTRUCTION IN PHASE 4

Education and childcare: P-12 schools, higher education, all summer programs, and child care open with IDPH approved safety guidance. (As applicable)

- In-person instruction may resume, provided appropriate safety protocols are in place, and institutions do the following, including, but not limited to:
 - Provide employees with appropriate face coverings.
 - Require students to wear appropriate face coverings.
 - Ensure students and faculty comply with social distancing requirements pursuant to IDPH Guidelines, including by maintaining six-foot social distancing and convening in groups of 10 or fewer in Phase 3 and 50 or fewer in Phase 4.
 - Designate six-foot distances in areas where lines are formed, or employees/students are required to gather. Designate with signage, tape, or by other means, six-foot spacing for employees and students in order to promote compliance with social distancing guidelines.
 - Have hand sanitizer and sanitizing products readily available for employees and students. Students and employees must practice hand hygiene prior to using any common spaces or materials and again after completion of their work.
 - Insofar as possible, separate hours should be implemented for students at high risk of contracting COVID-19.
 - Follow all appropriate IDPH and Center for Disease Control (CDC) guidelines to minimize in-person interaction and maximize safety protocols.
 - Provide sanitizing wipes or cleaners in all common high-touch areas and for materials that are touched by faculty, staff and students.
 - All approved accommodations and services per Section 504 of the Rehabilitation Act of 1973 and Title II of the ADAAA.

STUDENT SERVICES – PHASE 3 AND PHASE 4

- Student services staff are best equipped to help students in distress and should assist faculty with identifying and referring students in distress to appropriate services.
- Advising/Counseling Centers, Testing Centers, Tutoring Centers, Financial Aid Offices, etc., should operate under the health and safety guidelines of the appropriate phase.
 - For example, during Phase 3, advising, tutoring, etc., should be offered remotely, insofar as possible. When not possible, they should operate under the guidelines for gatherings under Phase 3 and Health and Safety Guidelines cited in this document.
 - Other congregate spaces will be closed during Phase 3.

- Assessment testing must be discontinued, or conducted via an online platform in phase 3. NRS assessment should occur as soon as reasonably possible. Until then, provisional placement is permitted. Adult Education providers must adhere to the assessment policies as outlined in the Adult Education Providers Manual, https://www.iccb.org/adult_ed/aepl-provider-manual/.
 - If institutions choose to open adult education testing centers during Phase 3 or Phase 4, they should open them consistent with gathering requirements in the appropriate Phase.
 - If an institution’s testing center must offer in-person adult education testing for student certifications and assessments that do not have remote options, appropriate gathering restrictions and health and safety measures must be followed.

AUXILIARY SERVICES (As applicable)

Service	Guidance
Childcare Centers	https://www2.illinois.gov/sites/OECD/Pages/Resources-for-Providers.aspx
Health and Fitness Centers	<p>Institutions should consider keeping fitness centers closed to the public during Phase 3. https://dceocovid19resources.com/assets/Restore-Illinois/businessguidelines3/healthandfitness.pdf</p> <p>Swimming Facility Guidelines for Phase 3. http://www.dph.illinois.gov/sites/default/files/Swimming%20Facility%20Guidelines%20Final%206%205%2020.pdf</p>
Cafeterias and Dining Services	<p>Vending machines may remain in use, though should be sanitized after each use. See https://dceocovid19resources.com/assets/Restore-Illinois/businessguidelines3/offices.pdf</p> <p>https://dceocovid19resources.com/assets/Restore-Illinois/businessguidelines3/restaurantbars.pdf</p>
Bookstores	https://dceocovid19resources.com/assets/Restore-Illinois/businessguidelines3/retail.pdf
Office Spaces	<p>Sharing of Offices is addressed. https://dceocovid19resources.com/assets/Restore-Illinois/businessguidelines3/offices.pdf</p>

RETURN TO CAMPUS MEMBERSHIP

<u>MEMBER</u>	<u>REPRESENTING</u>
Tammy Betancourt, Vice President of Finance and Chief Financial Officer	Danville Area Community College, Vice-President, Chief Financial Officers Organization
Stephanie Bernoteit, Executive Deputy Director	Illinois Board of Higher Education
Kathy Bruce, Associate Provost, Academic Affairs	Harper College
Josh Bullock, President	Lake Land College, Presidents' Council Executive Team
Noella Dcruz, Astronomy Faculty	Joliet Junior College
Yolanda Farmer, Vice President of Student Development	Joliet Junior College, Past – President, Illinois Chief Student Services Officers
Dan Hagberg, Executive Director of Institutional Research	Heartland Community College ICCB MIS Advisory Committee
Ginger Harner, Adult Education/Alternative High School Manager	Shawnee College, Chair Illinois Adult Education Advisory Council
Peggy Heinrich, Vice President of Teaching, Learning, and Student Development	Elgin Community College
Anne Humphrey, English Faculty	McHenry County College
Ryan Jansen, Disability Services Coordinator	John Wood Community College
Sylvia Jenkins, President	Moraine Valley College, Presidents' Council Executive Team
Tony Johnston, President	Cook County College Teachers Union
Kona Jones, Director of Online Learning	Richland Community College
Diane Koenig, Math Faculty	Rock Valley College, President of the Illinois Math Association of Community Colleges, SJR 41 Taskforce Member
Raymond Kowalczyk, Accounting Faculty	Illinois Central College

Bill LaTour, Dean of Operations/Chief of Police	John Wood Community College
Ileo Lott, Vice President of Academic Affairs	Oakton Community College
Cynthia Maskey, Dean, Health Professions	Lincoln Land Community College
Diane Nyhammer, Vice President of Educational Affairs	Waubensee Community College, President, Chief Academic Officers Organization
Curt Oldfield, President	Spoon River College, Presidents' Council Executive Team, President of the Council
Randi Papke, Biology Faculty	Southwestern IL College, Labor
Amy Pawlik, Associate Vice President of Enrollment and Student Support Services	Heartland Community College, President, Illinois Chief Student Services Officers
Paige Ponder, CEO of One Million Degrees	ICCB Board Member
Mark Potter, Provost & Chief Academic Officer	City Colleges of Chicago
Jim Reed, Executive Director	Illinois Community College Trustees Association
Jonah Rice, President	Southeastern IL College, Presidents' Council Executive Team
Purva Rushi, Executive Director for Strategic Planning and Accreditation	Triton College
Tawnja Trimble, Coordinator of Tutoring	McHenry County College, Labor
Terry Wilkerson, President	Rend Lake College
Jacob Winter, Math Faculty Member	Blackhawk College, President, Illinois Community College Faculty (ICCFA)